

*The*

# REGISTER

ISSUE 6 | SUMMER 2021



"HEY SIRI... WHAT DOES EXCELLENCE LOOK LIKE?"



## EDITOR'S INTRODUCTION...

In addition to my role with Mayville, I also lecture at the University of Portsmouth, on the BA Graphic Design course. Much of the time I spend with students is in supporting them, as they start to work with clients on 'live' briefs. Central to developing their professional skill-set is a simple, yet essential, principle – 'Don't tell me. Show me'.

Mayville is a school that needs to be seen, needs to be experienced and felt, in order to be fully understood. Many years ago, when my wife and I first walked through the doors as prospective parents, we knew, immediately and intuitively, that it was where we wanted our children to come. The enforced restrictions, postponed events and closed classrooms of this last year or so have necessitated an approach, in keeping you up-to-date on life at Mayville, that is far more 'tell me' than I'd like to see in my students' work.

The Summer Term has seen the welcome return of much of 'normal' school life – residentials and trips, sporting fixtures and sports days, performing arts events and competitions (albeit in remote or socially-distanced formats). The dominant narrative in the media, around the impact of lockdown on children's education, has tended to focus on the importance of 'catching up'. Whilst we are, of course, concerned with ensuring that pupils fully realise their academic potential, Mayville remains true to the philosophy of educating the 'whole child' – the head, the hands, the heart. I could not be happier, therefore, that this issue of *The Register* is able to bring you a visual celebration of the rich and varied school life enjoyed by pupils at Mayville – don't tell me. Show me...



Neil Hardcastle  
Marketing &  
Development Director

*If you have a story that you'd like us to feature in The Register or on our social media, please email:*

**news@mayvillehighschool.net**

*Parent advocacy remains our greatest strength. Please help to spread the word about Mayville by sharing the content that we feature on our website & social media channels.*

## NEWS IN BRIEF

*The Summer Term saw our Junior and Senior dancers competing and winning awards in both Dance Live! and the ISA National Dance Competition (pages 4-7 & 30).*

*Competitive sport returned, in fixtures and local competitions (page 32-33), and with parents cheering on from the sidelines at our annual sports days (pages 22-27).*

*Pupils came off timetable for the final week of term, to explore the theme of 'Urban' in Creative Arts Week (pages 14-21).*

During the Summer Term, we added a virtual tour to the school website. You can now take a look around the whole school campus and explore our sporting facilities from your computer, tablet or phone.

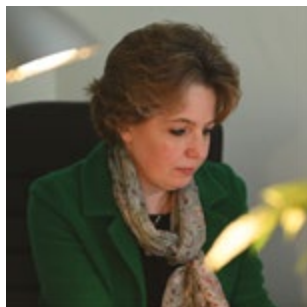
[mayvillehighschool.com/#tour](https://www.mayvillehighschool.com/#tour)

As reported in the last issue, our Cockleshell site was awarded grant funding from the Premier League, The FA and Government's Football Foundation. Work is now fully underway and we are looking forward to reopening the refurbished, inclusive and accessible facilities at the start of the Autumn Term.

We opened our doors for a whole school Open Morning in May. Welcoming record numbers of prospective families on the day, we have seen many children returning for taster days throughout the Summer Term. Heartfelt thanks for helping to spread the word about Mayville.

The 'Mayville Mechanics' were awarded the Robot Design Award in the First Lego League competition. The award is given to a team who 'uses outstanding programming principles and solid engineering practices, to develop a robot that is mechanically sound, durable, efficient and highly capable of performing challenge missions'.

Miss Philpott will be bringing *Mini Movers at Mayville* to the Radweb Stage at *Victorious Festival*. Come on everyone, join in... 11:45 on Sunday 29th August.



*A message from*

# THE HEAD

REBECCA PARKYN

Before writing this, I spent some time looking back at the equivalent messages from this time in other years. In the end-of-year message from July 2020, words such as “unprecedented” and “unimaginable” featured heavily, as we reflected on the past academic year and yet, this year, COVID has presented more challenges and required even more resilience and adaptability from every single member of our school community. Does this mean that we should be looking ahead to next year with some trepidation? Or is it safe to think that the worst might be behind us? I'm not sure either attitude is quite right. I have seen so much evidence this year of the strength of our community and its ability to rebound. Pupils have shown flexibility and unflappability when asked to isolate or when faced with yet another update regarding a change to assessments. They have shown cheerfulness, despite cancellations and changes, patience when things cannot yet be confirmed and most importantly a capacity to make the best of imperfect situations and to settle into new routines calmly and sensibly.

