



THE
GREGG

2021-2022



Headteacher's Annual Report to Parents

The 2021-2022 academic year has been an exciting one!

As firm supporters of enriching educational experiences, we have finally been able to facilitate an 'almost' normal school year for our students and it has been a wonderful change.

The autumn term still saw us engaged in the Covid-19 testing programme administered by the University which played a part in keeping our school community largely unaffected by the virus. The result of this was a slow return to school trips and visits in this academic year.

I was proud to be able to lead our Year 11 students to Iceland once again, as travel became a possibility. Despite the complexities of those arrangements it was fantastic to be able to expose them to some serious Geography – they hadn't experienced a school trip since they were in Year 8... and this one didn't disappoint.

What followed was a gradual 'unlocking' of possibilities for other experiences and a flurry of day and residential visits that were both educational and a great deal of fun!

The wonderful community that is TGS started to come back to life and by the spring/summer our students were able to sample the real version of school that we had all missed.

I am particularly proud of the Class of 2022. They had a very challenging academic journey, having started their

Year 10 GCSE work being taught in a bubble in the Hart building. These were arguably the most demanding times for our staff team as well as our students – however their single mindedness delivered resounding success. For two academic years we witnessed GCSE students unable to sit their examinations with their grades determined by assessment in school.

The Class of 2022 engaged in a full examination board series and were finally able to sit "proper" exams. Therefore, the outstanding 100% of the cohort gaining five or more passes at Grade 4 and above was the best headline figure for Year 11 success that the school has ever had.

Many of our students performed extraordinarily well - a testament to the combined efforts of their resilience, support of fabulous parents and the professionalism of the best staff team that I have ever worked with.

These were remarkable achievements for both our small, mixed ability school and for a cohort of students whose learning experience had been anything other than conventional!

The Burford Prize for Outstanding Achievement in Public Examinations is shared this year. We were able to congratulate Katie H and David T who between them they gained an impressive 22 Higher Grade GCSEs with 19 grade 8s and 9s, truly triumphant results! It was wonderful to be

able to celebrate alongside them at the Prom and again on Achievement Evening.

After such an extraordinary year we have seen a few changes in our staff team, and we welcomed a number of new colleagues to the school.

On the academic staff we welcomed Mr Hudson to Computing. Mrs Lewington joined the English department, Miss Moser to Science, Mrs Webb to Maths, Ms Grinnell-King was appointed as Head of the LRC and Miss Hadfield joined the PE Department.

We also recruited to our team of support staff, Miss Tugby joining us as Administration Officer, Mrs Fouch as Laboratory Assistant and Ms Love as a Student Support Assistant.

Public Examinations



I am extremely pleased to report that through a combination of hard work on the students' part and targeted intervention and dedicated support from my staff team, the results were as follows.

Fifteen subjects recorded a 100% pass rate at the higher grades, which is indicative of the value added to students' initial benchmark predictions throughout their course of study at The Gregg.

	2022	2021	2020	2019
% achieving 5 or more Grade 4 (and above)	100%	98%	100%	95%
& achieving 5 or more Grade 4 (and above) including English Language & Maths)	89%	97%	98%	84%

We are not an academically selective school yet still our students perform well above expectation.

I am often asked how we do this. Without doubt, it is a secure and rather magical combination of work in key areas;

- We recruit the best teachers that are truly dedicated to making a difference for each and every student; both we and our students know how to spot them at interview!
- Small classes allow our students to feel confident, ask questions and experience secure working relationships with their teachers and each other.
- We know our students well, understand how to motivate/challenge them as individuals and get the very best out of each one.
- We are a talented group of staff, utterly one team and this translates extremely positively in all that we do for each other. The community is very much alive!

That certainly isn't the exhaustive list – but the essence of what makes TGS a rather interesting place.....

I am proud to be able to present the reports from each of our departmental areas.

Supporting student learning

Our Student Support department has maintained its high expectations for all students, and our focus post-Covid will emphasise students' mental health and wellbeing as we return to our normal practices. We must also again highlight the successes of students for whom aspects of school and examinations have not been easy. Yet again, we have seen results which far exceeded baseline predictions.

The Learning Resources Centre continues to reflect the ethos of the school as a place of nurture, learning and opportunity, providing a calm environment in which to undertake independent study and research.

Our High Performing Learners (HPL) programme has developed over the last year, promoting excellence, enquiry, ambition and imagination whilst reinforcing students' commitment to achieve. Selection for the programme is based on MIDYIS baseline data and achievement of a score of 125 or greater places a student in the top 5% nationally. The three components – challenge across the curriculum, personal project and a programme of external speakers – identify where students can drive their learning forward, encourage in-depth exploration of interests and ideas and provide

opportunities to hear a range of inspirational talks from experts across a diverse array of disciplines.

