

MAYVILLE HIGH SCHOOL

Founded in 1897

"More than a school... it's a family."

Annual Review 2020 - 2021

Head's introduction

What a year! The face of schooling changed and kitchens became classrooms – again! One of the advantages of school being played out over Zoom, with live lessons and teachers on the end of the phone when pupils – or parents – needed help or encouragement, was that parents saw to a far greater extent what we do every day, from their own home. We were inundated with messages of encouragement and gratitude, all of which were hugely appreciated by staff.

My hope is that for Mayville pupils, it has given them the confidence and first-hand experience early in life, that no matter how unexpected or daunting the challenges, we've shown that inventiveness can overcome them. As in any period of change, our own response can very quickly shape the outcome. For pupils, these events have made them more keenly aware of their individual responsibility, and power.

At the start of the pandemic, who would have predicted that COVID might spark an independent school revival? Independent schools have largely outperformed during the pandemic and have shown that there's real substance behind the fees. Mayville is certainly no exception and, whether in the academic subjects or in extra-curricular activities or indeed in specialist support, the standard of home learning has been outstanding. The recent private school renaissance has very happily led to Mayville being oversubscribed in many departments.

Franklin Roosevelt wisely said, "*We cannot always build the future for our youth, but we can build our youth for the future.*" This has to be the aim of teaching, and teachers – to provide an education that's deliberately adaptable; to have faith in our history as well as in the relentlessly persevering, educated mind. While a good education is often about 'getting the grades', it is also about the courage to be discerning, about choosing what to believe.

In a sector that's always evolving, and to some extent as a consequence of the pandemic, the apparent nationwide return to the traditional teaching of character is a most welcome one and sits firmly at the heart of the Mayville ethos. Many of us are delighted with the restored focus on teaching attitude and outlook, as well as talent. Future success in the workplace for our pupils will surely be defined just as much by their approach and outlook as by their talent. We will continue to engage our pupils in working for something bigger than themselves, such as homelessness, social justice or climate change. They also need to do the small things well. How they treat others, who can do nothing for them, will define them.

We want Mayville pupils to aspire to be the most hopeful person in the room, because that will be the person with the most influence. Looking at our world and the problems we face, it's clear we need a new generation of leaders rising up. A generation of young leaders who live and work with passion, commitment, integrity and humility. Society needs good people, not just smart people. Intelligence and all its tools are of little value, if not guided by personal conscience and a sense of moral and social obligation to consider our own impact upon others.



I hope you'll agree that this Annual Review is a rich testament to our philosophy of educating the 'whole child' and I commend it warmly to you.

Rebecca Parkyn,
Headteacher.



Cheering on the opposition – the true spirit of sport



JUNIOR SCHOOL ENRICHMENT PROGRAMME

Learning to shine at Mayville

Current thinking around character education stresses the importance of 'thinking, feeling and doing' in the essential development of children's character and values. Our founder, Charlotte West, was clearly something of a trailblazer, when she coined the phrase 'the head, the hands, the heart', way back in 1897! Staying true to our founding principle of educating the 'whole child', we launched our Junior School Enrichment Programme, at the start of the 2020-21 academic year. *Shine* coordinates a wealth of opportunities for broadened learning and personal growth within a regular weekly timetabled slot.

The programme provides Junior School pupils with the chance to discover new interests and develop their existing strengths and passions. Firm favourites, *Beach School*, *Mayville at Marwell* and *Mayville Masters STEM*, appear alongside modules as diverse as *Digital filmmaking* and *Beginner's Japanese & Mandarin*.

Our modules draw on specialist expertise, to ensure that pupils have a full and rounded learning experience and their enthusiasm is contagious, as the programme rotates through the year groups.

Mini Medics at Mayville has impacted on playground behaviour, whereby our willing 'first aiders' are keen to support their peers and staff.

Beach School for Pre-Prep has had a profound effect on creativity. Hearing that children have found 'treasure' and hunted for a million numbered pebbles have been seminal moments.