I am so grateful to the pupils but I am more grateful yet to my colleagues, both teaching and non-teaching staff, who have given every ounce of energy, to nurture a joy in education and school, despite the circumstances. Just recently, we have been able to go ahead with some sports fixtures, school trips, school events – such as Sports Days and Creative Arts week and it gives the impression of some semblance of normality but this hides the truth, that for every event described, many more hours of planning have been needed, so that there was a Plan A, Plan B and often a plan O at the ready, to cover all eventualities! It is these hidden efforts that need to be acknowledged. Without them, Mayville would have been a poorer place in this toughest of years. Equally, my colleagues have had to take on an enormous burden in preparing for teacher assessed grades. The summer term usually sees teachers and pupils marching into battle together against examinations boards but this year, teachers were both educator and examiner. Mayville staff approached this task with enormous care and dedication, determined to support pupils in obtaining the grades they deserve.

There's no doubt that this year has presented enormous challenges for everyone but moments like this also bring opportunity – both for learning and change, but also for leadership from the school. The value of perseverance and the benefit of keeping a cool head has certainly been demonstrated in recent times. We are committed to reflect on the future of education, in short – the face of excellence in a post-pandemic era, so that we continue to offer the very best educational provision for our pupils. We also hope to set a leading example to other schools!

The support we have received, from parents and grandparents, this year and throughout the pandemic, has been incredible and we can't thank you enough for the unwavering faith you've shown in us. Setting the priority on the continuity of your child's education will always bear fruit and we are indebted to the commitment you've shown. Thank you for the regular messages of encouragement; they sustained us in difficult times, and made a huge difference.

Turning to next term, we received notification from the Department for Education recently that next term will, in most respects, return to normality. This is, of course, exceptionally good news! Nonetheless, there are many details that now need to be implemented, and the stated requirement that we will begin the academic year with testing for all pupils (much as we did the Spring Term) will need to be converted in to a workable programme. For this reason, please can parents anticipate and read a letter that I will send out in August, which will outline and confirm full and comprehensive start of term arrangements for September.

Whilst we can't help but think of September, I want to stress the importance of a restful and recuperative summer away from school. I hope that you manage to reconnect with family and friends, particularly in those cases where travel restrictions have made such things so difficult for such a long time, and wish you all a safe and enjoyable time.

# Junior DANCE LIVE



## THE BEST DAYS OF OUR LIVES

"As we embrace being out of lockdown and back in school, we highlight key parts of the school day and what we enjoy most. Using popular songs from the Sixties, Seventies, Eighties and Nineties, to bring it to life. Our morning starts with the famous *Beatles' Here Comes The Sun* and finishes at home, with the funky *Can't Touch This*."

Unable to stage the competition at The Guildhall, entries were performed and filmed in front of the large screen, in a transformed Linda Owens Hall.

Our Junior Team placed 2nd in the overall competition and won a Creative Achievement award for concept.





# Senior DANCE LIVE

## MOVIE NIGHT

"Welcome to *Movie Night*, where we surround ourselves with our favourite characters. Finding Fame on 42nd Street, jiving at Rydell High and scrubbing floors for Miss Hannigan. Watch out for Disco Fever and glimpse the dark side of the force, before lassoing into Andy's playroom. Ending movie night by falling asleep, whilst dreaming of walking the Oscars' red carpet and the importance of believing in yourself."

This year's somewhat interrupted timetable meant our dancers had to work to an intense schedule, in preparation for the day of filming.

Our Senior Team placed 4th in the overall competition and won a Creative Achievement award for use of costume. We were only four points behind the podium places, which is no small achievement, as the three teams that placed ahead of us were 6th form colleges or schools with Year 12-13 students.





*In conversation with...*

# ANNA MILES MBE



Anna Miles works in Mayville's Dyslexia Unit, as a Dyslexia & Dysgraphia Tutor, providing academic and emotional support to pupils with learning differences. She lives in Southsea, with her husband and two young daughters (both Mayville pupils). She was recently awarded an MBE in the Queen's Birthday Honours List, in recognition of her work in founding *The Red Box Project*. We managed to grab twenty minutes, to learn more about her charity work and what inspires her to find the time to make a difference.

**The Red Box Project** was founded in 2017, as a direct action response to the problem of 'period poverty'. How did you first become aware of the issue?

