



INDEPENDENT SCHOOLS INSPECTORATE

MAYVILLE HIGH SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Mayville High School
DfE Number	851/6002
EYFS Number	EY286590
Registered Charity Number	286547
Address	Mayville High School 35 St Simon's Road Southsea Hampshire PO5 2PE
Telephone Number	023 9273 4847
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Email Address	martin.castle@mayvillehighschool.com
Headmaster	Mr Martin Castle
Chair of Governors	Mr Michael Babcock
Age Range	2 to 16
Total Number of Pupils	465
Gender of Pupils	Mixed (247 boys; 218 girls)
Numbers by Age	0-2 (EYFS): 2 5-11: 234 3-5 (EYFS): 22 11-16: 207
Number of Day Pupils	Total: 465
Head of EYFS Setting	Mrs Mary Jones
EYFS Gender	Mixed
Inspection dates	27 March 2012 to 30 March 2012

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in April 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior and other members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Tom Fisher-Smith	Reporting Inspector
Mrs Caroline Birtwell	Team Inspector (Headteacher, ISA school)
Mrs Ann Prior	Team Inspector (Deputy Headteacher – Pastoral, ISA school)
Mr John Tolputt	Team Inspector (Former Headteacher, SHMIS school)
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Mayville High School, situated in Southsea near Portsmouth, is a day school for pupils from the ages of two to sixteen years. The school is located in a residential area close to the seafront. It occupies four locations, three of which are away from the main school, and has playing fields also a short distance away. The school is organised into semi-autonomous departments. These consist of a nursery department for children from two to four years, a pre-prep department which takes boys and girls from four to seven years, a junior school for girls and boys from seven to eleven years, and a senior school, which accepts girls and boys up to the age of 16 years. Since the previous inspection, the school has secured a 25-year lease on its playing fields and also ceased to admit children under the age of two years.
- 1.2 The school, which is a registered charity, was founded in 1897 and became a girls' boarding school in 1910 and a day school with a mix of girls and younger boys in the mid-1930s. In 1979 it became an educational trust and was subsequently re-organised into a co-educational day school teaching boys and girls in separate, parallel classes. The educational trust is administered by a board of trustees who also perform the role of governors. The school aims to develop the children in its care to their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and disciplined environment.
- 1.3 The school has 465 pupils on the roll, of whom 247 are boys and 218 are girls. Twenty-four children are in the Early Years Foundation Stage (EYFS) for children up to the age of five, of whom two are under the age of three, and this section of the school operates mainly in a separate building known as 'The Cottage'. Two hundred and thirty-four pupils are in Years 1 to 6 and 207 are in Years 7 to 11. Most pupils are of white British origin and come mainly from local professional and business families.
- 1.4 The ability profile of the junior and senior schools is above the national average overall, with a fairly wide spread of abilities represented, reflecting the school's admission policy. The school has identified 127 pupils who have special educational needs and/or disabilities (SEND), of whom 65 receive specialist support from the school's dedicated dyslexia learning extension unit (DLEU). No pupil has a statement of special educational needs, and no pupils are learning English as an additional language.
- 1.5 National curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Swans	Nursery (2 to 4 years)
Kestrels	Nursery (4+ years)
Lower I	Reception

Pre-preparatory department and Junior School

School	NC name
Upper I	Year 1
Lower II	Year 2
Upper II	Year 3
Lower III	Year 4
Middle III	Year 5
Upper III	Year 6

Senior School

School	NC name
Remove	Year 7
Lower IV	Year 8
Upper IV	Year 9
Lower V	Year 10
Upper V	Year 11

