

School inspection report

27 to 29 February 2024

Mayville High School

35 St Simon's Road

Southsea

Hampshire

PO5 2PE

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

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
AREAS FOR ACTION	4
RECOMMENDED NEXT STEPS.....	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	11
SAFEGUARDING	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	12
SCHEDULE OF UNMET STANDARDS	13
<i>Section 1: Leadership and management, and governance.....</i>	<i>13</i>
<i>Section 2: Quality of education, training and recreation.....</i>	<i>13</i>
<i>Section 3: Pupils’ physical and mental health, and emotional wellbeing</i>	<i>13</i>
<i>Section 4: Pupils’ social and economic wellbeing and contribution to society</i>	<i>13</i>
<i>Safeguarding</i>	<i>13</i>
SCHOOL DETAILS	15
INFORMATION ABOUT THE SCHOOL.....	16
INSPECTION DETAILS	17

Summary of inspection findings

1. The school's leaders have designed an inclusive curriculum that caters to a diverse range of needs. They act effectively on consideration of the school's academic and extra-curricular provision to inform continuing improvements. Recent initiatives include the development of a specialist unit for pupils who have special educational needs and/or disabilities (SEND) and offering more subjects at GCSE. Vocational qualifications in drama, music and dance broaden the range available and increase pupils' independence and self-confidence.
2. Leaders have focused on the quality of teaching and learning through projects such as the Teaching and Learning Specialist groups. Leaders and management have successfully embedded a common approach to how pupils' work is assessed. Useful oral and written feedback contributes to the progress made by pupils. Pupils' self-assessment through use of the 'pupil comment' is effective and means that pupils have a greater understanding of their own progress.
3. Pupils progress well from their initial levels. Strategies and adaptations employed by staff facilitate the engagement of pupils who have SEND with the curriculum, enabling them to make good progress. In the early years, children experience a carefully designed curriculum and the great majority reach the anticipated developmental standards.
4. Appropriate supervision across the school's extended site results in positive and safe pupil behaviour at break times and lesson changeover. There is a high standard of behaviour in the majority of classes, though pupils' learning in a small number of lessons in the senior school is impacted by poor attention and disruption.
5. Leaders have given increased prominence to the personal, social, health and economic (PSHE) programme and ensure that the relationships and sex education (RSE) programme is effective in both the junior and senior schools so that pupils learn from these effectively, developing their self-esteem and self-confidence.
6. Pupils are principled, have a clear sense of right and wrong, and respect British institutions. In general, they are well-prepared for life in British society through PSHE and a programme of outside speakers. However, guidance relating to post-16 courses does not consistently fulfil pupils' needs.
7. Risk assessments are insufficiently detailed and systematic risk management and review is not established. Staff are not consistently trained in the completion of risk assessments.
8. Some aspects of safeguarding and risk management are not effectively overseen by the trustees and leaders do not successfully discharge all their responsibilities in relation to these.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance, are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

- The trustees must ensure that:
 - leadership and management demonstrate good skills and knowledge
 - they fulfil their responsibilities effectively, so that the other standards are consistently met and
 - they actively promote the wellbeing of the pupils

so that:

- trustees maintain more effective oversight of the school's safeguarding procedures;
- the DSL and DDSLs have enough time to be able to fulfil successfully all aspects of their roles;
- leaders develop an effective system of risk assessment and risk management, and all relevant staff are suitably trained.

Recommended next steps

- Leaders should develop careers information relating to guidance on post-16 course choices so that pupils are well informed for the next stage
- Leaders should ensure consistently high standards of behaviour in lessons across the senior school