Japanese has been popular and pupils have enjoyed learning basic phrases and sampling cultural aspects. *Mandarin* has been introduced to the Juniors this term, as we encourage our pupils to embrace new challenges and prepare to be global citizens.

Mayville Masters STEM is offered to all children from U1 to U3. The module has showcased some fantastic latent engineering skills which, within the usual classroom context, may not have been discovered.

Mayville at Marwell has sparked a huge interest from LI to LII and the chatter of the children before and after their outdoor learning sessions is wonderful to hear.

Muddy Mayville is the Woodland Trust Award. We believe that outdoor learning instils an appreciation of our environment and nature which will have a lasting impact on children's social wellbeing. In the near future, we hope to secure our own allotment. However, in the interim, we have use of the outdoor classroom at Cockleshell.

Lego is a firm favourite and we have integrated Lego construction into our curriculum. The module provides the pupils with creative opportunities, to develop their fine motor skills and ability to collaborate.

The *Digital Filmmaking* module evolved with the purchase of sixty Chromebooks and older pupils created their own mini films. They learned the process from storyboarding to filming. This skill translated over to in-class assignments.



Pre-Prep at Beach School



Beginner's Japanese

The principles of *Shine* evolved with the last lockdown, where our pupils were given opportunities to use their *Shine* skill sets, to learn beyond the online provision.

STEM day involved zip wires into the playground and constructions that were an entire length of a room. *Art Day* centred around a local artist, *My Dog Sighs*, and was a creative exercise that saw a final piece evolve from detailed planning. Our pupils were given options to use different materials, to express themselves. *Choosy Tuesday* was a wheel of challenges that pupils spun. What was admirable was the tenacity of our pupils to throw themselves into whichever challenge the wheel landed on.

Our *Shine* programme also includes opportunities to develop our core ethical values, exploring alternate themes such as *Children's Mental Health Week*, *Fairtrade Fortnight*, *Black History Month*, *International Day of Peace* and more. These sessions engender discussion and promote understanding of wider societal topics, beyond the four walls of our classrooms.

At Mayville, finding your shine is at the heart of what we do and this is reflected in our motto – 'Quid Facis Bene Face' – what you do, do well.



Mayville at Marwell



Mayville Masters STEM



Developing tactile skills through origami

Adapting to change. Preserving what matters.

We've read lots about adaptability and resilience over the last year or so. They have become dominant tropes, not just within education but for all of us, in wider society. Looking back over the year, we reflect upon a period of change – many of which we wrote about in our last Annual Review, with something of a sense of optimism that the worst was then behind us. As we reflect now, it is, perhaps, not the manner in which we have adapted to change that defines our greatest learnings but an emboldened sense of who we are and the essential role that we provide in the lives of children and their families.

Ahead of the curve, we adapted to the initial demands of remote learning and offered continuity, routine and familiarity, at a time of incredible uncertainty and fear. Our resources, small class sizes and adept teaching staff enabled this transition. When the government announced overnight that schools were to close once again, online educational provision, across all sectors, was arguably better-equipped to respond. However, as the delivery of online teaching increased, there was a narrative that quantity of sessions was the most important metric. We became increasingly aware that the conversation around children's 'lost' education was overlooking essential factors. What do children think about during such times? How do they feel? How do their parents feel and how can we best support them?

Successful strategies

It was essential that remote learning provided structure and routine, in order to give children purpose. More than just feeling like they were still at school, we strove for a familiarity that ensured they felt like they were still at Mayville. True to our belief that it is the happy child who learns, pastoral care was central to our online and remote learning provision.

Pupils were provided with a consistent point of contact with their teachers and peers, during both lessons and dedicated tutor time – to offer reassurance, help to calm anxieties and overcome other potential barriers to learning. This in-built tutorial support equipped pupils with strategies to deal with the situation. Children were encouraged to make use of this time to talk honestly with teachers about any difficulties or challenges they faced.

