

INDEPENDENT SCHOOLS COUNCIL  
(ISC)

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INSPECTION OF  
THE GREGG SCHOOL

By the

INDEPENDENT SCHOOLS INSPECTORATE  
(ISI)

on

25<sup>h</sup> to 29<sup>th</sup> April 2005

SUMMARY REPORT

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# INDEPENDENT SCHOOLS INSPECTORATE

## SUMMARY INSPECTION REPORT ON

### **The Gregg School**

Full Name of the School	<b>The Gregg School</b>		
DfES Number	<b>852/6000</b>		
Address	<b>Townhill Park House Cutbush Lane Southampton S018 2GF</b>		
Telephone Number	<b>023 8047 2133</b>		
Fax Number	<b>023 8047 1080</b>		
E-mail Address	<a href="mailto:office@gregg.southampton.sch.uk">office@gregg.southampton.sch.uk</a>		
Name of Headteacher	<b>Mr R D Hart</b>		
Chairman of Governors	<b>Mr L Patrick</b>		
Age Range	<b>11 to 16 years</b>	Gender	<b>Co-educational</b>
Number of Pupils	<b>337</b>	Number of Boarders	<b>None</b>
Inspection Dates	<b>25<sup>th</sup> to 29<sup>th</sup> April 2005</b>		

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 163(1)(b) of the Education Act 2002, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

## **MAIN FINDINGS**

### **Overall Summary**

The Gregg School provides a good quality education appropriate to the wide range of abilities in the school. Effective teaching, combined with pupils' positive attitudes to study, is a major factor in promoting good progress through the school. The staff work hard to ensure that pupils are very well cared for and supported. The use of the library and information and communication technology, some aspects of monitoring for quality and opportunities for pupils' spiritual development require attention.

### **What the School Does Well**

The school has strengths in nearly all aspects of its provision. The following are the most significant.

- Good quality teaching enables pupils to achieve well in public examinations.
- An ethos in which individual pupils feel valued is created by good quality pastoral care and support.
- The school is a friendly welcoming community in which pupils of all ages relate well with one another and the staff.
- Provision for the learning support is of very good quality.
- The school has strong links with parents and the community.
- The senior management team (SMT) offer well-directed leadership.

### **What the School Should Do Better**

- The school has a small number of weaknesses, some of which it has already identified and is beginning to address.
- The library is not an effective learning and teaching resource and contributes little to encouraging pupils to take responsibility for their own learning.
- Information and communication technology (ICT) does not make a strong enough contribution to teaching and pupils' learning.
- The implementation and monitoring of whole-school policies and procedures are inconsistent by middle management.
- The school does not have a formal performance management scheme for teaching and non teaching staff.
- Insufficient provision is made for pupils' spiritual development.

### **Standards of Attainment and Progress in Subjects**

Pupils' achieve good standards in Years 7 to 9 and their attainment is generally good in Years 10 and 11. In relation to their abilities, pupils' attainment in national tests at aged 14 over the last two years is good in relation to their abilities and in GCSE it is good in almost all subjects.

Pupils were entered for national tests at aged 14 for the first time in 2003. In English, mathematics and science their results have been well above the national average for all maintained schools. Girls outperformed boys in English, but performance was comparable in the other two subjects. Performance overall in GCSE over the last three years has been

above the national average for all maintained schools. With the exception of chemistry, which was in line with the national average, and biology and physics that were below, all other subjects were above or well above the national average. Over the last three years, boys have outperformed girls and in 2004 the number of A\* and A grades they achieved showed a significant improvement.

Attainment in lessons and pupils written work is good. Pupils are articulate, listen carefully and most read and communicate well. They deploy good mathematical skills across the curriculum, but they make insufficient use of ICT. Pupils make good progress in lessons and over time; those with learning difficulties make good and often rapid progress.

### **The Quality of Pupils' Learning, Attitudes and their Behaviour**

The quality of pupils' attitudes to learning and of their personal development is good and contributes constructively to the learning process. Pupils have a positive attitude to their work and are conscientious learners, but they do not take sufficient responsibility for finding things out for themselves. With a few minor exceptions pupils' behaviour is good.

### **The Quality of Teaching**

The quality of teaching is good and contributes effectively to pupils' attainment and progress. Throughout the school, in all but a small number of lessons, teaching was at least satisfactory and in just under three-quarters of the lessons observed it was good with some that was very good. Teachers have a secure knowledge and understanding of the subjects they teach. They plan lessons thoughtfully and use resources effectively. Teaching prepares pupils well for examinations but does not always give sufficient opportunities that encourage them to think creatively or to take responsibility for their own learning.

## **Other Aspects of the School**

### **Attendance**

The level of pupils' attendance is good and enables them to take full advantage of the opportunities provided by the school. Authorised absence is low and unauthorised absence is rare.

### **Assessment and Recording**

The arrangements for assessing pupils' performance are good. The methods used are appropriate for the age of pupils, their needs and stage of development. Overall, they are accurate and effective but not used consistently in all departments. Very good use is made of standardised test data to monitor pupils' progress and more use is beginning to be made of the information provided by these tests for curriculum planning. The marking of pupils' work is inconsistent.