English

Opportunities to offer students the chance to attend relevant productions outside school remained limited in the aftermath of the Covid pandemic. However, it has been wonderful to be able to offer a wider range of in-house, extra-curricular activities and to see students of different ages working together.

Mrs Lewington introduced a Key Stage 3 Debating Club which proved popular with our students. Year 7 in particular growing in confidence and learning how to respectfully communicate with each other on a range of topics. We are intending to widen the opportunities in the coming year to include inter-house debates and participation with other schools.

The department also worked with Creative Arts to put on a powerful interpretation of Macbeth for the Summer Soiree and the staging of key scenes in the Sunk Garden was a joy to watch. We have been studying Shakespeare texts with Year 7 as well as our GCSE students and we were impressed with their interpretation of the speeches and their confidence performing some challenging lines. We also supported the Drama department with the school's excellent Christmas production which was a real treat at the end of a long and busy term.

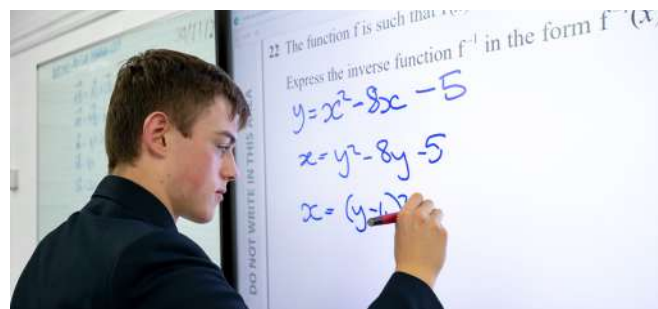


Creative writing continues to flourish in school and we introduced a Key Stage 4 Writing Club, allowing students to practise and experiment with writing techniques.

The standard of our Original Writing House Competition gets higher every year. All three houses were well represented and gained valuable points for this competition. Year 7 enjoyed Magazine Club, and we shall be extending the club in the coming year, involving our Key Stage 4 Media students in becoming Leaders of the project.

We were delighted at the impressive GCSE results gained by our students and it was wonderful to see the work and commitment of staff and students being rewarded by excellent grades.

Mathematics



The department's GCSE results were impressive, with 100% of students achieving a Grade 4 or above, 53% of whom achieved Grades 7-9. Further success was seen in the Level 2 Further Maths course with a 96% pass rate for students completing the challenging syllabus, including 32% of students achieving Grade 7-9. For the first year we also had three students who completed the Statistics GCSE course, all achieving Grade 8 and above.

This year saw the restructuring of homework for students in Years 7-10, focussing on recall and problem-solving skills, which are essential for the IGCSE examinations. Building on Craig Barton's 'Ingredients of Retrieval' course, we have introduced "low stake quizzing" with Year 11 groups which offers regular opportunities for students to practise examination-style questions under strict conditions, providing excellent preparation for the IGCSE examination.

Students have continued to effectively utilise the online platforms of MathsWatch and DrFrost to develop their independent learning and revision. The Maths Ambassador programme was relaunched this year, with the Year 9 Ambassadors supporting the department by helping Key Stage 3 children with homework, revision and consolidation, as well as delivering a session on effective use of calculators to the whole school.

The department's co-curricular programme has increased this year. Year 7 and 8 took part in the Junior UKMT Challenge and achieved excellent results; 11 bronze, 11 silver and 6 gold awards. Four students were also invited to take part in the follow up Kangaroo round, with two achieving a Certificate of Merit, which placed them in the top 25% nationally. Members of Years 9, 10 and 11 took part in the Intermediate UKMT Challenge, achieving

20 bronze and 7 silver awards. For the first time, we also had five Year 11 students taking part in the Mathematical Olympiad for girls and nearly 100 Year 7 and 8 students participated in the UKMT 25th Anniversary Challenge online. This year we invited a number of Year 8 students to take part in the UKMT Mentoring programme, giving them the opportunity to work in groups solving challenging problems, similar to those found in UKMT papers.

Year 10 had a great afternoon at Exciting Escapes, where they completed team tasks that tested their problem-solving skills. Some became detectives, uncovering evidence of a murder during the Cold War in the 1950s; others took on Nazi spies in the 1930s whilst others broke into a London Police Station to thwart a corrupt Police Officer in 1970s London.

Science

The inherent lack of practical experience during the Covid restrictions placed our Year 11 Scientists under enormous pressure when it came to their GCSEs. However, it is extremely pleasing to report that by focussing on the development of practical skills once back in the laboratories, and precisely-targeted revision, they performed exceptionally well, with 100% achieving passes at Grade 5 and above in the separate sciences of Biology, Chemistry and Physics.



