



MAYVILLE HIGH SCHOOL

Founded in 1897

Excellence... the foundation for the future

Annual Review 2019 - 2020

Head's introduction

The academic year 2019/20 will no doubt go down in Mayville history. A year of unprecedented disruption and difficulty, but also one which demonstrated beyond doubt the enduring resilience of the organisation and the individuals within it who make up our school community. Pupils, Staff, Parents and Trustees were all tested to a degree unknown in living memory. It has been a source of immense pride and satisfaction to see how these challenges have been met with determination, optimism and skill.

I cannot express enough my thanks and gratitude to everyone who played their role in facing up to COVID-19. To our teachers, who adapted to remote learning within a matter of days. To the pupils, who endured being isolated but nevertheless grasped that opportunities were still possible during lockdown. To our parents for their unwavering support of the School and its staff and to our Trustee Board who worked together to make decisions of huge significance in response to an ever changing picture.

Due to the wonderful sense of community spirit and teamwork, the School remains in excellent health. We can be confident that our remote provision allowed our pupils to continue to flourish academically and pastorally despite last year's disruption. However, I don't want last academic year to be defined purely by COVID-19. There has been too much wonderful activity and success for us to allow this scar to dominate the year.

Five years of hard graft culminated in January with our ISI inspection result, which gave us the rating 'excellent' in all areas. For Mayville staff this was a defining moment and one which set the School on a secure path for future success. It's a superb platform on which to now build 'exceptional' areas. Thank you to all our parents who remain our greatest advocates.

Of course the year was highly unusual for pupils sitting public examinations. As the formal examination season was abandoned, the school was required to formulate "centre assessed grades" and rank orders for each pupil. Everyone will be aware of the twists and turns in the subsequent changes to government policy as the results day approached. However, it's vital to remember that the grades achieved by our pupils remain as valid and credible as in any other year. It's within this context that I'm delighted to congratulate our pupils on wonderful results. At GCSE, 96% of our pupils achieved 5 or more GCSEs at grade 4 or above, including English and Mathematics.

The academic year 19/20 may have been difficult, unique and unprecedented but the school community rose to and met the challenges head on. This bodes very well for the coming years.

We now look forward with confidence to the new school year and to establishing exceptional curriculum breadth for our juniors with the 'Shine' enrichment programme.



Rebecca Parkyn,
Headteacher.



Learn to shine at Mayville

ISI Inspection rated

“**EXCELLENT**”

... in all areas

ISI Inspection Report, January 2020

At the start of the Spring Term, we were visited by inspectors from both ISI and CReSTeD. The findings of both inspection reports are testament to our 'whole child' philosophy of supporting every child to achieve their own personal best. Little did we know at the time the reports were published, that our commitment to ensuring no child is left behind would be so rigorously tested over the months that followed!

The headline message is that the school was rated 'excellent' in all areas of inspection by ISI, whilst CReSTeD found that 'learning support is an outstanding part of our educational provision'. With the rather abrupt end to the Spring Term and the somewhat unusual backdrop to Summer, our energies were wholly focused on showing you what excellence means at Mayville. Namely, to achieve the highest levels of both pupil engagement and parent satisfaction during the lockdown period. Since being able to safely allow pupils and staff to return to on-site learning, we wanted to share with you some of the detail behind the headlines.



The key findings of the ISI inspection report are grouped under two main areas:

In respect of the quality of pupils' academic and wider achievements, it was found that pupil achievement is excellent in relation to their ability and individual needs, achieving success across a wide range of extra-curricular activities. Pupils of all ages develop excellent speaking and presentation skills and show positive attitudes to learning; engaging enthusiastically in all aspects of school life.

In respect of the quality of pupils' personal development, Mayville pupils are well-behaved and considerate towards each other, showing respect and tolerance for the diversity within school and the wider society. They have effective social skills and support and collaborate with each other well, making a successful contribution to the school and the wider community through their extensive volunteering and charity work.

"The report is emphatic in recognising the overall excellence of the School and shows in the judgements made that the quality of education on offer at Mayville High School and the opportunities for pupils' personal development are incredibly strong. The key findings speak for themselves and couldn't be any better."

Headteacher, Rebecca Parkyn.

The quality of the pupils' academic and other achievements is **excellent**

Pupils' achievement is **excellent** in relation to their abilities and individual needs.

The pupils achieve well within a balanced curriculum that is **adapted to meet the needs of pupils of all abilities**.