Section 1: Leadership and management, and governance

9. Trustees do not effectively oversee whether senior leaders are carrying out their roles consistently well in all areas to ensure the active promotion of pupil wellbeing. The reporting of safeguarding updates to the trustees is regular and detailed, but trustee engagement with the school's safeguarding arrangements and systems is insufficient. Leadership and management of safeguarding is compromised by a shortage of time. Consequently, the school does not meet all the Standards.
10. Leaders have undertaken an evaluation of educational provision to inform the school's improvement plan. Areas for improvement are identified and effective steps taken to address them, for example via the Teaching and Learning Specialist groups that increase the opportunities for professional development of teachers. Leaders also recognised the need to train staff to develop classroom practice for pupils with higher prior attainment. Senior leaders are committed to the ethos of the school to serve pupils of all abilities.
11. Leaders work effectively with external agencies to safeguard pupils. Leaders and managers help pupils access further specialist support and/or funding and so promote their progress.
12. Early years foundation stage (EYFS) leaders oversee a nurturing environment that enhances children's learning and wellbeing. They draw constructively on the expertise of specialist agencies to ensure that the early years is an environment where children, including those who have SEND, thrive. Thoughtful and creative teaching ensures that lessons are engaging and meaningful for pupils. A new assessment framework allows more effective monitoring and supports pupil progress.
13. In the junior school, leaders effectively fulfil their responsibilities regarding the quality of teaching and learning through the successful implementation of curriculum, teaching and learning policies. For example, leaders monitor and evaluate teaching and learning on a regular basis through termly learning walks (including with trustees), book scrutiny, planning scrutiny, pupil action plan checks, pupil progress meetings for each year group and moderation meetings.
14. Leaders do not undertake effective assessment of risk. Staff complete risk assessments for areas and activities for which they are responsible but not all are appropriately trained to do so. As a result, risks are not consistently recognised, managed, or mitigated.
15. School leaders ensure that key policies and other required information are available to current and prospective parents. The school sends regular and helpful reports to parents about the progress of their own child.
16. Complaints are taken seriously, addressed promptly, and leaders follow them up in a timely manner in line with the published policy. Complaints, responses and any actions taken further to complaints are effectively recorded.
17. Leaders fulfil their responsibilities under the Equality Act 2010. Necessary modifications to accommodate the specific requirements of pupils who have SEND are made, enabling them to engage with and access the curriculum effectively.

The extent to which the school meets Standards relating to leadership and management, and governance

18. Standards are not met with respect to the management of risk and governance, leadership and management.
19. **Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 2: Quality of education, training and recreation

20. Dynamic leadership across the school effectively delivers a curriculum that caters to a diverse range of needs, ensuring development in pupils' literacy, numeracy, science, arts, and physical education. Staff expertise across subjects means that pupils, including those who have SEND and who speak English as an additional language (EAL), make good progress. Leaders' focus on curriculum development and the quality of teaching means that the school provides a broad educational journey that includes a diverse co-curricular offering, preparing pupils for their future in British society.
21. Leadership of the early years is effective. Diligent staff, with a deep understanding of early education, deliver a curriculum tailored to each child's needs. Management of the setting promotes independence in the children and encourages their confidence in using language. Staff provide targeted support so that all children, including those who have SEND, progress well from their starting points. This approach means that, from nursery through to Reception, children gain a robust foundation in critical areas such as literacy and numeracy. They develop, in play-based learning, their natural curiosity and creativity as they make progress towards achieving the early learning goals.
22. In the junior school, pupils enjoy a positive and enriching experience, underpinned by a curriculum informed by their needs. Teaching methods inspire excitement and active participation, establishing a solid base in communication and analytical skills. Regular assessment and performance tracking optimise effective learning, so that pupils make good progress. The SHINE programme enables pupils to gain a range of life skills. For example, Year 6 learn British Sign Language. Allied to the Mayville values, this education enables pupils to develop their intellectual, social and creative skills.
23. Pupils benefit from a selection of extra-curricular activities that enhance their social, physical, intellectual, creative and aesthetic skills. The pupils, overseen by staff, learn to utilise their free time in ways that promote their overall wellbeing and independence. Carefully planned provision and support for pupils who have SEND embody the school's aim of an inclusive approach for all.
24. Pupils display a positive attitude towards lessons. Schemes of work are clear and teachers use their knowledge effectively to engage and support pupils' interest. A nurturing environment throughout the school fosters a strong study ethic. Pupils reflect on how to improve their work and collaborate effectively with each other. This well-embedded, school-wide approach means that pupils successfully expand and strengthen their knowledge and skills.
25. Verbal and written feedback from teachers is constructive, guiding pupils on how to improve further. The learning culture is generally characterised by engagement, discipline, and mutual respect, with pupils participating in discussions and demonstrating a motivated, self-directed approach to their studies. Relationships between teachers and pupils are positive in the great majority of classes and this enables pupils to feel safe and flourish. A lack of respect shown to teachers in a few lessons negatively affected the progress of pupils in those classes.
26. Leaders ensure that lessons are inclusive, avoid bias and do not undermine key British principles of tolerance and respect, democracy, and personal freedom.
27. Specialised provision for pupils who have SEND is successful because of well-evaluated interventions and positive, collaborative relations between the Wyvern House SEND team, department heads and

teachers. Effective teaching approaches and social integration strategies are carefully identified and implemented, ensuring that content, pedagogy and any integration is tailored to a pupil's needs. Pupils who have SEND benefit from a well-established support system that includes specialised resources and additional time, allowing them to progress on a par with, and sometimes exceed, the progress made by their peers.