It was also very pleasing to be able to resume our departmental co-curricular visits programme this year. Year 8 had an informative morning at the Winchester Science Learning Centre in January, with hands-on activities and an excellent talk on astronomy that reinforced existing knowledge and extended students' understanding of our solar system.

At the end of May, Year 7 visited Marwell Zoological Park to study adaptation, classification and evolution with a focus on endangered species.

The visit to GCSE Science Live! in Oxford was a highlight of the year for our Year 11 Scientists. Inspirational talks from a wide variety of eminent Scientists included Sir Robert Winston on the subject of fertility, Dr. Maggie Aderin-Pocock explaining about the James Webb telescope and Professor Alice Roberts delivering a fascinating lecture on scientific archeological evidence.



The theme of British Science Week 2022 was "Growth", lower school students focusing on how humans could facilitate growth of life on Mars. The week commenced with a talk from our Industrial Cadet lead, Aaron Parker from Leidos, and included a range of activities which encompassed Physics, Chemistry and Biology experiments and investigations linked to the 'Life on Mars' theme, together with assemblies and competitions.

Science club undertook a variety of projects during the year, investigating and designing ventilation systems for buildings, creating small-scale models, designing and building propeller-powered boats. Other projects were completed as part of the Royal Academy of Engineering's 'Sustainable Futures Innovation Challenge', focusing on sustainable energy alternatives and ecology.

Year 8 and Year 9 STEM Industrial Cadet teams worked tirelessly on their projects in co-operation with our STEM lead Aaron Parker. The Year 8 team created a website for healthy eating, whilst Year 9 designed a sustainable, climate-change-proof home. We were delighted to learn that both teams had been nominated for an award as part of the national STEM competition, Year 8 being nominated for Best Overall Project and Year 9 for the Determination Award. Both teams travelled to Bath to deliver a presentation on their final projects and attend the STEM Industrial Cadets award ceremony in June. We were delighted when our Year 8 team were announced overall national winners.

We had a great day out in London in July at the annual Royal Society Summer Science Exhibition. This informative day of cutting-edge science included sixteen interactive exhibits which explored the latest advances in science, and students were able to engage in conversations with Research Scientists and other exhibitors.

Modern Foreign Languages (MFL)

The MFL Department has had a very successful year, culminating in excellent GCSE results. Our Year 11 linguists attained 100% passes in Spanish and German and 96% in French, with a significant percentage in each language achieving Grades 7 – 9.

We celebrated the European Day of Languages in September. Students across all year groups engaging in a range of activities which focussed on linguistic diversity and cultural understanding. Year 7 enjoyed the European-themed poster competition. Whilst Year 8 participated enthusiastically in their 'Passport Hunt' around the school.

We shall be continuing these activities in the coming year and reintroducing the popular Euro Cafe combined with the launch of a European-themed cake bake.



A large group of Year 9 students took part in the prestigious Language Leader Award, attending fortnightly workshops in which they learnt the rudiments of MFL teaching. They then delivered two different lessons over the course of the year to pupils from Townhill Park Junior School, who were enthusiastically engaged throughout.

Towards the end of the academic year, a number of students from Years 8 and 10 took part in the National Able Linguist Day, delivered online by Southampton University.

Tasked with producing a poster in a foreign language advertising wearable technology, our French, German and Spanish teams collaborated well and engaged their creative and linguistic skills.

The day concluded with an 'electronic pin board' where all schools uploaded their work for the other participants to view. We shall continue to work closely with the University on developing MFL learning in school.

History

Our first event of the year was Black History month in October, which was celebrated by all year groups via assemblies and class-based discussions exploring how Black History is interwoven into the History curriculum.

Also in October, we saw the return of our annual trip to Bovington Tank Museum, which developed Year 9 students' knowledge of World War I via workshops on 'Tommy in the Trenches', Western Front medicine and surgery and the opportunity to step inside a World War I tank.



The annual Year 7 castle competition drew a large number of entries, with a plethora of creative designs featuring either a Motte and Bailey, a Stoke Keep or Concentric castles.

Not only did the competition serve to consolidate students' learning on the castles topic, but also encouraged friendly rivalry as house points were awarded for entries.

The newly-introduced Year 8 homework project also provided opportunities for students to gain house points in the competition to build an Industrial Revolution model.

The results were amazing, with an array of Stephenson's Rockets, Cotton Gins, Spinning Jennies and steam pumps. The winning entry was a battery-powered Stephenson's locomotive with fully moving chassis and wheels.

In February we marked International Women's Day with Miss Whittaker presenting assemblies which were followed up with discussions in lessons.

May saw a new addition to our trips and visits calendar, when Year 7 travelled to Hampton Court Palace to focus on their Tudor topic. The visit included a workshop on Tudor kitchens and a tour of the Palace Chapel.