- Results in **GCSE examinations** in the years 2017-19 have been **above the national average**, representing **excellent progress** from the pupils' varied starting points.
- Pupils are making **similarly positive progress** in a range of recently-introduced **award-bearing programmes**, including within music and the creative and performing arts
- Pupils with special educational needs make **excellent progress** from their individual starting points **in comparison to those taking the same tests nationally**.

Pupils develop **excellent skills and understanding** across all areas of learning.

Pupils develop their knowledge, skill and understanding well, supported by teaching that is **strongly focused on individual needs**.

- Pupils develop **strong mathematical and numerical skills from an early age** in relation to their ability and employ them very effectively across the curriculum.
- Pupils develop **excellent study skills**. Individual homework projects and study lessons reinforce skills such as the ability to research and synthesise information from a wide range of sources, test hypotheses and draw conclusions.
- Pupils display **high levels of skill in creative and sporting endeavour**.



Pupils achieve **success** across a wide range of extra-curricular activities.

Pupils **participate enthusiastically** in the wide range of co-curricular and extra-curricular activities available.

- Pupils **achieve success** in a wide range of **team and individual sports** at **local, regional** and occasionally **national level**.
- Teams are **successful in county and regional tournaments**, with a number of pupils **representing their county** or **gaining places at professional sports club academies**.
- Pupils **excel in dance, drama, music and art**, staging high quality shows... as well as **enjoying success in competitions**... or **working with amateur and professional companies** outside of school.

Pupils develop **excellent** speaking and presentation skills.

Pupils develop **strong communication skills**.

Their **excellent oral communication** is supported by numerous opportunities provided to make presentations, debate or perform.

- Pupils, including those with SEND, **develop their speaking skills** through class discussion where they learn to **listen and respect others' contributions** before freely offering opinions in an **atmosphere where positive peer encouragement abounds**.

Pupils show **positive attitudes** to learning and **engage enthusiastically** in all aspects of school life.

Pupils' attitudes to learning are **excellent**. They **engage with enthusiasm** in lessons and work well collaboratively within and beyond the classroom.

- Pupils **develop independence** and a capacity to **take leadership** in their learning.
- Pupils spoke **very highly of the individual support and encouragement** that teachers, learning assistants and the DLEU give them as they develop the skills and confidence to overcome any personal obstacles and to persevere in **pursuing their goals and making the most of their talents**.

The quality of the pupils' personal development is **excellent**

Pupils develop **excellent** self-understanding, self-esteem and confidence.

The pupils develop **excellent self-knowledge** and understanding of their own needs, strengths and areas for development so that they move to the next stage of their education as **talented, confident and empathetic members of society**.

- They exhibit **increasing levels of confidence and self-esteem** over time, fully supported by the school's **excellent pastoral care and welfare system**.
- **Pupils enjoy school**, have a keen sense of belonging and **thrive in the family atmosphere**.
- Those experiencing particular learning challenges are **supported by a system** in which staff and the DLEU work with individuals to **equip them with the strategies and confidence** to pursue their own aspirations.
- Pupils **develop resilience and learn to take risks** in a controlled environment. Pupils **persevere, without fear of failure**, regarding this as a necessity for the learning process.
- Senior pupils are therefore **well-prepared to take the next stages in their learning**.
- Pupils are **supported in their decision-making** by the scope given to **tailor their programme to match their skills, interests and talents**.
- Pupils develop a **heightened appreciation** of the **non-material aspects of life** that is evidenced in the stimulating artwork and corridor displays, and the very high profile of the performing arts in the school.
- Pupils demonstrate **well-developed spiritual understanding** through their engagement with world faiths and enjoy **many opportunities to investigate and celebrate others' beliefs** without pressure to conform to any particular ideology.



Pupils are **well-behaved and considerate** towards each other.

Pupils have a **highly-developed sense of right and wrong** and readily take responsibility for their own behaviour. They respect and understand the school's code of conduct and are **courteous, friendly and helpful** towards each other and adults.

- Pupils are **considerate towards one another** and **show concern and empathy** for those who are striving to overcome personal difficulties.
- In the Junior School, pupils **enthusiastically embrace** the school's system for **celebrating excellent conduct**.
- Pupils say that **incidents of unkindness are rare** and were confident that the **supportive relationships with staff** would ensure that any emerging issues are **quickly reported and dealt with**.
- Older pupils are **excellent role models**, including those who take on extra roles such as anti-bullying ambassador.

Pupils have **effective social skills** and **support and collaborate** with each other well.

Pupils **social development is excellent**. They are confident in their dealings with adults and show **high levels of empathy** when supporting and collaborating with each other and their teachers.