Parent-teacher communication was essential to maintaining focus, motivation and all-round wellbeing. Support and advice was on-hand for children and parents who struggled with any aspect of remote learning. Ongoing dialogue between teachers, tutors and parents allowed us to adapt the content of online learning, to better suit pupils' needs and help them overcome any difficulties they were experiencing.



Staying connected throughout disruptions

It's the little things...

With so much about life that was far from normal, the small details took on an increased significance in helping to preserve the familiarity of school life. Chatting at the school gates, supporting our sports teams, cheering our performers, sharing in the successes of our pupils in assemblies – these all form the fabric of daily life at Mayville. Finding ways to still be able to come together was essential in maintaining our strong sense of community, of family.

We used our social media channels to keep pupils and their families connected to school life, reporting on pupils' achievements and endeavours and sharing the fantastic work they had created whilst learning at home. Assemblies became remote affairs, where pupils either dialled-in from home to connect on Zoom, or later, when pupils were able to come back into school, were recorded and made accessible for parents online, so they could celebrate our *Online Superstars* and *Gold Book* nominees.

Creative Arts performances, being an integral part of Mayville's role within the community, followed a similar path. Many of our annual events, such as Prizegiving, the Christmas Performance and Carol Concert, were recorded and made available for families to watch online. ISA performing arts competitions were recorded from home and submitted for online judging. In lieu of its usual slot at Portsmouth Guildhall, *Dance Live!* saw a crew transform Linda Owens Hall and film our Junior and Senior Teams' performances, which were later live-streamed as part of an online event (see next page for more).

Off-screen days

During the school closures, pupils throughout the school took part in a number of dedicated 'off-screen days', to counteract the demands of remote learning on screen time. The days' activities were designed to engage pupils in creative and tactile learning experiences, across the whole curriculum.

The importance of kindness

Throughout the period of remote learning and the return to in-person learning at school, our approach was underpinned by the importance of wellbeing and showing kindness to one another. Junior pupils were encouraged to write about their feelings in *Happy Books* and could make use of 'chill out' rooms, if they needed a little extra time and space. Pupils nominated one another for Kindness Awards, to recognise and value the small acts of kindness and friendship that might otherwise go unnoticed.



Remote Christmas performances

“

Now, more than ever, wellbeing and our emotional literacy must be at the forefront of our thoughts and actions; Lockdown has affected everyone in different ways. To borrow from my favourite quote of all time – everyone is facing challenges that we may know nothing about so, if we can be anything, be kind.”

Mr Schmit, Assistant Head Junior School



Art-themed off-screen day



Dance Live! in a transformed Linda Owens Hall

Creative Arts

The arts are central to the daily life of Mayville. Pupils learn the value of creative problem-solving and self-expression. They also learn the merit of working hard, as part of a team, to be part of something bigger than your own individual achievements. These transferable, 'soft' skills give pupils the foundations for a rich and rounded education.

Regular performances also provide opportunities for pupils to be ambassadors for the school in the community. Finding inventive ways of sharing our pupils' creative endeavours was essential to ensuring that our remote and online provision still felt like Mayville.

Many of our regular annual performances, such as Prizegiving and Christmas, were recorded in-school and shared on Vimeo (<https://vimeo.com/mhssouthsea>) and via our social channels. Pupils were still able to still participate in ISA performing arts competitions, by submitting video entries – our Junior and Senior teams placing second in both the KS2 & KS3 dance categories. In the Summer Term, the *Dance Live!* crew spent the day in a transformed Linda Owens Hall, filming our Junior & Senior performances. The competition was live-streamed to audiences in June. The Juniors, performing *Days of Our Lives*, placed 2nd in the overall competition and won a Creative Achievement award for concept. Our Senior Team, performing *Movie Night*, 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.