Geography

It has been a delight to enable all year groups to experience field work this year. Taking students offsite where they can see geographical processes at work and the impacts of our actions on the environment embeds and enhances classroom learning.

The official end of Covid heralded the Geography department's GCSE revision trip to Iceland. An excited group of 40 Year 11 students and 4 staff enjoyed an action packed trip from 2nd – 5th March 2022 which included seeing the Northern Lights.

From waterfalls to geysers, basalt columns to glaciers and lava tunnels, students were able to see first-hand the geographical features they had studied in the classroom as well as have fun in the snow and geothermally-heated pool.



Year 7 showed great resilience as they battled the rain and 50mph winds at Hengistbury Head in May to learn about coastal processes. Despite the weather, they succeeded in accurately measuring the beach profile, sediment size and shape.

Year 8 enjoyed a gloriously sunny spring day for their walk around our local area, where they were able to

practice their field sketching techniques and study the impact of people on the quality of environment using a number of surveying techniques. In the latter part of the summer term, students also investigated microclimates around The Gregg School using our new digital thermometers.

Year 9 donned wellington boots for their visit to Fleming Park where they measured the width, depth, velocity and bedload shape/size in Monks Brook River.

Using decibel meters, they compared noise levels, investigated the local ecosystem and interviewed members of the public for their geographical questionnaire.



Year 10 visited Hengistbury Head and Mudeford Spit in July to study coastal processes, landforms and management.

The trip enabled them to familiarise themselves with different sampling techniques and geographical equipment in preparation for their GCSE coursework investigation. Year 11 travelled to Botley to collect data for their coursework, analysing traffic patterns, land use, and conducting environmental quality surveys.

Our co-curricular clubs provision included a weekly GCSE coursework club and GCSE revision club, providing extra support/extension work, whilst the Key Stage 3 Young Climate Warriors club proved popular, students showing their commitment to tackling climate change by completing weekly challenges.

Religions and Ethics

Religions and Ethics had another successful year exploring an array of religious, spiritual and ethical issues ranging from religious dress codes and food in Year 7 to nuclear weapons and Hindu cosmology in Year 11.

Our Year 11 students once again performed exceptionally well in their GCSE examinations, securing some excellent results. It was wonderful, during their final year, to be able

to teach them face to face once again and venture out into the school grounds to learn about rituals such as Hindu Puja ceremonies and to recreate a Christian marriage ceremony in the Sunk Garden.

Year 10 made a fantastic start to their GCSE studies enquiring into the Hindu faith, particularly enjoying the complexity of the many different Hindu creation stories and discussing the theory that there may be many different universes.



In Key Stage 3 we have studied a range of world views and religions, enquiring into teachings, beliefs and actions.

Year 7 enjoyed studying the A-Z of religions, Year 8 experienced an immersive unit of work on Christianity building the foundations of the GCSE and helping to understand and evaluate the impact this religion has on British society.

Year 9 engaged enthusiastically with their work on Ethics, enquiring into a range of ethical situations including animal rights and the death penalty, before finishing the year with a cross-department study into the Holocaust.

Drama and Performing Arts

It is, of course, essential to performance that we are able to move, speak and collaborate without restriction in Drama, and it has been a joy to witness the return of these simple freedoms in the Atrium. Inner confidence in many students was at a low in September, but through their hard work, perseverance and courage they produced work of great creativity and skill. This year, we studied a diverse range of topics including Devising, Comedy, Improvisation, Verbatim Theatre, Monologues, Poor Theatre, Presenting and Naturalism.

The Christmas production was once again a highlight of our school year, over fifty students across all year groups producing an incredible run of four sell-out, polished performances of 'Treasure Island'. From outstanding

acting to slick back-stage operations, stunning stage sets and technical wizardry, the capacity audiences were treated to evenings of superb entertainment.



Also in December, professional actor Duncan Pow visited The Gregg. Duncan, who is known for both film and television roles (including Holby City, The Night Manager, Silent Witness and Dune), spent the day speaking to students about his varied career and answered students' questions on technique and approach to the demands of differing roles.

Later in the year, our beautiful Sunk Garden came alive with Shakespearean horrors on the evening of our Summer Soiree. The eerily atmospheric Macbeth Trail included a selection of key scenes from the Scottish play, and the student-led production of promenade theatre was performed by students across both Key Stages.

Music

The autumn term saw the welcome return of our school ensembles after the Covid restrictions. Their first public performance was our Christmas Concert in school, where the Orchestra opened with seasonal rock and pop numbers, the String Orchestra and Flute Choir continuing the theme with their contrasting timbres and the Jazz Band shifting the style with their unique sound. Performances by Junior Choir, Guitar Ensemble and Senior Choir were complimented by vocal and instrumental solos from our GCSE musicians, and the School Orchestra concluded the concert in festive fashion.