- Pupils **value the diversity of the school community** that enables them to develop **positive relationships with their peers**.
- In all activities observed, pupils exhibited **strong teamworking skills** that ensured that all groups **worked together to achieve common goals**.
- Pupils' **excellent social and teamworking skills** are enhanced by participation in team sports, drama and dance productions, DofE activities, international camps and team-building trips.

"Mayville is a unique school and I'm delighted that our distinctive approach to education has been viewed so positively by our regulator."
Headteacher, Rebecca Parkyn.

Learning differences... CReSTeD Report summary

Pupils make a **successful contribution** to the **school and the wider community** through their extensive volunteering and charity work.

Pupils are **positive in their commitment to improving the lives of others**, both within and beyond the school. Pupils are successful in their charity fund-raising and initiate imaginative activities.

- Pupils **volunteer selflessly in the local community** and recent examples include serving soup and sausage rolls to the homeless, helping to stock a food bank and singing carols at the Guildhall and in local retirement homes.
- Within the school community, **pupils take their roles as prefects or captains seriously**.



Pupils show **respect and tolerance** for the diversity within the school and wider society.

Pupils' **natural tolerance, understanding and sensitivity levels** towards those from different cultural backgrounds and for the diverse individual needs or characteristics of other pupils is a **strength of the school** and a testament to the **rapid personal development** that takes place in relation to their starting points.

- From the Junior School onwards, **pupils show compassion and empathy**.
- Pupils are **highly respectful of their peers** who are working to overcome specific educational needs and pupils with a wide range of abilities and backgrounds **support each other well**.



"Although many schools claim that support for **learning is at the heart of the School**, at Mayville it is."

Mayville is **not academically selective**, and although it expects prospective pupils to be of average or above average ability will accept students outside that category if it is considered that they will cope. Students have a range of learning needs and differences.

- **Teachers show tremendous understanding and patience** both in and out of lessons. In lessons, **students were both supported and challenged**.
- There is an awareness of a wide range of specific difficulties at Mayville and the individual nature of attention provided **allows for students to thrive**, whatever their barrier to learning.
- The **level of support** from the learning support team and from mainstream teachers is **outstanding**.
- There is a clear outline of the assessment processes that are implemented when a difficulty is suspected. Parents as well as mainstream teachers are fully involved in each step.
- In an outstanding Year 7 English lesson on 'The Tempest', there were seven boys with specific difficulties in the class but it was not possible to identify them as all were engaged.



Mrs Prismall with an Early Years pupil, during the phased reopening of Pre-Prep & Juniors

Care, community and kindness

We pride ourselves on providing excellent pastoral care for all of our pupils, within a safe and supportive environment. Along with our renowned learning differences provision and diverse PSHE programme, we work to ensure that every child feels included and engaged with all aspects of school life.

The latter half of this academic year presented unique challenges – life, as we knew it, was thrown into disarray by lockdown and school closures. Our focus on physical, mental and emotional wellbeing has never been more important. Adjusting to remote and virtual methods of teaching, staff worked tirelessly, not only to maintain continuity of education, but to regularly check-in with pupils and their families. Our pupils continue to respond to the challenge of adapting to the 'new normal' with bravery, resilience and good humour; taking time to look out for their peers. We are inordinately proud of how they exemplify the Mayville ethos.

The support from our families throughout the last seven or so months has been overwhelming. The enduring strength of a school is in its community and, during a time of incredible uncertainty and anxiety, you have been unwavering in your commitment to helping your children to be the best, the best that they can be.

Bespoke pastoral care

"The emotional support we provide is intrinsic to developing a young person's self-confidence and wellbeing which both directly impact their academic engagement. Online learning affected many of our pupils in a multitude of ways, so we adapted to focus on what was important for each and every one of them – talking to the pupils themselves but also communicating with their parents and their class teachers, who took time to share work that required additional support in their 1:1 lesson.

Nurturing positive relationships remained paramount in an online learning environment. As such, ascertaining the wellbeing of each pupil at the start of every interaction allowed time and space for them to respond and naturally and, if deviation from the lesson plan was required, then we facilitated this. Flexibility was paramount. Our pupils often needed additional lessons which were provided, as well as evening support if that worked better for them. Being adaptable, available and approachable is always our mantra. Our pupils deserve the very best in both their academic and emotional support and indeed, the two go hand-in-hand. We are incredibly proud of each and every one of our pupils who worked so hard through what has been a most unusual time. They inspire us every day and are an utter joy to work with."

Mrs Miles, Dyslexia Tutor, SEN Department



" ... most importantly that all the teachers we spoke to had our child's wellbeing and mental health at the heart of the conversation and how they are coping with this new way of learning."