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'. On the final day of term, the week was brought 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. 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 as follows:

Remove & U4: 1st: Nelson, 2nd: Cavell, 3rd: Austen. L4 & L5: 1st: Cavell, 2nd: Austen, 3rd: Nelson



Junior hip-hop workshop, during Creative Arts Week



Senior Sports Day at HMS Temeraire

Sport

Pupils stayed fit and active throughout the restrictions but the return of competitive fixtures and inter-house competitions, after another year of notable disruptions, brought a real buzz back to sport at Mayville.

Promoting healthy competition

Building on last year's successes in girls' football, five of our Year 6 (U3) girls were part of the club side that won the *Hampshire Girls Youth Football League U11 Plate*. In May, our U9 girls also played their first ever competitive fixture, drawing 1-1. The same age group won their first ever netball match 7-4.



U11 girls football success

After a year devoid of cricket fixtures, we were pleased for our teams to take to the crease again. Our U13 boys narrowly lost against an U15 side from Boundary Oak. Our U12 side were holding their own against a strong West Hill Park side (that featured four county players) before the great British summer called a draw! Our mixed team won the *Pride of the Games* trophy at the *Portsmouth Schools Mixed Kwik Cricket Tournament*, for being the team which best embodied the spirit and values of the competition.



U12 boys cricket

Our U14 girls played Mayville's first ever competitive senior girls cricket fixture, winning the match by 459 runs to 449 overall.

Our Junior team placed third overall in the *Portsmouth Schools Quad Kids Athletics* competition, with a number of individual athletes taking podiums in their events.



Quad Kids bronze medal team

Sports Days

We were thrilled to be able to stage our annual sports day competitions, albeit in a slightly altered format, so that we could welcome parents along to watch and support, whilst keeping everyone safe.

Early Years and Pre-Prep competed in running and throwing events on a gloriously sunny day at Cockleshell. The inter-house competition results were:

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

Junior events were condensed into a morning schedule, at HMS Temeraire, with all pupils competed in jumping and throwing events, along with running and egg & spoon races. The event culminated in a hotly-contested relay race, with double house points up for grabs. The overall results saw a repeat of the previous day's competition:

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

As Junior pupils and parents left, the Senior School arrived at HMS Temeraire for their sports day. 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. In a very close result, involving a late recount! Austen came out on top, for a full house:

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

Learning beyond the classroom

As restrictions began to relax somewhat in the Summer Term, we were able to spend more time out and about, venturing out of school, to explore the local environment and a little further afield.

Trips and residentials form an essential part of our extensive extra-curricular programme and offer pupils the opportunity to immerse themselves in new experiences, or familiarise themselves with the wealth of resources, right on our doorstep, here in Southsea.

Sunny Southsea

We can't guarantee the weather but we are blessed to be so close to both the seafront and Southsea Common. During the warmer months, you will often see groups of pupils taking the short walk along Florence Road, for a lesson on the beach or a game of rounders.

Pre-Prep enjoy their regular beachcombing trips and treasure hunts, as part of *Beach School*.



U2 seaside scavenger hunt

As well as providing the ideal location for an impromptu reading lesson, Southsea beach provides a great way of engaging pupils with our eco-school commitment. Pupils can see first-hand the impact of plastic waste on both the local environment and the wider ecosystem.



L4 reading on Southsea beach

... and further afield

Day trips to local attractions, such as Fishbourne Roman Palace and Amberley Museum, gave pupils the opportunity to step back in time and experience history.



U2 strawberry picking in Titchfield

As part of their *Shine* enrichment on healthy eating, U2 visited a farm in Titchfield, to pick their own strawberries, which they later made into smoothies.

Kingswood activity centre on the Isle of Wight is a firm favourite with pupils, offering a range of outdoor activities and problem-solving challenges. U3 enjoyed a weekend residential – abseiling, ziplining and taking the 'leap of faith'. We could not be more pleased to see such trips and residentials back on the school calendar.



U3 ziplining at Kingswood



U2 at Fishbourne Roman Palace



Academic results 2021

2021 saw our departing Year 11 pupils achieve a 96.6% overall pass rate, with 98% of pupils achieving five or more GCSEs at grade 4 or above, including English and Mathematics. This represents a continued increase in both our overall pass rate and value-added grades (pupils achieving beyond expectation). 96% of all pupils achieved or exceeded their potential in all subjects.