Members of Concert Band and Orchestra were treated to a screening of Howard Blake's 'The Snowman' at Salisbury Cathedral at the end of the term, the accompaniment by a live professional orchestra enabling students to witness first-hand experienced musicians at work. The visit also included an animated performance of Tchaikovsky's Nutcracker Suite and was a fitting reward for all the hard work students had put in during the term.

Our Carol Service at Bitterne Church, live-streamed to parents, commenced with our Flute Choir. The Senior and Junior Choirs performed carols between the readings alongside a selection of traditional congregational carols which the whole school community enjoyed singing.

Our GCSE musicians held a successful concert at school in February. Year 10 students performed solos and duets and the Year 11 musicians presented their final pieces for assessment as part of their course.



In June, finalists in the House Music Competition showcased their performing skills at the Creative Arts Festival held in our beautiful grounds, in the presence of an external judge who gave them encouragement and feedback on their performances.

Performances by the Flute Choir in the Sunk Garden and the Guitar Ensemble in the Outdoor Classroom added to the ambience and a singing workshop for our choir and parents preceded the final performances by school ensembles on the Terrace.

Art, Textiles and Photography

The Art Department achieved a good set of exam results for Art and Photography with all students achieving a Grade 4 or above.

Our Year 11 GCSE Art, Music, Drama and Photography students had a brilliant couple of days in London, exploring the architecture of Canary Wharf, viewing the collections in the Tate Modern, and the Rodin sculpture exhibition. Other highlights of the trip included a performance of 'Wicked' at the Apollo Theatre, Victoria, a walking photography tour of the city and lunch at Spitalfields Market.

In November, upper school Art, Photography, Textiles and 3D Design students visited Cornwall. Based in St. Ives, they enjoyed workshops on printing, painting and felt-making and visited the Tate and Barbara Hepworth Museums.

The area's natural beauty provided an abundance of inspiration for their GCSE coursework, a particular highlight of the trip being the early-morning photoshoot to capture the sun rising over the sea.



A number of Year 9 Art students visited the Newlands House Gallery at Petworth in March, where they were able to appreciate the wide range of techniques used by Julian Opie, a visual artist of the New British Sculpture Movement. Mediums included LCD technology, mosaic, beadwork and engraved stone.

The Department also enjoyed hosting a taster art lesson for pupils from Freegrounds Junior School and we welcomed Gregg Preparatory School pupils who created fantastic art work based on the Blitz and the London skyline.

3D Design

3D Design continued to thrive in 2021/22, with an increase in the overall number of students choosing the subject at GCSE and a marked increase in the number of girls taking the subject at this level.



The GCSE results were consistently high in line with previous years. Year 11 produced some fantastic coursework, achieving 100% passes at Grade 5 and above, many students having experimented with a combination of CAD/CAM vinyl masking and hydro-dipping to create wonderful graphic effects. The Examination Board, AQA, were impressed by the work submitted and exhibited at

the Creative Arts Soiree, taking some work as an Exemplar which will tour the country with AQA representatives to help moderate future coursework in 3D Design.

The projects at Key Stage 3 are still following National Curriculum guidelines, but we have added a more creative twist to each one to inspire and encourage students to continue 3D Design at GCSE level.

Food Preparation and Nutrition

The Department achieved excellent GCSE results once again this year. Students had worked extremely hard throughout their two-year course, and this certainly paid dividends with 100% passes at Grade 5 and above.



Key Stage 3 students have thoroughly enjoyed using the Food Technology facilities to acquire a range of cooking skills, learn about healthy eating through the NHS Eatwell Guide, and looking at the science behind cooking.

The department promoted Fairtrade during Fairtrade Fortnight at the end of February, students making dishes with Fairtrade ingredients and discovering the work of Fairtrade farmers in helping to adopt climate-friendly farming techniques and ethical methods of production.

The department has contributed to the school's co-curricular programme with the very popular Cookery Club, students producing mouth-watering savoury dishes and some very unusual sweeter offerings, including stained glass window biscuits!

We have enjoyed working with our Trust Partner, The Gregg Preparatory School, their young pupils making regular visits to develop their fledgling cookery skills in our Food Technology suite.

Computing

All year groups participated in the Bebras Computational Thinking Challenge this year, twenty students making it through to the second round. Organised in over 50 countries, the Challenge develops programming skills and computational/logical thinking.

Students had the opportunity to code a message which was displayed on the International Space Station, working in conjunction with The Raspberry Pi Foundation. This UK-based charity aims to equip young people with the ability to critically evaluate digital technologies and their applications, and confidently engage with technological change.



