

Material change inspection report

10 September 2026

The Gregg School

Townhill Park House
Cutbush Lane
Southampton
SO18 2GF

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Inspection outcome

The school has submitted a material change request to change its age range from 11 to 16 to 4 to 16 and to increase its capacity to 400. This is as a result of the merger between The Gregg Preparatory School and The Gregg School. The merged schools will operate from The Gregg School site.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 1. Quality of education provided

ISSR paragraphs 2(1), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(f), 2(2)(h) and 2(2)(i), 2A(1)(a), 2A(2)(d), 2A(2)(e), 2A(2)(f) and 2A(2)(g), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h) and 3(i), and 4

1. Leaders maintain a suitable whole-school curriculum policy which takes account of the ages and needs of pupils throughout the proposed age range. They oversee the implementation of age-appropriate schemes of work which meet the requirements of relevant statutory guidance and enable pupils to acquire new skills and knowledge in all required areas. Leaders have adapted the curriculum and schemes of work, previously used at The Gregg Preparatory School on its former site, to meet the needs, ages and location of the pupils at The Gregg School.
2. The curriculum enables pupils to make progress, develop appropriate literacy and numeracy skills, and apply their learning across a range of subjects. The curriculum is enriched by Spanish lessons from Year 4 and by project-based lessons, which teach specific learning habits, from Year 1. These enable pupils to work towards the Pre-Senior Baccalaureate qualification in Year 6. The curriculum provides for physical education in a range of lessons, including off-site swimming.
3. Leaders provide pupils with teaching in personal social, health and economic education (PSHE) across the curriculum and in dedicated PSHE lessons. The PSHE curriculum supports the school's aim to foster a culture of deep respect so that pupils are prepared for life in British society. Pupils learn about topics such as respect and tolerance of difference in line with the Equality Act 2010. The PSHE curriculum is structured so that key themes are taught repeatedly throughout the school, with increasing depth and complexity over time.
4. Leaders provide a suitable curriculum for relationships and sex education which takes appropriate account of the needs of pupils in Years 1 to 6. The scheme of work includes opportunities for pupils to develop skills in managing relationships, understanding how to identify and redress power imbalance, and dealing with conflict.
5. Leaders maintain a suitable system for evaluating pupil performance and report the findings appropriately to parents. They monitor teaching effectively and ensure that teachers make appropriate use of pupil performance data to inform their planning.
6. Staff in the early years plan activities across all required areas of learning, reflecting children's interests and needs. When sharing picture story books, staff engage children effectively by asking targeted questions which help them understand story structure and develop appropriate speaking and listening skills. Staff make effective use of resources to expand children's knowledge of the wider world and foster creative, imaginative play.
7. From Years 1 to 6, knowledgeable teachers plan age-appropriate activities, tailored to pupils' needs and abilities. Lessons are well planned to build learning in a logical sequence. Pupils develop

independence and self-motivation as they acquire new skills, deepen their knowledge and make good progress. Teachers make effective use of resources to support learning. These strategies support pupils to develop their reading, writing and numeracy skills. Through targeted praise and specific questioning, teachers encourage pupils to persevere, reconsider their ideas and think more deeply. Pupils behave well in lessons because planned tasks keep them engaged. They understand the school behaviour system and earn 'respect points' for demonstrating respect in different situations.

8. Teachers plan challenging activities for pupils with higher prior attainment to ensure they make good progress. Staff with responsibility for pupils who have special educational needs and/or disabilities (SEND), including those who have an education, health and care plan (EHC plan), ensure that assessment and observation findings are shared appropriately with staff across the school. Teachers use this information to tailor teaching to pupils' needs and support good progress.
9. Pupils who speak English as an additional language (EAL) benefit from well-chosen programmes, individual support where needed, and subject-specific word banks to help them make good progress.
10. The curriculum and teaching are appropriate for the proposed change in age range from early years to Year 6.
11. The school is likely to continue to meet the Standards if the material change is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

ISSR paragraph 5

12. Governors and leaders actively promote the values underpinning British society through the planning and delivery of PSHE lessons, and through the school's culture and other activities. The curriculum is designed to deepen pupils' understanding and appreciation of their own cultures and to foster respect for others. Children in the early years explore different cultural traditions through the theme of celebrations. Older pupils consider Spanish culture as part of their modern foreign language lessons. Topics in the humanities curriculum enable pupils to celebrate the cultures that make up modern Britain. In music lessons, pupils learn to appreciate musical rhythms and instruments from a wide range of different cultures and societies.
13. Leaders have developed a whole-school respect policy that guides how respect is embedded through school life. The PSHE curriculum includes work which teaches pupils to avoid forming unfair or negative stereotypes. This is enhanced by religious studies lessons in which pupils explore different faiths, fostering respect for people's beliefs and understanding how these shape their lives and choices.
14. The PSHE curriculum provides pupils with opportunities to learn about the importance of community and what it means to belong, for example by studying the UN Convention on the Rights of the Child. Teachers help pupils to consider their rights and responsibilities in class and in the wider school community, and to compare their lives with those of children in other countries in a balanced and unbiased way.
15. In Year 3 humanity and English lessons, pupils study ancient Greece, reflecting on the development of democracy and its influence on life in the United Kingdom. They learn how the school council enables everyone to express their views and contribute to the school community.
16. Through PSHE themes, pupils explore how school and classroom rules, together with sanctions, protect their safety and wellbeing and compare arrangements with how the law operates. In Year 6

poetry lessons, pupils learn about the legal system by role-playing a court case to examine right and wrong actions in the poem *The Highwayman*.