### **Curriculum**

The curriculum provided by the school is sound. It is broad but is not always balanced as the distribution of some subjects over the week is uneven. Very good provision is made for pupils with specific learning difficulties and for all pupils the curriculum contributes positively to their intellectual, physical, and personal attainment and development, and is appropriate for their age and stage of development. Planning for continuity and progression is satisfactory overall, but the curriculum provides too few opportunities for pupils to be involved in their own learning and to develop research skills. It prepares pupils well for the next stage of their education or training.

**Teaching and Non-teaching Staff**

The provision of teaching and non-teaching staff is good. The number, qualifications and experience of staff are appropriate for the curriculum and they are deployed to make the best use of their expertise. The hard working staff make a significant contribution to the good standards achieved within and beyond the classroom. The school does not have a performance management scheme for teaching or non-teaching staff. Procedures for the recruitment of teaching and non-teaching staff and volunteers comply with the regulations for child protection.

**Resources for Learning**

The provision, quality and organization of books, equipment and materials to support the teaching, learning and recreation of pupils are good and they are used effectively. The ICT system is no longer powerful enough to meet current demands and ICT does not make a strong enough contribution to teaching and learning across the curriculum.

**Libraries**

The quality of library provision is unsatisfactory. The library does not provide appropriate support for the curriculum and it is, for the most part, poorly used.

**Premises and Accommodation**

The buildings, accommodation and other facilities are suitable and appropriate for the age, numbers and abilities of the pupils. The accommodation supports the curriculum in almost all subjects and makes a positive contribution to pupils' personal development, behaviour and welfare. The provision for sport is good.

**Links with Parents and the Community**

The school has a strong and effective partnership with parents and very good links with a broad section of the community. The opportunities provided enhance and broaden the curriculum and make a significant contribution to pupils' education. Parents are provided with good quality information about the school and about their children's work and progress. Many parents give active support to school events. The majority of the 171 parents who replied to the questionnaire sent out before the inspection said they were pleased with their children's attainment, the curriculum, the quality of teaching and the pastoral support provided.

**Pupils' Personal Development**

The school makes good provision for pupils to develop a moral code, as well as developing personally, socially and culturally. Insufficient opportunities, however, are provided to help pupils develop personal belief systems. The PSHE and extra-curricular programme, together with opportunities to assume responsibility throughout the school, all contribute to pupils' personal development.

**Pastoral Care**

The quality of pastoral care and support for pupils is good. The school cares effectively for pupils' well being and successfully promotes their academic development and personal growth. The provision for careers education, and guidance on post-16 education and training, is very good. Arrangements to promote good discipline are in place and pupils have good relationships with teachers. Measures to promote welfare, health and safety are good.

### **Governance and Management**

The governance and management of the school are good. They ensure its aims are met and a broad education, appropriate to the wide range of ability in the school, is provided. Efficient planning secures sufficient resources for teaching and learning.

### **Achievement and Quality in Activities**

The school provides a satisfactory range of extra-curricular activities that complement the curriculum well and contribute positively to pupils' personal development. The programme makes good provision for drama, sport and music, but the range of other clubs to provide for individual interests and to introduce new ones is small. Pupils' achievement in drama, music and sport is very good. The methods used to manage the programme are mostly satisfactory, but no one person has an overview of the programme or monitors its effectiveness. A satisfactory number of teaching staff take part in the programme and the system used to record pupils' participation is efficient and effective.

### **Progress Made by the School since its Last Inspection**

Good progress has been made since the school was last inspected in May 1999. Eight of the nine recommendations made have been completed in full or in part. The recommendation on linking staff development to appraisal and whole-school issues is still outstanding.

### **Compliance with the Regulations for Registration**

#### **Does the school meet the regulatory requirements?**

<b>DfES Standard</b>		<b>Does the school meet the regulatory requirements?</b>
1 Quality of education:	1.(2) Curriculum	Yes
	1.(3)-(5) Teaching	Yes
2	Spiritual, moral, social and cultural development of pupils	Yes
3	Welfare, health and safety of pupils	It meets almost all of the requirements
4	Suitability of proprietors and staff	Yes
5	Premises and accommodation	Yes
6	Provision of information	It meets almost all of the requirements
7	Manner in which complaints are to be handled	Yes

### **Actions Required for Compliance with the Regulatory Requirements**

In order to meet all the requirements, the school must:

- (1) Provide child protection training and inter-agency working for the designated teacher for child protection. [3(2)(b)]
- (2) Provide training for all staff who work with children to enable them to carry out their responsibilities for child protection. [3(2)(b)]
- (3) Provide parents of pupils and prospective pupils with particulars of educational and welfare provision for pupils for whom English is an additional language. [6(2)(f)]
- (4) Prepare and make available to parents of pupils and prospective pupils a written policy on the curriculum. [6(2)(g)]

In addition to the actions set out above, the school is asked to address any issues highlighted in *What the School Should Do Better*. These are set out as recommendations for the school in Section 2 of the report.