The department has contributed to the School's programme of co-curricular activities through "Greggcast" and Coding Club. Students learnt how to produce podcasts from planning and structuring content, recording interviews and editing into a finished podcast. They created games, animations and web pages using Scratch, Python or HTML/CSS. A number of Year 10 students enjoyed an Escape Room Challenge to aid their revision and build their team-working skills.

Employability (ASDAN)

The ASDAN course offers students a suite of modules, ranging from health and safety in the workplace to managing personal finance, career exploration and applying for employment.

Our Year 10 students have been compiling their portfolio of evidence ready for external moderation in the summer of 2023. Students have also been advancing their digital, enterprise and employability skills through the Inspiring Digital Enterprise Award, known as iDEA, an international award-winning programme.

Personal and Social Development

It was lovely to be able to re-instate PSD as an independent subject within the school. Year 11 enjoyed an immersive unit on finances helping to understand budgeting, mortgages and debt, Year 10 completed units of work on respect and injustice and also received basic first aid training on CPR and the use of defibrillators.

Year 9 spent time enquiring into crime, the place of prisons within society and the aims of punishment. Whilst Year 8 continued their studies into online safety, reflecting on the impact online relationships have had on society in light of Covid, before looking at careers and employability. Year 7 enjoyed a range of transition activities which helped them settle into The Gregg, and moved on to discuss health and wellbeing.

To mark Children's Mental Health week on Wednesday 9 February, we participated in the UK Mental Health and Wellbeing Festival for Schools. Students chose from a wide variety of activities to boost their mental wellbeing, focussing on the five paths to wellbeing; giving, connecting, taking notice, being active and keeping learning.

Physical Education and Sport

Cross Country

Our cross country teams experienced great success this year with fantastic results at local, regional and national level. In the Southampton Schools Cross Country league, several students placed highly, with 1 Gold, 4 Silver and 2 Bronze individual medals. Team placings were also impressive, with both the Junior A and Intermediate boys' teams gaining Gold, the Junior girls' team achieving Silver and the Junior boys' B team Bronze.

10 Gregg students were selected to run for Southampton Schools at the Hampshire Schools Cross Country Championships. In the junior girls, the Southampton team had a fantastic result finishing 2nd team in Hampshire, and the Southampton junior boys' team came 5th.

The Gregg School was represented at the Hampshire Schools Cross Country Championships hosted at Bedales School in December. Students from Years 7, 8 and 9 faced an extremely challenging course. This was the highest level competition our students have competed in for the past two years, and our Year 8 boys achieved third place.

At the ISA London West Cross-Country Championships, a number of our students qualified for the National Championships, where we had a record 8 students representing ISA London West.

In January, ten of our students were selected to run for Southampton Schools at the Hampshire Schools Cross Country Championships, and for the majority of our students this was their debut representing Southampton. In the junior girls, the Southampton team had a fantastic result finishing second, with the Southampton junior boys' team achieving fifth place.

In the English Schools Cross Country Cup, the junior girls' team finished 10th, the junior boys' 9th and the intermediate boys' 8th.

Swimming

Our swimmers excelled at the Southampton Schools' Swimming Gala in May. The boys' team achieved first place and the girls' team were runners up, resulting in The Gregg being placed first overall for the tenth consecutive year!



Our House Swimming Gala in April saw almost every student from Years 7, 8 and 9 take part in at least one race from the various disciplines (breaststroke, freestyle, backstroke and relays). Spartan won the competition with 335 points, followed by Trojan on 313 and Roman were in third place with 288.

Athletics

A number of our athletes took part in the ISA London West Athletics Competition held at Eton, winning 1 Gold, 1 Silver and 7 Bronze medals.

For the first time since June 2019, we were able to hold a Sports Day for the whole school, with many students participating in the maximum number of events permitted. Numerous school records were broken on the day, and the Sports Day Shield was lifted aloft by Trojan House, with Spartan and Roman in second and third place respectively.

Football

The Gregg School entered four teams in the Southampton

Schools Football Association leagues this year. The Year 7/8 boys' football team improved over the season, finishing 7th overall, Year 9 finished fourth and the Year 10/11 boys' football team also finished in fourth place.

We were excited to launch two girls' football teams for the first time this year. The Year 9/10 team improved over the season, finishing the season with a 3-3 draw in the City Cup, losing on penalties. In addition the team took part in a 7-a-side tournament at Cantell School, where they won 2 games, finishing fourth out of the six teams.

Two boys' football teams participated in the ISA 6-a-side Football Festival held at the Licensed Victuallers' School in Ascot, our junior boys reaching the quarter finals of the cup with the senior boys going through to the quarter finals of the plate competition.

Cricket

Our under 13 cricket team played extremely well during the season, not losing a single match to become League Champions – a position not achieved at this age group in the last decade. The under 15 league was a much-reduced competition this year, consisting of just three teams, and The Gregg were placed second overall.