17. Teachers plan PSHE lessons to build pupils' confidence and positive self-esteem. Teachers of early years and Year 1 plan joint activities that help pupils practise taking turns, sharing and co-operating with others. Older pupils learn about the importance of challenging unhelpful comparisons, speaking kindly about themselves and recognising the impact of artificially generated images.
18. The curriculum and teaching are suitable for the proposed change in age range of the pupils.
19. The school is likely to continue to meet the Standards if the material change is implemented.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and 7(b), 11, 12, 14, 16(a) and 16(b)

20. Leaders adopt a systematic approach to the promotion of pupils' welfare. The safeguarding policy and practice reflect statutory guidance, including procedures that demonstrate how the school maintains a mobile phone-free environment. Leaders have reviewed and updated policies and procedures to ensure they make suitable provision for pupils in the proposed age range, including in the early years. Leaders are suitably aware of the contextual safeguarding risks relating to the school's location.
21. Governors and leaders review the school's safeguarding policy at least annually. Governors regularly visit the school, meet with the designated safeguarding lead, and receive reports from leaders, whom they hold effectively to account. This ensures appropriate oversight of safeguarding practice.
22. Leaders with responsibility for safeguarding, including for the early years, have up-to-date knowledge and appropriate training for their roles. The team are sufficient in number to provide appropriate support for the proposed numbers and ages of pupils, and include a specific designated lead for the proposed early years section of the school. Leaders keep appropriately detailed records of any concerns raised, which include the rationale for resulting actions. They regularly seek advice and support from partner agencies and the local authority designated officer (LADO). Leaders respond appropriately to advice, so that pupils receive timely support if needed.
23. Leaders provide all staff with appropriate training and regular updates so that they can recognise and be alert to signs of concern in pupils. They have ensured that staff have the knowledge they need to meet the needs of younger pupils, including the specific needs of early years children. As a result, staff have the required knowledge to ensure that pupils' welfare is effectively promoted.
24. Staff know how to report any concerns about the conduct of adults in the school, including those at a low level. Leaders take appropriate action when required and keep suitable records of all concerns.
25. The school curriculum includes lessons which teach pupils about personal safety in a variety of situations, including when working online. Older pupils learn about the different values and dangers of emerging technologies. Governors and leaders ensure that the school's internet filtering system is effective, and the use of school computers is suitably monitored so that pupils cannot access inappropriate material.
26. Pupils know how they can share their worries and concerns with trusted adults and are confident that any concerns will be dealt with effectively and in a timely manner.
27. Leaders ensure the school's safer recruitment processes are in line with statutory guidance and a suitable record of appointments is kept.

28. Leaders ensure that a suitable health and safety policy is in place and in accordance with current health and safety legislation. This provides effective guidance to staff on expected practice, including changes in practices and procedures related to the new school facilities. Health and safety systems are rigorously and consistently implemented and monitored. Required maintenance checks are conducted routinely and recorded systematically.
29. Leaders ensure that there is a suitable fire safety policy in place which reflects the recent changes to the school premises. Suitable fire prevention and fire safety equipment is provided throughout the school, including in new and refurbished buildings. Leaders check equipment regularly and keep detailed maintenance logs. Appropriate fire risk assessment measures are in place for the school's new and current buildings. Leaders take appropriate action in a timely manner when required. Staff undertake appropriate fire safety training in line with their roles. There are suitable evacuation notices around the school, including in the new buildings. Regular fire drills help pupils to know what to do and where to go in the event of a fire, and appropriate records are kept of any evacuation. Visitors to the school are suitably informed of school procedures.
30. Staff are effectively deployed by leaders to ensure suitable supervision of pupils throughout the school day, including during break and lunch times. Children in the early years are always in sight or sound of staff, and leaders ensure that appropriate supervision ratios by suitably qualified staff are maintained at all times, including when children are eating. Pupils from Year 1 to 6 are escorted if they leave the fenced boundary for their age group facilities, such as for lunchtime or to use the senior school classrooms. Staff are given appropriate guidance on their supervision responsibilities. Suitable procedures are in place to supervise pupils' arrival and departure from school, including for pupils arriving on the school minibuses.
31. Governors and leaders take a comprehensive approach to the management of risk. This includes thorough and detailed assessment of the risks related to the proposed changes in the school site and the age range of pupils. Comprehensive plans ensure that any identified risk has suitable control measures in place. Leaders maintain a detailed risk assessment policy which is effectively supported by risk assessments for a range of activities. All the teaching areas in the school, including for the early years and the new and refurbished classrooms, have risk assessments which clearly identify control measures. Suitable risk assessments are carried out for school activities, such as trips and any residential visits, and to ensure the safe movement of vehicles on the school site. Safeguarding risk assessments are in place to ensure pupils are supported where necessary. Leaders are alert to any changes that may alter risk assessment and the need for regular review of practice, including for any increase in pupil numbers.
32. Welfare, health and safety arrangements appropriately consider the changes in school site. They are suitable for the proposed increase in the numbers and age range of pupils.
33. The school is likely to continue to meet the Standards if the material change is implemented.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR paragraphs 18, 19, 20, 21