Early in March 2017, myself and two friends read a newspaper article about a group of young women who were consistently missing a week of school every month, due to having their period. Their school had reached out to community groups and charities, in the hope that they might receive support in providing free menstrual products. No such support existed at the time and we were shocked and, very quickly, became enraged that an issue

of this kind existed in the UK, where young people were missing school, because they did not have access to the period products they needed.

We wanted to see if this was an isolated problem – we feared that this would not be the case – and so we decided to do some research, by contacting schools in the wider community of Portsmouth. It became clear that this was an issue that had been prevalent across our society for many, many years but that the stigma around talking about menstruation prevented young people from asking for the help they needed. We knew then that we had to do something and so, *The Red Box Project* was founded.

**From fairly early on in the project, you recognised a nationwide need. How did you take steps to spread the message and reach outside of your local network?**

We began initially by supporting a local school in the area, as well as youth clubs that had contacted us for support. I have always believed in the power of human kindness and I knew that this issue would not only anger us into action – it was something that people around the country would also be shocked to hear about. We set up Facebook and Instagram pages and, within two days, we had a number of women and men contact us, wishing to set up a Red Box Project in their local community. Over the next six months, the project had grown astronomically. We worked late into every night, contacting new volunteers and responding to the huge numbers of emails from schools and colleges, who were keen to bring *The Red Box Project* to their students.







**Within a short period of time, there were over 400 projects, up and down the country. How did you resource, fund and coordinate this rapid growth?**

We designed a project that was accessible to anyone who wanted to volunteer. Time is our most precious commodity and, so often, people want to help fight a cause but the responsibilities they have in their lives might understandably prevent them from doing so. It was important to me that our project gave everyone the opportunity to help, if they wanted to. We designed a 'How to...' guide, which set out the format of setting-up a project and people could choose to support one local school or, as was the case in many of our projects, take on a huge area – seen successfully in Portsmouth, with our amazing volunteer coordinator, Rebecca. Logistically, this required an enormous overview of every movement our project made, in order that there was no overlapping. It was like a jigsaw and there was nothing more incredible than seeing how the project grew and, therefore, knowing that more and more young people were being supported.

The Red Box Project has always relied on the kindness of strangers. We worked only with donations. We provided projects with resources, such as posters, box labels and information sheets. These were given to school and college staff, to signpost the project for their students. All of the period products, underwear and tights were donated by the public – either through the setting up of donation drop-off points in supermarkets, libraries, shops, museums, etc or by corporate donations, from supporters such as Vogue, the London Mayor's

Office, ASOS and The Body Shop. We designed donation drop-off posters that highlighted the work we were doing, along with our symbolic 'Red Boxes'. It was kindness in motion and people gave so generously.

As the project grew, we did not make any fundamental changes to how it functioned but, of course, it became impossible to ease up on the hours we put in. It required 24/7 focus, because the need was so great. I also felt passionately that every single email that was sent to us had to receive a response within 48 hours. When someone takes the time to email, particularly for support, it has to be given precedence.

**Campaigning requires a very different approach to simply providing a response. How did you organise, to be able to challenge the problem on a political and legal level, whilst continuing to offer essential grassroots support?**

I never wanted The Red Box Project to be a permanent solution to the problem. No young person should have barriers to receiving an education – it is a fundamental right. It was our firm belief that the inequality in the classroom was a problem that should be tackled and supported by our Government. As we watched the governments in Scotland and Wales provide free menstrual products within all state-maintained schools and colleges, we galvanized support, through our incredible volunteer coordinators and those in our wider community, to fight for the same change across England.

Our success in being able to bring a legal campaign to the Government was undoubtedly due to playing to the strengths of every single person on our team. We met with a legal team in London and collaborated with Free Periods, to bring the issue to the forefront. Together, we started to gain the support of many MPs, who backed our proposal and exerted pressure on the government to provide a scheme that would provide free period products to state-maintained schools and colleges in England. In the early part of 2020, the Government announced that it would provide funding to all state-maintained secondary schools across England. Whilst this was brilliant news, we felt strongly that primary schools should also be supported in the same way and so we made our case for this to be extended. Fortunately, the Government listened and the scheme was widened, to include them.