Tennis

13 students competed in the ISA National Tennis Tournament at Rugby School in May, the junior girls achieving a bronze medal in the cup and a silver in the doubles plate competition. The senior girls also played well, gaining a bronze medal in the doubles plate.

Rounders

The rounders season saw our junior team enter the Southampton Schools league for the first time in a number of years. The team had mixed success, winning three games and losing two, resulting in a mid-table finish by the end of the season.

House Championship

The 2021/22 House season has been the closest in recent history, and we have been thrilled to reinstate whole school activities, competitions and social house events.

Going into the Christmas break the positions were Roman in 1st out in the lead, Trojan in 2nd and Spartan in 3rd. At Easter the house points were very close with Roman just holding onto 1st position, Trojan in 2nd and in a very close 3rd Spartan just a few points behind.

Going into Sports Day only 10 points separated second and third place, and only a further 10 points between

second and first. Trojan won the Sports Day Shield, which gave final results in the Championships of Roman on 1490 points, Spartan on 1540 and Trojan lifting the House Cup with 1590 points.

Residential Camps and Activities Week

We were delighted to be able to reinstate our Camp and Activities Week after a two year absence, providing lower school students with the opportunity to grow the 'soft skills' which are so important in the holistic development of young people. Throughout the week, students challenged themselves in unfamiliar environments, building confidence and resilience, and forged closer relationships with their peers.

Year 7 spent the week in Oxfordshire, at Bushcraft Woodland Ways, learning fire-lighting, shelter-building and a host of other survival skills. They completed every challenge set, and managed the whole week without their mobile phones!



Year 8 students were blessed with superb weather and a beautiful location for their camp, spending 5 days at the PGL campsite at Osmington Bay. The days were action packed, with physical activities including abseiling, climbing, beach walks, sailing and dragon boat racing.



A trip across the English Channel took Year 9 to France for a week of culture, sight-seeing and adrenaline-fuelled fun. Staying at the Chateau de Grande Romaine on the outskirts of Paris, they explored the market town of Brie-

Comte-Robert, toured the Sacre Coeur and Montmartre, cruised along the Seine, climbed the Eiffel Tower to savour the spectacular views across the city, and spent a day at Disneyland Paris enjoying the world-class rides and entertainment.



Year 10 spent the week honing their revision skills, interspersed with physical challenges at the Itchen Valley Country Park's Go Ape course, and an enjoyable day out at Thorpe Park.



Charity and Community Involvement

We have supported a range of worthy causes during the

year, providing donations to local, national and international charities and not-for-profit community enterprises.



Our first non-uniform day of the year, in October, raised £580, which was shared between two charities – The Rainbow Trust, which supports families who have a child with a life-threatening or terminal illness, and Emmaus Hampshire, the social enterprise community for the homeless.

To commemorate Remembrance Day, we supported the British Legion Poppy Appeal with sales of poppies in school. Assemblies

focussed on the sacrifices made by soldiers who fought in both World Wars and also those made by keyworkers during the Covid pandemic. Our Head Boy and Head Girl represented the school at the annual West End Remembrance Service, laying a wreath at the village cenotaph.

We supported the annual Shoebox Appeal organised by Rotary International, students filling boxes with gifts for disadvantaged children in Eastern Europe and the Philippines.

In December, our non-uniform day in support of the Friends of Paediatric Intensive Care Unit (PICU) at Southampton General Hospital provided donations of toiletries, socks, puzzles and games.

Also in December, we made a donation of £1346 to the Honey-pot charity, which provides respite breaks and outreach support for young carers. The donation came from a range of sources including sales of tickets and refreshments at performances of our Christmas play, the collection made during the Carol Service, and direct donations from parents.

The heats of the House Bake Off Competition provided a vast array of mouth-watering cakes and biscuits which were sold in school, the proceeds from which were added to non-uniform donations raising £900 for the Southampton-based 'No Limits' charity which provides information, advice, counselling, advocacy and support to young people in Hampshire.

In April, a number of fundraising initiatives supported the

Ukraine Appeal. Sales of cakes, ribbons and sunflower seeds raised over £640. The Gregg Schools Trust, itself a charity, match-funded this, resulting in a donation of £1500 being sent to the Appeal. In addition, donations of food, toiletries and warm clothing poured into school and were delivered to the Help to Ukraine Collection Centre in Southampton.

The Jubilee cake sale, held as part of our celebrations to mark the Queen's Platinum Jubilee, raised £140 which was donated to The Dogs Trust – a charity close to the late Monarch's heart.

We have continued to support a number of voluntary organisations in our local community by providing free hire of our minibuses on a regular basis throughout the year.

Organisations which have benefited from this opportunity include scout groups, a local primary school and the Youth Options charity in Southampton.