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school successfully fulfils its aims and, throughout the school, pupils are educated well and achieve good standards. The curriculum contributes effectively to pupils' wider academic and personal development. The provision for personal, social and health education (PSHE) has been strengthened since the previous inspection and by the time pupils leave the school they have developed into mature and thoughtful individuals. The quality of teaching is good overall and assessment practice is effective in enabling pupils to make good progress, although marking is of a variable quality, and some teaching allows less opportunity for pupils to undertake creative, challenging and independent work. Learning is enhanced by a good range of extra-curricular activities and pupils take full advantage of these to extend their interests and talents. Pupils with SEND receive excellent support from the school's DLEU and they make at least good progress in relation to their ability. More able pupils also receive strong support in their academic and personal development and they too make effective progress.
- 2.2 The personal development of pupils throughout the school is excellent. This is supported fully by outstanding pastoral care and extremely good arrangements for pupils' welfare, health and safety. Safeguarding procedures are robust and risk assessments are carried out rigorously. The pupils' spiritual, moral, social and cultural development is excellent. Pupils throughout the school are friendly towards each other and they are respectful and tolerant. The behaviour of pupils is excellent and this is derived from the very caring and positive relationships between pupils and the staff.
- 2.3 Governance is sound and in line with the aims of the school. The trustees carry out their responsibilities for safeguarding and welfare, health and safety conscientiously and appropriately. Whilst they have responded well to one of the recommendations of the previous report concerning staff training in the use of inter-active whiteboards, they are yet to have a complete oversight of educational matters. Monitoring and evaluating is not a fully established practice within the governing body. Leadership and management of the school are good. The leadership has constructed a detailed development plan that appropriately reflects the priorities for the school's development. The management of different departments is also effective. Links with parents are excellent. The questionnaire responses indicate wholehearted support for the work of the school. Almost all parents would recommend the school to others.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure the trustees formalise their oversight of educational matters.
2. Improve the consistency and quality of marking to match the best practice in the school.
3. Provide more opportunities for creative, challenging and independent work throughout the school, including the EYFS.
4. Extend the use of children's self-initiated activities for assessing their learning and development in the EYFS and particularly in Reception.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and their learning is good.
- 3.2 In meeting its aims, the school enables pupils to become confident, articulate and enthusiastic learners. By the time pupils leave the school, they are assured young people ready to face their next stage of learning. Development of skills in literacy and numeracy are prominent throughout the pre-prep department and, by the end of Year 2, pupils ably use these in writing simple sentences and computing basic number bonds. These strengths are developed to higher levels in the later years; for example, older pupils successfully analysed the poem *Toads* by Philip Larkin. Skills of speaking and listening are developed well as pupils move through the school. The very youngest pupils are able to hold simple dialogues and express their views, while those in the senior school confidently expressed balanced opinions about the effects of weight on health. Pupils throughout the school listen well and write with confidence and accuracy. Subject-specific vocabulary is used appropriately, for example in information and communication technology (ICT) where pupils are also skilled users of this technology. Older pupils show flair and creativity in a dance project where some are able to lead the workshop. They have a very good understanding of how to plan a session and an awareness of alternative forms of dance presentation. Similar age pupils also used their numeracy skills in calculating the areas of irregular shapes. Research skills are developed in physics lessons where pupils present imaginative findings about the different options for using water for generation of electricity.
- 3.3 Pupils are provided with a good range of extra-curricular activities which they use to their advantage for their personal development. The school is instrumental in enabling teams and individuals to achieve high levels of performance, whether this is in sporting or academic challenges. Individual pupils have succeeded in the United Kingdom Mathematics Challenge and a national animation art competition, while teams from the school have had numerous successes in county, regional and national St John Ambulance competitions for first aid and care competitions as well as in quizzes. In drama productions and musical performance, standards are high; pupils from Years 7 to 10 have, annually, achieved national successes in the *Global Rock Challenge* competition, while individual pupils have performed in London theatres. At the age of sixteen almost all pupils pursue their next phase of education at their first choice of college.
- 3.4 In the junior school, pupils' attainment cannot be measured in relation to average performance against national norms because pupils in Year 6 do not sit national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations. The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. The results in GCSE have been good in relation to the national average for maintained schools. In 2011, 97 per cent of pupils achieved five or more GCSE grades at A* to C. This level of attainment throughout the school indicates that pupils make good progress in relation to pupils of similar ability, and further evidence includes inspection judgements as assessed in lesson observation, pupils' written work and curriculum interviews with them.
- 3.5 Pupils with SEND make at least good, and some make excellent, progress. In the DLEU pupils overcome barriers to learning and they manage their dyslexia. In their

English lessons these pupils read texts with a growing confidence and in GCSE examinations some achieve high grades. Gifted and talented pupils also receive dedicated support and they too make at least good progress in many lessons.