**This has obviously had a profound impact, on a national level. Does this success mean that the Red Box Project is no longer required? Is the problem now 'solved'?**

The work of the Red Box Project is still required in many countries around the world. We have projects in Bangladesh, Hong Kong, USA, Poland, Africa, the Isle of Man, Japan, Jersey, Monaco, Moldova, Australia, Nigeria(?). Until we have equality in every classroom, globally, we will fight as hard as we can, to see the changes we have seen across the UK and in several other countries. At home, support is also needed in youth clubs, where the government's support has not been extended.

**Recent reports in the media state that only 40% of eligible schools and colleges have signed-up to the Government's scheme. Is there still work to be done in spreading the message?**

COVID created a situation for schools and colleges that required them to, quite rightly, focus on a huge number of unexpected changes, not only in the way in which learning was delivered but in the pastoral care they continued to provide. We are currently planning an awareness campaign, to engage with those either working in schools or those connected to schools, to encourage all eligible educational settings to sign-up for the free period products that are available to their students.



**We were obviously thrilled to hear that your dedication and compassion has been acknowledged in the Queen's Birthday Honours List. How did you feel, upon finding out the news?**

When you commit yourself to a cause that you are passionate about – in my case, gender equality and access to education – I never considered that this would lead to being nominated for an MBE. I believe that where there is an injustice in the world, the only way to deal with it is to do something proactive about it. When I received my MBE nomination, I had an out-of-body experience! It was an honour to be recognised in such a way and sharing the news with the wider team was a very special moment. Without our collective energies, the project would not be what it stands for today and nor would it be able to continue to support so many young people. It is a humbling experience and a moment that I will always remember.

In terms of the media, I have always shied away from being on TV and radio. It actually took a huge amount of courage to think that I needed to fight my fear. When the news was announced, I decided that it would be my chance to say thank you to everyone who has made and continues to make this such a special project to run.

The icing on the cake was being able to share the news with my family, friends and colleagues. The wave of love and support that I have received, since the news was shared, has been overwhelming, in the best possible way. I am a strong believer in supporting those around you and celebrating other people's successes – to have that bestowed upon me was heartwarming and I feel incredibly fortunate to have the best people in the world around me. My family, my husband and my two children made the announcement day one that I will never forget. Their pride in me means more than I can say. To see my daughters' faces, when they watched me on the news, was a moment forged in my memory forevermore. Everything I do, I do for them. I want them to know that where they see an injustice in the world, they have it within their power to change it. I would also like to say thank you to the amazing young people I support in the DLEU. They inspire me every day and were so wonderful when the news was shared.



**Obviously, you work at Mayville, providing educational and pastoral support in the SEN Department. You also have two young daughters. How do you find or make the time and energy to commit to a cause such as The Red Box Project?**

When people ask me about how I juggle being a mother, work and charity work it feels difficult to answer, because it suggests I go above what others do, which is inaccurate. There is something inside me that makes doing something the only possible solution, when bearing witness to the many injustices there are around the world. I feel that my life is a privileged one. I have the freedom to speak, to travel, to educate myself as my children do too. I am loved and supported by my family and have the

comfort of knowing I have a place to call home. It is luck of the draw, how you arrive on this planet and we have a duty to look outside of our own existence and to place ourselves in other people's shoes. Many millions of lives are affected by atrocities that are completely out of their control. They are innocent people who seek nothing but a life that we have been lucky to be born into. I feel driven by these thoughts. How do I manage the parts of my life that I hold dear? Sometimes to the detriment of my health! HAHA! Slowing down just isn't possible and I am motivated by wanting a better world for my children. Whilst there is beauty in the world, I cannot live in a society where we do not support and cherish one another. Volunteering enables others to give as much time as they can give – every act of kindness resonates and makes a difference.

**You have also been instrumental in setting up 'Portsmouth Cares (Donations for Refugees)'. What can you tell us about this project?**

I set up Portsmouth Cares, with colleagues and friends, in September 2020. It is a volunteer-driven, community group which focuses on supporting refugees, by collecting donations and sending them to where they are needed most. This is something that I feel is incredibly important work – work which feeds into the same principles and beliefs I had around supporting others through The Red Box Project. The people of Portsmouth have been a force – I always knew that this would be the case – and we were overwhelmed by the community's generosity. Unfortunately, Brexit has made logistical planning for small community groups much more complex. However, we are determined to make it workable and I am now desperately seeking advice in finding a space where collections of donations can be stored – something that is proving more difficult than I first imagined.

**And... what's next for you?**

I am focusing on my family and friends, whilst continuing to run the Red Box Project, as well as exploring ways to continue the work of Portsmouth Cares. I am keen to work more on researching gender inequality and exploring routes into working with young people within this area. Access to education is a fundamental human right and will always be something I fight for.