Duke of Edinburgh Award

Staff and students alike were excited and relieved to be back to `normal operations` for the assessment of the final Duke of Edinburgh expedition weekend of the year, with all Year 11 participants passing with flying colours.

There was an impressive take up this year with 34 students making it to the final expedition, the Assessors having been impressed with their perseverance, teamwork and camp craft skills.



FROGS

Once again it was quite a challenging year for our PTFA, the Friends of The Gregg School (FROGS), to be able to meet in person. We are thankful for our loyal supporters in Zoom meetings and the committee that have held this voluntary part of our organisation together through the pandemic.

We ambitiously tried to plan a family picnic in May when the rain sadly won on the day but the Pizza and Prosecco evening was more successful with some carefully crafted pizza

creations enjoyed on a sunny evening.

Again, it was lovely to see the faces that we had missed and we are planning a more ambitious list of events and fundraising activities in the next academic year.

We encourage our parents who haven't sampled a FROGS event to come along and support this group in support of our school.

This year the FROGS have funded a mindfulness project, some additional bee-keeping equipment and the money to buy some robot-building equipment for our Computer Club.

Thank you to those who have raised money, donated school uniform, subscribed to our Lotto, added our page in Easy Fundraising or Amazon Smile – everything that we can do as a community makes a huge difference.

Friends of Townhill Park House Gardens

We opened the Gardens to the public on four occasions during the year, our volunteer gardeners and grounds staff having worked tirelessly to maintain the gardens in all weathers.

Thanks to their efforts, visitors were able to enjoy the daffodil displays in Spring, an abundance of bluebells and blossom in May, and the delights of our formal gardens and herbaceous borders in the Summer.

These Gardens Open Days attracted nearly 700 visitors, who not only appreciated the horticultural delights, but were also treated to classic car displays, entertainment from the Duke of Wellington Dancers and delicious refreshments provided by Mrs Pickett and her team.



Townhill Park House itself was also open to the public on Heritage day in September 2021, with nearly 400 visitors having the opportunity to tour the House and learn about its history.

Headteacher's Annual Report to Parents 2021-2022

My thanks to all the volunteers and staff who have worked so hard to ensure our wonderful natural environment continues to flourish.



So, with familiarity, we have managed to undertake a great deal since my last report. It has been wonderful to personally witness our different community groups coming together and being able to experience many activities for the first time in 2022. At times, it has felt unusual for us. Even as adults, it was hard to recall how chatting to friends, visiting places, even the joy of relaxing together, felt...

For our students; it is a more distant memory in their short lives. They have transitioned schools and grown up in relative isolation. This has, in many senses, left some of them rather tentative and socially inexperienced around others. Many of the normal primary school steps and transactions have been missed, and we are now seeing the translation of this in school to some extent.

On occasion our students have found it challenging to negotiate their relationships with each other and work out 'where they are' in terms of their own identities and personal development. Sometimes they are not as robust as we might expect and miss the nuances in giving and receiving good communications or, indeed, being resilient/appropriate in negotiating friendships with others. It is clear that many have never tried new activities – or experienced even singing/playing music together. At The Gregg we aim to recognise and counter this through planned learning opportunities going forward.

Apart from experiential learning with the 'discreet curriculum', our aim going forward will be to strengthen our students' social and emotional development through a reflective, additional curriculum, encouraging students to embrace new experiences they've not tried before. We are hoping that, in turn, we will re-discover the sheer joy of participation in music, drama, sport and an array of additional activities. Our enhanced Valor Programme will present the ideal platform for this.

We continue to work hard in equipping our students in the developing themes that encourage positive learning habits that validate and solidify their independent work in subject areas – and the addition of new themes will allow our

students to push their personal learning boundaries across their programmes of study.

The new, whole-school 'RESPECT' theme will be about the recognition and development of those softer skills that are linked to successful professionalism in the future. Our students will be thinking about respectful behaviours at all times – we have already made the most of assemblies and a new rewards system that serves to embed the importance of this key theme. The addition of this as a 'house' themed competition with tokens and prizes serves to make thinking about Respect rather popular!

I should like to take this opportunity to thank all of our staff at school. They all work tirelessly and cohesively in our joint aims. I am privileged to work alongside the best team of staff that I have ever experienced in my entire career. They work hard and share in a joint motivation to do the best job for our school.

As always this very much extends to those 'behind the scenes' that enable our operation to run smoothly and safely. Ably led by our Bursar, our Facilities Management team ensure the smooth running of the ancillary and administrative services that keep the schools running.

Thank you to our partners Holroyd Howe for the support of our events and keeping us all so well fed.

Finally, a special thanks to the parents, grandparents and families that support school. It has been wonderful to see you all again and I hope that we can meet again soon.

Please come and support our school events in the next academic year, it will be wonderful to see you.

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Headteacher



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