34. Leaders oversee the effective implementation of recruitment procedures which are in line with current legislation and guidance. They undertake all required checks on staff before they begin employment and record these accurately on the single central record (SCR) of appointments. Accurate records of the checks are kept securely in staff files. Current arrangements are suitable for the recruitment of any additional staff required for the proposed changes in pupil numbers and age range.

35. The school is likely to continue to meet the Standards if the material change is implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23, 24, 25, 26, 27, 28, 29

- 36. Leaders have undertaken refurbishment of existing buildings and have built new primary classrooms to enable the proposed increase in pupil numbers and additional age range to be suitably accommodated on the school site.
- 37. The site provides suitable space for pupils from early years to Year 6 for their physical education and for play. Changes to the school site have not impacted negatively on the provision of outdoor space for the physical education curriculum or leisure time of senior pupils.
- 38. Leaders ensure that there are sufficient toilet, changing and washing facilities available to pupils which are suitable for the ages and needs of pupils on the site.
- 39. The medical facilities provide suitable privacy and are in line with requirements so that pupils across the proposed age range who are sick or injured can be suitably cared for.
- 40. Leaders maintain an effective electronic management system for staff to record any maintenance concerns, which are dealt with promptly. Maintenance staff undertake regular checks and observations to monitor the facilities and take swift action to remedy any deficiencies.
- 41. The external and internal lighting is suitable for its purpose, including in the new and refurbished buildings. Leaders have given suitable consideration to soundproofing when making adjustments to the site, including new soundproof doors near music rooms.
- 42. Leaders provide pupils with suitable access to an adequate water supply for drinking and washing. This is controlled at appropriate temperatures.
- 43. The school is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

- 44. The school's appropriate arrangements to safeguard pupils are published on the school website.
- 45. The school is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), 34(1)(b) and 34(1)(c)

- 46. Leaders have planned effectively for the proposed change of age range. They have established a curriculum which continues to cover all the required areas of learning and support pupils' social, moral, cultural and personal development. Leaders monitor teaching to ensure that the schemes of work are implemented effectively and that all pupils have the opportunity to make progress.
- 47. Leaders have effectively assessed the risks associated with the increase in pupil numbers and have planned changes to school procedures to mitigate these. They have ensured that health and safety and fire safety requirements are in place, and that the premises are suitable for the proposed number and ages of pupils. Leaders have considered staffing levels and deployment for the wider age range and proposed increase in numbers, so that pupils are properly supervised.

48. Governors have planned carefully for the incorporation of The Gregg Preparatory School onto the single school site for The Gregg School. They have worked closely with leaders to identify potential risks and the means by which these may be mitigated. Governors monitor the implementation of policies and practices by leaders rigorously to ensure that they promote the welfare of the pupils.
49. Governors ensure that leaders and managers demonstrate the appropriate skills and knowledge to fulfil their responsibilities and promote pupils' wellbeing effectively.
50. The school is likely to continue to meet the Standards if the material change is implemented.

School details

School	The Gregg School
Department for Education number	852/6000
Registered charity number	1089055
Address	The Gregg School Townhill Park House Cutbush Lane Southampton Hampshire SO18 2GF
Phone number	023 8047 2133
Email address	office@thegreggschool.org
Website	www.thegreggschool.org
Proprietor	The Gregg Schools Trust
Chair	Mrs Joanna Preston
Headteacher	Mrs Sherilee Sellers
Age range	11 to 16
Number of pupils	374
Date of previous inspection	23 to 25 January 2024

Information about the school

51. The Gregg School is a co-educational day school for pupils aged from 11 to 16 years. It is situated on the northern edge of Southampton. The Gregg Schools Trust, a registered charity, is the parent company of The Gregg School and The Gregg Preparatory School. The trust provides governance for both schools through a single board.
52. There is a small number of children in the early years in one Reception class. They are sometimes taught alongside pupils in Year 1 in the adjoining classroom.
53. The school has identified 35 pupils as having special educational needs and/or disabilities. Eight pupils in the school have an education, health and care plan.
54. The school has identified three pupils for whom English is an additional language.
55. The school states that its aims are to unlock children's potential by encouraging a culture of deep respect and tolerance. It seeks to enable every member of the school to feel valued, enriched and able to achieve their personal best.

Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the Department for Education to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards and Early Years Foundation Stage requirements if the material change is implemented.

Inspection details

Inspection dates

10 September 2026

56. Two reporting inspectors visited the school for one day.

57. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tours of the school site to inspect the premises and observe lessons
- discussions with the chair of governors and members of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit **www.isi.net**.

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