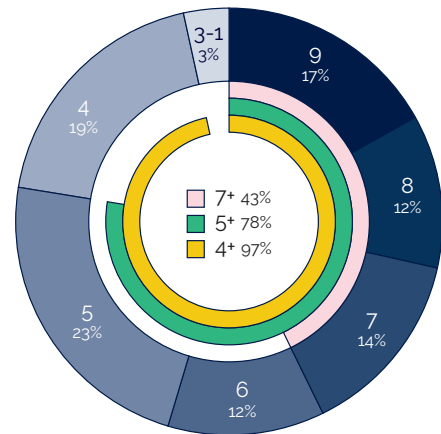
In Vocational Creative Arts courses, our pupils achieved a 100% pass rate, 60% of which were at distinction level.

As an inclusive school, we strive to ensure that no child is left behind and that all pupils achieve their own personal best. In 2021, 94% of pupils with special educational needs achieved five or more GCSEs at grade 4 or above, including English & Mathematics.

Bright futures

The educational philosophy at Mayville is all about achieving your own personal best. Pupils' individual interests and unique talents are valued, nurtured and developed, through a tailored mix of curricular and extra-curricular opportunities. Departing Year 11 (U5) pupil, Bryony, received offers from seven prestigious specialist performing arts colleges, before opting to continue her studies at Laine Theatre Arts for the next three years. Congratulations Bryony!

Overall GCSE grades 2021



96.6% pass rate at grade 4 and above

98%

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

94%

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

Building on success

mayvillehighschool.com

Our old web presence was starting to creak under the weight of content and this was causing problems with being able to readily access information. Rather than looking to 'refurbish' the site, the decision was taken to start from scratch on an entirely new platform. Working with a user-experience consultant, we ran a series of workshops, to ensure that the new site plan would provide all of the information required by existing audiences (staff, pupils and parents), whilst offering a welcoming introduction to Mayville for new audiences (prospective parents, staff and the wider community). During the Autumn Term, we launched the new site to incredibly positive feedback. Having been designed and built in-house, we have been able to continually add new developments throughout the year, such as *Chorus* (The Mayville blog space) and our extensive virtual tour (see below).



The virtual tour

With the ongoing uncertainty about when we would be able to open our doors to visitors, we created a virtual tour of the whole school, encompassing Nursery, Pre-Prep, Junior and Senior School buildings, along with our sporting facilities at Cockleshell.

Take a look around: [mayvillehighschool.com/#tour](https://www.mayvillehighschool.com/#tour)



Recruitment

In May, we were able to open our doors for the first Open Morning of the year. We were thrilled to welcome record numbers of prospective parents to the Nursery, Pre-Prep, Junior & Senior Schools. Many children have returned for taster days throughout the Summer Term (and into autumn 2021).

The Independent Schools' Association has reported a '30% increase in interest in private schools', nationally, during the Coronavirus pandemic. However, it is not necessarily the case that all schools have been in a position to ride the crest of this interest, nor convert it into places.

We are very happy to have the backing of our families, together with such a strong sense of community. Word about 'the Mayville difference' continues to grow and we thank parents and other friends of Mayville for their ongoing faith, support and advocacy.





COCKLESHELL COMMUNITY SPORTS CLUB

Cockleshell Community Sports Club features 23 acres of playing fields, just a stone's throw from Southsea seafront. Home to Mayville High School and Meon Milton Youth FC, the site boasts five football pitches, one rugby pitch, cricket pitches and nets, along with a multi-use games area for court sports, along with an outdoor classroom space. The site has recently seen significant investment in modern, accessible changing facilities. With gated access and on-site parking, Cockleshell provides a secluded and secure location for hire to local teams and community groups. Please use the details below for booking enquiries.



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ccsc@mayvillehighschool.net

www.cockleshellcsc.co.uk



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