*(First published for 'Chorus', 30th June 2021)*

*Out and about*

# TRIPS & RESIDENTIALS

With the relaxing of restrictions, we were able to spend more time out and about, exploring both our local environment and travelling a little further afield.

Trips and residentials are always an integral part of the Mayville experience, offering pupils of all ages the chance to broaden their horizons and try new activities. After events of the past year, being able to take learning out of the classroom provided a welcome break for everyone.



U3 at Game Over



U2 at Fishbourne Roman Palace



U1 & L2 at Southsea Model Village



U2 strawberry picking in Titchfield



U3 at Kingswood



U2 seaside scavenger hunt



U1 at Amberley Museum



L4 reading on Southsea beach



U3 at Kingswood

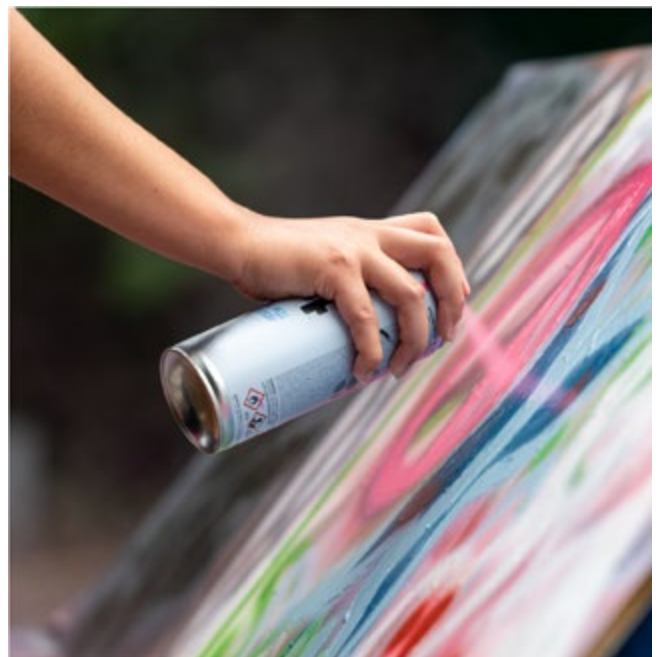
# Creative ARTS WEEK

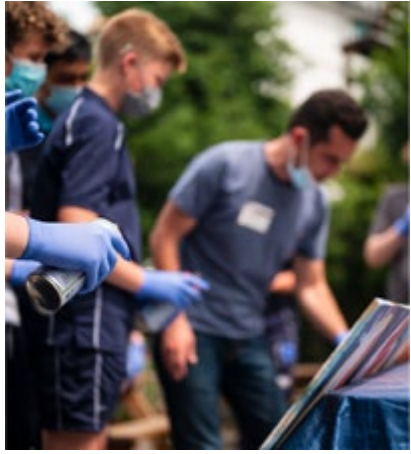
## GRAFFITI WORKSHOP

We came off timetable for the final week of term, to participate in Creative Arts Week. Pupils took part in a number of workshops and sessions, designed to inspire them creatively around the theme 'urban'.

Year 10 spent the afternoon with local graffiti artist Luke Storkey, aka 'Dharma 77', learning how to work with spray paint.

Southsea residents may already be familiar with Luke's work, as he has a number of pieces in the local area. Characterised by beautifully illustrated figures, Luke has worked on record sleeves for a number of UK hip hop artists, including Skinnyman and Isatta Sheriff and has work exhibited in the Universal Hip Hop Museum in New York.





# Creative ARTS WEEK

## HIP-HOP WORKSHOP



Chris, from Synchronize Hip Hop School, visited us over a couple of days, to run hip hop and street dance workshops with our senior and junior pupils.

Starting with essential warm-up and stretching exercises, Chris introduced the classes to the basics of the medium – groove and bounce – before teaching them a series of steps and moves. Each group then performed a short choreographed piece to music at the end of the workshop.