- 3.6 Pupils' attitudes to their learning are good, particularly where they are encouraged to work collaboratively and develop their own ideas and thinking, though this approach is not prevalent throughout the school. Generally, pupils are energetic and retain a good focus on their tasks, enjoying their learning. Behaviour in lessons is excellent, except on the very few occasions where the low level of challenge in learning fails to hold their attention.

3.(b) The contribution of curricular and extra-curricular provision

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 A broad range and balance of subjects is provided and these enable pupils to gain experience in all of the required areas of learning, supporting their effective achievement. This is fully in line with the school's aims. The pupils study all the subjects of the National Curriculum. In addition pupils study French from the EYFS and Spanish in the later years. The curriculum content is adjusted in English, mathematics and science to take account of the different learning styles between boys and girls. Physical education (PE) occupies a prominent place on the school timetable; this enables pupils to focus on their health as well as the development of skills across a range of sports and activities. Religious education is taught throughout the school in combination with PSHE which has been strengthened since the previous inspection, and both contribute well to their personal development. The school offers a wide range of GCSE options and parents indicate they are happy with this. Provision for careers education is notional. There are now no formal links with an external careers service and these have not yet been replaced with a secure alternative.
- 3.9 The curriculum is planned well and supported by good schemes of work that provide a structure on which learning is based. The detail is such that the needs of all pupils are considered. The planning within the DLEU is of a particularly high standard and this contributes to the good progress and learning achieved by these pupils. Opportunities for assessment are identified within the planning and used throughout the school.
- 3.10 The curriculum is appropriate for the different ages and abilities of pupils, in line with the aims of the school. It also reflects the broad range of pupils' attainment. Where boys and girls are taught separately the content of lessons is weighted towards their interests and this secures their knowledge and understanding in English, mathematics and science. Provision for pupils with SEND is of high quality and the skilled one-to-one support they receive is instrumental in the excellent progress they make. Teachers are aware of the needs of these pupils, as well as those who are more able, and take them into account.
- 3.11 The range of extra-curricular activities is good and serves to broaden the experience of pupils. The school provides a before-school and after-care service; this is appreciated by many parents. The school also offers a range of clubs and societies from pre-prep through to the senior school. These are as diverse as St John Ambulance, pop music, gardening and an art club for the more gifted artists. The curriculum is enhanced by a variety of visits to places of local, national and international interest. Residential visits support a successful programme of outdoor

pursuits and activities. Members of St. John Ambulance can take part in the Duke of Edinburgh's Award scheme. These along with school-based opportunities contribute effectively to pupils' personal development through the building of leadership and team-working skills. Community involvement is prominent within the school. Together with substantial charity fund-raising activities, such as school musicians raising money for Water Aid, the junior choir has sung at a local charity concert and the senior band has performed at the opening ceremony of the local show.