28. Teaching supports pupils who speak English as an additional language (EAL). Adaptation of schemes of work and class resources enable pupils with EAL to progress at a pace comparable to their peers.
29. Leaders have established clear assessment frameworks to track and monitor the progress of pupils. Pupils thrive on the praise and constructive feedback from their teachers, which motivates them to enhance their work. Targeted support enables most pupils to achieve higher than national average results at GCSE. The implementation of individual education plans, particularly for pupils who have SEND, alongside a strong emphasis on the core subjects, contributes to pupils' attainment and progress.
30. Parents are well informed about their child's performance through effective reporting systems.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 31. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

32. Leaders foster an effective framework for enhancing the wellbeing of pupils, for example through initiatives such as emotional literacy support assistant (ELSA) sessions. Through the curriculum, coupled with assembly programs, pupils engage with complex moral and cultural issues.
33. Leaders ensure that a variety of activities are available to develop pupils' physical and mental health. The school promotes pupils' physical and mental health and wellbeing through competitive team sports and non-competitive pursuits such as dance.
34. The curriculum both fosters physical activity and integrates health education, so pupils comprehend the value of a balanced diet and a healthy lifestyle.
35. The PSHE programme, encompassing the teaching of RSE and in conjunction with relevant assemblies, develops pupils' comprehension of relationships, and of mutual respect and understanding of others. The programme adheres to statutory guidance, is delivered by an experienced PSHE team, and fully supports the school's aims and ethos.
36. In the early years there is an emphasis on courtesy and respect for others' opinions. Staff maintain a secure environment that promotes children's happiness, self-esteem and self-confidence. Wellbeing and physical motor skills are enhanced through engaging activities and independence is effectively encouraged during mealtimes.
37. Pupils are characteristically happy at the school. School leaders have instituted initiatives to give greater substance to pupil voice.
38. Areas for socialising and play are relatively limited, but efficient use is made of the available spaces. The Sunflower Room and the multi-use library offer highly valued supportive places for pupils to express concerns to staff or seek a quiet place for reflection.
39. Bullying is rare. Staff intervene effectively, adhering to the school's policy and implement suitable sanctions. The school's rewards system acknowledges kind actions, and leaders and staff act consistently to foster pupils' wellbeing.
40. Pupil conduct is good in most circumstances, including in academic settings, during recreation times, and in pupil movements across the school premises. However, some examples of poor behaviour in lessons were seen by inspectors in the upper part of the senior school, which impacted on the progress made by pupils in these lessons.
41. The behaviour policy clearly outlines rewards and sanctions, sets firm expectations, and is understood by pupils. The structured environment develops pupils' ability to take personal responsibility and self-regulate their behaviour.
42. Leaders ensure that school buildings and facilities are maintained and secure. Appropriate first aid provision is in place. First aid training, including paediatric first aid training for early years staff, is appropriate. Premises are kept clean, are well-maintained, and are suitable for the activities they accommodate.

43. Governors and leaders regularly review health and safety at board meetings. However, due to insufficient staff training on risk management, good practices are not consistently implemented. Regular fire drills take place. No external audit of fire safety has been conducted for four years.
44. The school maintains effective admissions records and attendance registers.
45. Pupils in all sections of the school are well-supervised by staff both during and outside class time. Appropriate ratios are maintained in the early years. Pupils know where to go for help and feel safe.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 46. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

47. Leaders across the school have created environments where pupils develop socially and where mutual respect and understanding is emphasised. Leaders have enhanced the promotion of respect and tolerance in the school curriculum by allocating more time to PSHE. Dedicated staff play a key role in enhancing pupils' understanding of the importance of a tolerant society, where everyone is an individual whose differences should be respected. In conjunction with assemblies and a range of educational trips, pupils' knowledge and appreciation of social and cultural matters makes them well-prepared for life in British society.
48. Pupils are encouraged to be involved in decision-making and take on leadership roles at all stages of their educational journey. These opportunities are embraced particularly actively in the junior school. Pupils raise money for various charities, with each house voting on which charity to support at the start of the year. Pupils' initiatives have benefited national charities and causes with a local connection. Leaders provide opportunities for pupils to lead assemblies, join school councils and form clubs.
49. In the early years, staff help children develop their social abilities through activities like group singing, collaborative science investigations and play. They learn to cooperate, share, and manage their emotions effectively. Children in the early years respond considerately and help each other and staff. Strong socialisation and respect make a significant contribution to the good progress children make in relation to their early learning goals.
50. Economic education is delivered across the school, from finance modules in senior school PSHE, through the junior school's 'money week', to the early years enthusiastically using play money to purchase birthday cakes in their corner shop.
51. Pupils learn to differentiate between right and wrong and behaviour in school is supported by a code of conduct devised in association with pupils.
52. In discussions of a political nature, such as around the possible reinstatement of national service, pupils can listen to opposing arguments and discuss robustly.
53. Pupils receive impartial careers guidance in the senior school and in Year 10 they have the opportunity to undertake specialist work experience. Decisions about GCSE options are well guided. However, the guidance provided by the school in relation to next steps into further education for Year 11 pupils does not consistently fulfil their needs.
54. Through the curriculum, PSHE programme, assemblies and trips, pupils develop an understanding of fundamental British values.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