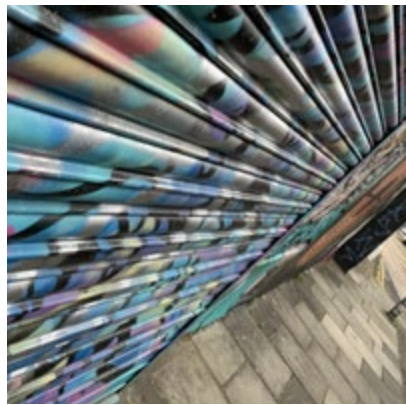




# Creative ARTS

# WEEK

## PHOTOGRAPHY COMPETITION



Commended: Lilah



Winner – Theo



Runner-up: Tahir



Runner-up: Sofia

# Creative ARTS WEEK

## FINAL PERFORMANCES

On the final day of term, the Senior School brought Creative Arts Week to a close with a series of performances. Taking what they had learned throughout the week's workshops, they wrote, choreographed, composed and directed their own pieces, around the theme 'urban'.

In combined year groups, they performed for our panel of judges, receiving feedback on their dance, drama, music, stagecraft and use of sound & lighting tech. The placings in the inter-house competition were:

Remove & U4:

1st: Nelson  
2nd: Cavell  
3rd: Austen

L4 & L5:

1st: Cavell  
2nd: Austen  
3rd: Nelson





## THROUGHOUT THE WEEK...

### BEAT BOX WORKSHOPS



### RAP WORKSHOPS



### DRAMA WORKSHOPS



### T-SHIRT DESIGN



# SPORTS DAY

## EARLY YEARS & PRE-PREP



After a year of COVID cancellations and an impromptu wet weather setback, we were thrilled to finally be able to stage our Early Years & Pre-Prep sports day.

Cockleshell was bathed in glorious sunshine, parents cheered from the sidelines and the morning brimmed with happy, smiling faces.

Although it was a shorter schedule than usual (without the customary Teddy Bears Picnic!), every pupil competed in running and throwing events, earning points towards the inter-house competition. Here are the overall results:

- 1st – Austen, 68 points
- 2nd – Nelson, 57 points
- 3rd – Cavell, 54 points





# SPORTS DAY

## JUNIOR SCHOOL



Our Junior School sports day was hosted at HMS Temeraire. In a change to our usual running order, the competition was condensed into a morning session, so that we could welcome parents along to watch and support, whilst maintaining the requisite distancing.

All pupils competed in jumping and throwing events, along with running and egg & spoon races. The morning culminated in a hotly-contested relay race, with double house points up for grabs.

In a repeat of the previous day's Early Years & Pre-Prep competition, here are the overall results:

- 1st – Austen
- 2nd – Nelson
- 3rd – Cavell







# SPORTS DAY

## SENIOR SCHOOL





As Junior pupils and parents left, the Senior School arrived at HMS Temeaire for their sports day.

In a similarly-condensed schedule, the field events included long jump, javelin and shot put. On the track, pupils raced in 100m, 300/400m, 1500m and relays. Despite the warm weather, a number of school records were broken.

The final result was a very tight call, with Austen and Cavell tied on points after the relay races. A late count of the last of the long jump scores saw Austen just edge it, to claim a clean sweep of the three competitions:

- 1st – Austen
- 2nd – Cavell
- 3rd – Nelson



*From the Mayville blog...*

# MUM GUILT

AND WHY WE NEED TO LET IT GO



Last week, my youngest daughter asked me if we could spend an evening together and watch a film. On the surface, it was a perfectly normal and reasonable request. Possibly a slightly surprising one, given that lots of teenagers choose not to spend time with their parents. However, for me, it made me so desperately sad; the reason she was asking was due to the fact that we had barely seen each other in the last few weeks.

Sure, we had grunted at each other during the morning ritual of coffee, shower, more coffee and departure for our respective schools. I had moaned about the washing up she had left on top of the dishwasher (I'll explore this phenomenon in another post) and I'd chided her about her homework, room tidying and cleaning of the cat's litter tray. I'd thrown some dinner at her in the evening – not literally, I hasten to add, although teenagers can be known for invoking 'food throwing' responses from their parents. But we hadn't spent any meaningful time together and my realisation of this not only broke my heart but allowed the floodgate to break and drown me in the all-too-familiar sense of mum guilt.

My working week is challenging, to say the least. You don't become a teacher for an easy life (regardless

of the picture painted in certain sections of the press). Being a teacher involves riding a merry-go-round that is hard to jump off: planning, preparation and delivery of lessons; marking and feedback, assessments, supporting pupils' pastoral needs, report writing and – thanks to Covid – the current Teacher Assessed Grades. It's a lot, sometimes too much, but I love it. It is, without a doubt, the most rewarding job I have ever had. But it comes at a price.