" ... I was particularly impressed with the focus from all of the teachers on the wellbeing of the children and us as a family at this time.

I feel very proud to be part of Mayville's community. Giving our children structure, purpose and learning and particularly the focus on the whole child in the strange times we currently find ourselves in."



Mayville's first competitive girls' football fixture



U10 girls' football team at the Portsmouth Schools Competition

Committed to sporting excellence

In the absence of the 2020 Olympics, the Euros and of course, Mayville's annual Sports Days, much of the past year in sport and fitness has been defined by Joe Wicks. As much as we love 'PE with Joe', taking part in his workouts for Children in Need and during the lockdown, the past year has also provided a number of achievements and sporting firsts for Mayville.

Girls' Football

In the Autumn Term, we fielded our first ever competitive fixture in girls' football and with strong support from pupils, football became part of girls' timetabled PE lessons after Christmas.

In the Spring Term, Our U10 team brought home the first ever silverware for a girls' football team at Mayville, winning at the Portsmouth Schools Competition.

This was an incredible achievement, given that our Yr5 (M3) girls were playing up a year in the U11 age group.

Away fixtures were played at Portsmouth High School and The Prebendal School.

As the profile of women's football continues to grow, we are proud to see a number of our girls actively participate with local clubs outside of school.

Badminton

Both our KS3 boys and girls badminton teams were crowned Portsmouth Schools champions.

Biathle (Modern Biathlon)

During the Autumn half-term, our Head Boy travelled to St Petersburg, USA, to represent Great Britain in the World Biathle Championships. He placed 10th in the U17 Male category. During his time at Mayville, Matthew has been an outstanding ambassador for sport, representing the school at regional and national events in swimming, athletics and cross country. We are proud to have supported his sporting pursuits and wish him every success in the future, as he moves on to further education.

Tennis

James in Year 10 (LV) won the British Singles Junior Open and the British Junior Doubles Open earlier this year. He is currently the British U16 Champion in both singles and doubles and is currently ranked 4th in the world at U18.



Virtual Sports Days

This year, we hosted virtual Sports Week in place of our annual Sports Days. Senior pupils were asked to track all physical exercise and activity throughout the week:

- walking, running, cycling, swimming.
- tennis, volleyball, badminton, football, rugby, netball, cricket, rounders, basketball.
- fitness, such as: press-ups, squats, burpees, sit-ups, planks, jumping jacks, lunges.
- dance.

To keep an essential element of friendly competition, pupils' activities were recorded and counted as part of a House total.

Cavell were clear winners in the House challenge competition with a huge 127 points!

In the individual standings, it was a clean sweep for Cavell and Year 8 (L4), with Naomi scoring 43 points and Finn scoring 15 points.

Junior pupils took part in Virtual Sports Day, by making House banners, medals and Olympic torches. They also competed in a wide range of sports and activities and submitted their entries via Google Classroom.

The power of creativity

We have an excellent track record in developing pupils' individual creative talents and passions. More importantly, our entire educational philosophy is built upon all children having the opportunity to participate in the arts as a way of building essential creative problem-solving skills.

Coronavirus may have removed many of our usual opportunities to perform, but our desire to create was never diminished. We adapted and explored new techniques and technologies, in order to continue being able to share our creativity with the community.



... the mother of invention

Like many other musicians and performers, Mayville pupils had to learn to be inventive and adapt to their surroundings. Dance projects were filmed on phones and submitted via TikTok and Google Classroom.

Our music students adjusted to online lessons and shared performances with one another on Zoom for an end of Summer Term concert.

Throughout the lockdown, pupils stayed engaged with the visual arts and employed a wide range of digital technology to overcome restrictions and enhance their creativity. Working with what was available to them at home and often using their environment as a stimulus, pupils explored a range of media, including photography and stop-frame animation, in addition to traditional methods.

Community performances

In the run up to Christmas, our pupils took their creative talents out into the community; performing at the Southsea Christmas lights switch-on, singing carols for the Rotary Club at Cascades, entertaining residents and performing a carol concert at local nursing homes.

Christmas production

This year's Christmas play was our most ambitious to date – an enormous production featuring all of the Nursery and Junior School.

We staged four performances over three days, with parents, grandparents and friends of Mayville in the audience.

Dance Live

Dance Live replaced this year's Rock Challenge event at Portsmouth Guildhall. Our production was themed 'Carnival' – a whistle-stop world tour of festival traditions, dances and costumes, drawing its energy from a vibrant palette of light and colour.