55. All the relevant Standards are met.

Safeguarding

56. The arrangements to safeguard pupils are not effective because trustees do not maintain adequate oversight. Current provision does not allow trustees first-hand knowledge of the safeguarding systems. The time allocated to the Designated Safeguarding Lead (DSL) and deputy DSLs is insufficient to successfully carry out all aspects of their roles. This includes the recording of concerns, the organisation of safeguarding records, risk assessment relating to safeguarding and ensuring staff understand the new reporting mechanisms in use by the school. As a result, the promotion of pupil welfare is not as effective as it should be.
57. The school's safeguarding policy meets statutory requirements and reflects the most recent government guidance.
58. Leaders have a firm understanding of local threshold requirements and respond effectively when required. They follow appropriate procedures, respond quickly with referrals to external agencies and move to appropriately resolve cases in a timely way.
59. Leaders undertake regular audits of safeguarding practice, regular policy reviews and provide regular half-termly safeguarding updates to all staff.
60. Training for the DSL, deputy DSLs and staff is regularly updated, ensuring adherence to school policies and statutory guidance. Training records, however, are not always kept in such a way that they are easily accessible by the school.
61. The school has clear measures to promote digital safety, requiring pupils to keep mobile devices out of sight and monitoring online activities when on the school network. Effective filtering and integration of on-line safety into the curriculum teach pupils responsible device use.
62. Pupils told inspectors they feel safe at school and would be confident to report a concern. However, awareness of the safeguarding team was relatively low amongst the pupils spoken to.
63. Safer recruitments checks are completed diligently, and a suitable record kept. A trustee carries out a termly check to maintain an overview of procedures.

The extent to which the school meets Standards relating to safeguarding

64. The safeguarding arrangements do not meet the Standards.
- 65. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The relevant Standards are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that-
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
ISSR Part 8, paragraph 34 (1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the well-being of pupils.

Section 2: Quality of education, training and recreation

The relevant Standards are met.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The relevant Standards are met.

Section 4: Pupils' social and economic wellbeing and contribution to society

The relevant Standards are met.

Safeguarding

The relevant Standards are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that—

7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

School details

School	Mayville High School
Department for Education number	851/6002
Registered charity number	286347
Address	Mayville High School 35 St Simon's Road Southsea Hampshire PO5 2PE
Phone number	023 9273 4847
Email address	enquiries@mayvillehighschool.net
Website	www.mayvillehighschool.com
Proprietor	Trustee board of Mayville High School Ltd
Chair	Ms Vanda Skonieczna
Headteacher	Mrs Rebecca Parkyn
Age range	2 to 16
Number of pupils	492
Date of previous inspection	28 January 2020

Information about the school

66. Mayville High School is a co-educational day school for pupils aged 2 – 16 located in the heart of Southsea, Hampshire. Founded in 1897, it became a charitable trust in 1980 and is overseen by a board of trustees. The school is divided into nursery, pre-prep, junior and senior departments that occupy five locations along a residential road. Extensive playing fields are a short drive away. In 2023 a new specialist learning support and wellbeing centre (Wyvern House) opened.
67. There are 26 children in the early years comprising two nursery classes and two reception classes.
68. The school has identified 138 pupils as having special educational needs and/or disabilities (SEND). 10 pupils in the school have an education, health and care (EHC) plan.
69. English is an additional language for 38 pupils.
70. The school believes that pupils learn best when they have self-esteem, self-confidence and self-knowledge and is dedicated to producing pupils who will leave the school, talented, confident and empathetic members of the community.

Inspection details

Inspection dates

27 to 29 February 2024

71. A team of five inspectors visited the school for two and a half days. The onsite inspection was quality assured by three monitors.

72. Inspection activities included:

- Observation of lessons, some in conjunction with school leaders
- Observation of registration periods
- Observation of a sample of extra-curricular activities that occurred during the inspection
- Discussions with the chair and one other governor
- Discussions with the head, school leaders, managers and other members of staff
- Discussions with pupils
- Scrutiny of samples of pupils' work
- Scrutiny of a range of policies, documentation and records provided by the school

73. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

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

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net