## Expectation vs Reality

The price I pay for being a full time working mum, is that for many weeks in the year, because of my job, I am simply not present at home. I'm there in body to cook, clean and, literally and metaphorically, herd cats but that's it. Add into this the fact that I have a teenage son who plays football all across Hampshire, an older daughter and two grandchildren, elderly parents and a mother-in-law (although they'll probably kill me for using that particular adjective!) and a long-suffering husband, there are times when there are simply not enough hours in the day. I'm overworked, overwhelmed and overtired and I'm failing.

Failing at being the mum (and wife) I think I should be. You know, the one who greets their children with freshly baked pastries every morning. The one who whips up a delicious Jamie Oliver meal, every night, using fresh, organic ingredients. The one who organises a dazzling array of family-focused activities every weekend. The one who sits up late, chatting with their children about Aristotle or the Middle Eastern peace process. The one who represents the iconic 1950s image of a mother and housewife – tidy hair, tidy home, tidy life. The one we're implicitly led to believe we should be, thanks to parenting manuals, saccharine Hollywood films and the internet. But it's not real.

The reality of my week is that, once I've finished work and met everyone's basic needs of food, clothing, shelter, I've passed the husband-shaped ship and said hello and I've maybe text or called a few family and friends to check-in on them, I'm done for. It's not unusual for me to be asleep on the sofa by 9pm, attractively drooling into my half-read novel that I've been trying to finish since Easter. My glorious grandchildren are demoted to only visiting at the weekend, my poor son and daughters are frequently relegated to the 'yes, when I have a spare five minutes, we'll do that' league and date nights are well and truly resigned to the territory of school holidays. 'Me time' exists at 5.30am, when I squeeze in a workout. And all the while, I am battling to keep my head above the guilt floodwater.

### Busy, Modern Lives

Sadly, I'm not alone. Research conducted by babycare company NUK\*, shows that many of us suffer from the dreaded mum guilt phenomenon, where we are pulled in too many directions at once. Yet, modern life almost demands this from us. Most households need two incomes to run efficiently, so both parents have to work. Life expectancy is increasing and we now belong to the sandwich generation, where we have dependent children, as well as increasingly dependent parents. We are bombarded with endless opportunities for meals out, trips abroad and other memory-making experiences that we absolutely must do. It's no wonder we feel that we're failing. Every. Single. Day.

\*<https://www.workingmums.co.uk/mums-constantly-wracked-with-guilt/>

“

So what is the answer?

Quite simply, we have to let the guilt go. We have to parcel it up, tie it with Kath Kidston string and launch it into outer space. We have to realise that good enough, is good enough.”

### Good enough is good enough

When my children were toddlers, it took me a long time to accept and fully embrace the concept. I was one of those parents who bought – and later, ritually burnt – the Gina Ford baby manual, who tried and failed to entice my young children with delicious chicken and couscous from Annabel Karmel, who was utterly convinced that I could raise three children and my house could still look like it belonged on the cover of *House Beautiful* (if there was a magazine publication titled *Bombsite*, I would have made that cut). I can't even remember who coined the phrase 'good enough' but it resonated with me and I slowly started to realise that, as long as I had survived a day with my – quite frankly, feral – children and they were fed, semi-clothed and safe, I was good enough.

Whenever the mum guilt levels rise over my head, I force myself to remember that I am doing what I can, with what I have available to me. My youngest daughter knows that sometimes I can't watch that film with her but I'll make time for an episode of *Friends*. My son knows that I will sit with him until late, talking about the usual array of worries over relationships, college and his future. My eldest daughter knows that I will drop everything, when she needs me, to help her and my grandchildren. Most importantly, my children know that I love them with every breath in my body. They know that I am, like so many others, doing my best. That I am good enough.

**So, for now, I can keep my head above the floodwater of guilt and, as Dory once said, "Just keep swimming." You can too.**

Sam Hardcastle, *English / PSHE / Careers*

(First published for 'Chorus', 16th June 2021)

*Rounding-up*

# CREATIVE ARTS

## ISA NATIONAL DANCE COMPETITION

JUNIORS – 2nd PLACE KS2 COMPETITION | Watch the video: <https://vimeo.com/542391200>



SENIORS – 2nd PLACE KS3 COMPETITION | Watch the video: <https://vimeo.com/542393628>





*Pupil spotlight...*

## EVELYN COWHIG

Remove's Evelyn successfully auditioned for the *National Youth Choir of Great Britain* Girls Choir in November 2019. Unfortunately, due to the pandemic, there was little opportunity to take part in anything during the last year, as all residential courses were cancelled.