Our dancers performed dress rehearsals for the Junior & Senior Schools, in preparation for the competition. We found out two days later that this would be the last time we were able to stage performances to an audience of any kind!





Dance Live 2020, dress rehearsal performance



Academic results 2020

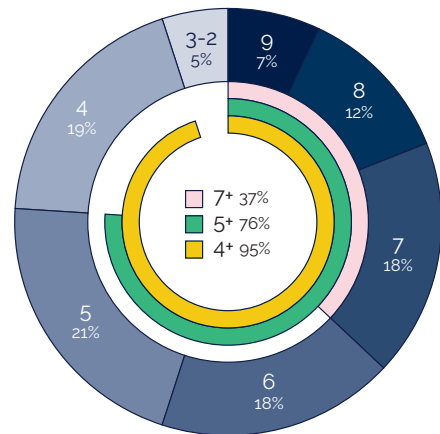
At the end of what has been an incredibly challenging year for all of our pupils and their families, seeing so many happy faces on results day is the perfect reminder of everything that we believe.

Our departing Year 11 pupils achieved a 95.4% overall pass rate, with 96% of pupils achieving five or more GCSEs at grade 4 or above, including English and Maths. We are, of course, very proud of our pupils' results; but it doesn't tell the whole story of their educational journey. The class of 2020 have faced unique challenges, with bravery and good humour; they have shown kindness and incredible resilience throughout and can now look forward to the next stage of their young adult lives, with confidence and positivity.

"It's lovely to see our Year 11s collect their GCSE results following such a turbulent time for them. Happy pupils and happy parents is what we want to see and we got that on results day. The U-turn by Ofqual was very welcome and our pupils received the grades allocated by staff who know them best and who have an understanding of the context in which they achieved. We are delighted with our results."

Headteacher, Rebecca Parkyn

Overall GCSE grades 2020



95.4% pass rate at grade 4 and above

96%

of all pupils achieved five or more GCSEs at grade 4 or above, including English & Mathematics

83%

of pupils with dyslexia achieved five or more GCSEs at grade 4 or above, including English & Mathematics

Continuity... and change

We were obviously thrilled with this year's inspection results and, in the months that followed, we took great pride in being able to provide continuity for our pupils and families. In the face of enormous disruption and uncertainty, our departing Year 11 pupils collectively achieved a fantastic set of GCSE results. Throughout the events of the past academic year, we have worked tirelessly to maintain a stable learning environment for the children entrusted to us, with pupil engagement and parent satisfaction remaining high.

Reflecting on the year and paraphrasing Greek philosopher Heraclitus, 'The only constant in life is change', we now, as a school and wider community, look to the future. From robust foundations, we are taking what we have learnt from this year to help us build a school that remains agile and relevant in the current climate and in the future.

What we have learnt

Out of necessity, Parents' Evenings became remote affairs during the lockdown. From your feedback, we discovered there were a lot of positives to hosting these events in this way. When social distancing restrictions are relaxed, we will continue to offer this option alongside our usual presence at school.

Pupils responded positively to our remote learning programmes. Some children even flourished during this time, given greater flexibility in their routine and the opportunity to revisit lessons online. From Autumn 2020, Mr Worrall has joined our staff to lead 'Mayville Online'. This new platform will enable us to deliver the Mayville experience to children anywhere in the UK or globally.

At the start of the Autumn Term 2020, all classrooms in the Junior and Senior Schools have now been fitted with 360° webcams, with headsets for staff. Employing this technology enables us to offer a more robust remote learning experience for pupils and staff.

We are currently building an entirely new school website, that will enable pupils, parents and staff to access information much more readily.

Throughout the past year, we have been using social media platforms to share more of school life. During lockdown, these channels became essential in keeping our community connected. Many of the year's forthcoming events will be shared on social media, as well as via Google Classroom, so that parents can continue to be involved in their children's activities and performances.



Keeping safe in the 'new normal'.



MAYVILLE HIGH SCHOOL
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SHINE

JUNIOR SCHOOL ENRICHMENT PROGRAMME



Mayville was founded on the premise of educating the 'whole child' – the head, the hands, the heart. Staying true to this guiding principle, we are proud to announce our new Junior School Enrichment Programme: 'Shine'.

The programme will introduce pupils to a wide range of opportunities for learning and personal growth, such as digital filmmaking in 'Making Movies at Mayville', Japanese in our 'Multilingual Mayville' module, Beach School in 'Making Waves at Mayville' and 'Mayville masters STEM', to name but a few.

At Mayville, everyone has the chance to discover and develop their passions. At Mayville, everyone has the chance to shine!



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