Thankfully, this year, she was able to take part in the spring course and enjoyed online workshops with, amongst others: Gareth Malone, beatboxing with SK Shlomo and Ben Parry (Artistic Director and Principal Conductor for the NYCGB, who has also composed music for many films including *Shrek* and *Harry Potter and the Deathly Hallows*). She's currently looking forward to taking part in the NYCGB summer residential course.

Evelyn also recently wrote and recorded her own song and music video, inspired by the rainbows she saw in people's windows.

## SUMMER MUSIC EXAMS

### GRADE 1 PIANO

Coco Ireson

### GRADE 4 PIANO

Daniel Lennox

### GRADE 3 SINGING

Ella Trise

### GRADE 4 SINGING, MUSICAL THEATRE

Zara Hayward



## HARRISON'S EP & GIGS

L5's Harrison Etherington is releasing his new EP (under the moniker *Harrison Rhys*) in October and will be performing a special one-off launch show at The Gaiety on South Parade Pier, on Friday 1st October 2021. Tickets are on sale now and are available via the following link:

<https://book.events/lmsukmedia/2021-04-03/29070?ref=HarrisonRhys>

Look out for him performing local gigs throughout summer:

Wickham Festival, Acoustic Stage  
Thursday 5th August, 18:40-19:20

The Bold Forester, Southsea  
Friday 6th August, 19:00-22:00

Victorious Festival, Radweb Stage  
Saturday 28th August, 18:15-18:45

Eastleigh Pride, Main Stage  
Saturday 4th September, 18:10-18:40

Southsea Bandstand  
Saturday 18th September, details TBC

The Fareham, Trinity St, Fareham  
Friday 24th September, 21:00-23:00

# Rounding-up SPORT

The Summer Term saw the welcome return of competitive sports fixtures to the school calendar.

Our U13 boys cricket team kicked us off, with an away match at Boundary Oak. Narrowly defeated by 20 runs, the team, featuring eight debutant players, gave a commendable and spirited account of themselves.

Our U12 boys cricket team faced a strong West Hill Park School, away. Again, we had a number of debutants in the team, who bravely faced an opposition featuring four county players, until rain stopped play.

In May, our U9 girls played their first ever netball match, away to Portsmouth High School, winning 7-4. An excellent result for their first netball fixture!

Year 3 pupils enjoyed trying softball, as part of our Shine enrichment programme, hosted by the University of Portsmouth.

Our Year 3 & 4 athletes competed in Quad Kids at The Mountbatten Centre. They won the bronze medal in the team competition and also achieved a range of individual successes:

- Sam and Sienna came 3rd in the respective boys and girls overall competitions.
- Lennon and Sienna came in the top 5 for the 400m in Portsmouth.
- Sienna came joint 2nd in the standing long jump, with an incredible 2m jump.
- Sam came 1st in the Vortex throw, with a huge throw of 40.38 metres.
- Sienna and Millie came 2nd and 3rd, respectively, for the girls in the Vortex throw.

Our mixed Kwik Cricket team won the *Pride of the Games* trophy at the recent Portsmouth Schools Mixed Kwik Cricket tournament. This was voted for by the other teams and was awarded to the team which best embodied the spirit and values of the competition.



U13 boys cricket



U12 boys cricket



U9 girls netball





U14 girls cricket

Our U14 girls played Mayville's first ever competitive senior girls cricket fixture. Playing against Boundary Oak U14B team, they won the first innings 242 runs to 227 and lost the second innings 222 to 217; winning the match by 459 runs to 449 overall.

Mrs Hindson said, "It was a fantastic team effort with some brilliant individual performances, both in the field and batting, scoring a number of 4s and 6s. A special mention to Cerys-Mae, for fielder of the match and Jianna, for batter of the match. Well done to Cerys-Mae, Jianna, Abigail, Zara, Sienna, Elizabeth, Isabelle and Codie!"



Shine softball



Junior mixed Kwik cricket team



Year 3 & 4 Quad Kids athletes



*A fond farewell to our...*

# YEAR 11 LEAVERS



At the end of May, we said farewell to our wonderful Year 11 pupils. We were pleased to have been able to give them something of a send-off and wish them every success in the bright futures that lie ahead.

2021's leavers have shown resilience, strength of character and good humour throughout two incredibly challenging GCSE years.

We look forward to seeing you all back in school, in August, on results day!





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