3.(c) The contribution of teaching

- 3.12 The quality overall of teaching throughout the school is good.
- 3.13 A strong feature of the teaching is that teachers know their pupils well and the relationships that develop from this encourage pupils to try consistently hard in their learning. Teachers generally have a secure knowledge of their subjects and this enables them to provide challenging lessons that extend pupils' understanding. In a few lessons where teachers were unfamiliar with the content, learning was less effective. The most successful lessons are those which employ a range of activities to support the learning, that are presented at a brisk pace and which do not accept that the first answer provided by a pupil is incapable of further development. These lessons are planned well and include high expectations alongside shared learning objectives. Teachers show a good understanding of the learning needs of their pupils and this is confirmed by pupils who indicate that they receive the individual help they need.
- 3.14 Interactive whiteboards are now used more prominently and, where these are used effectively, the quality of pupils' learning and engagement is commensurately better. Other resources are used well and these add a good quality dimension to pupils' learning, particularly within the pre-prep department and junior school. Where worksheets predominate, as in a few lessons in the junior school, the stimulus to learning is low and the needs of all pupils in developing their understanding and knowledge are not considered sufficiently well. Such lessons, though small in number, also contained an over-directed teaching style and this provides few opportunities for pupils to present their own ideas and develop their thinking.
- 3.15 Specialist teachers provide excellent support for pupils with SEND as well as for those who are more able. A majority of parents confirmed this view through their questionnaires. These pupils make at least good progress, though some make excellent progress when compared to their starting points.
- 3.16 Pupils' behaviour overall is excellent and based upon caring and supportive relationships throughout the school. Lessons are characterised by a sense of orderliness that contributes to the levels of concentration and application by pupils. A few pupils raised concerns about the interest levels contained in some lessons, and inspectors agree in relation to those that are dominated by the use of worksheets. In a majority of lessons pupils show interest in their learning and older pupils particularly have developed effective skills in thinking for themselves and using their initiative.
- 3.17 Pupils' progress is monitored effectively through an extensive structure of assessment processes, including checking standardised measures of ability, individual monitoring of pupils' work and discussion of progress in staff meetings. The information is used to plan the next steps in learning. Teachers in the DLEU are highly effective in diagnosing weaknesses and using effective individual education

plans to set targets. In the junior school, teachers monitor progress effectively against National Curriculum criteria. In the senior school, progress is also monitored against these measures as well as examination norms. The quality of marking is variable; in some cases it is thorough, with constructive and encouraging advice about how the work can be improved, but this is not always the case and the best practice is not yet widely shared.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Pupils' personal qualities develop extremely well, in line with the school's aims, and, by the time they leave, pupils have developed into mature and thoughtful individuals, ready to make a full contribution to their communities. Pupils become very confident and self-aware and show significant self-assurance when asked to take part in school presentations or assemblies. They prove to have enquiring minds and reflect well about the needs of others and the issues of the wider world in lessons such as those for PSHE. Younger pupils develop a sense of wonder and enquiry during their visits to local places of interest; for older pupils, this appreciation of the aesthetic comes from their visits to museums and places of national historical interest.
- 4.3 Pupils behave very well and have developed a moral code that enables them to understand the difference between right and wrong. They subscribe fully to the expectations placed on them through the school's code of conduct. In moving around the school, and especially between the different wide-spread locations of their classrooms, they show exemplary consideration for the needs of others. There is a strong family and caring ethos within the school which pupils say they really enjoy; they feel safe in the school. Their moral viewpoints and attitudes are seen in their fund-raising initiatives for national and international charities.
- 4.4 The social awareness of the pupils is excellent. They develop a strong knowledge of public life and institutions. The school councils at both junior and senior level are instrumental in organising fund-raising activities. Many pupils have become actively involved in local and international charity work. All pupils contribute to the local community in many ways; they sing at Christmas in residential homes for the elderly and also at the annual Remembrance Service. A significant number of pupils provide first aid assistance regularly at local events, such as Football League matches and the annual Great South Run. Within the school, pupils perform the roles of house captains and council representatives very well.
- 4.5 Pupils' cultural awareness and understanding are good. Junior school pupils take part in language days where they consider cultural aspects within the context of their studies of French and Spanish. They consider the aspects of different national customs within religious studies; some pupils have visited a local Mosque and in the junior school their studies have included different religions, such as Sikhism, Islam, and Hinduism. Senior school pupils directly experienced cultural differences through personal involvement. They have undertaken two visits to Kenya where they have helped a village community by digging floors and building walls for a new school; a similar visit to Cambodia is imminent.

4.(b) The contribution of arrangements for pastoral care

- 4.6 Pastoral care is excellent.
- 4.7 The school is a caring institution which is fully committed to the pastoral care of its pupils. This is fully in line with the aims of the school and the provision contributes strongly to pupils' personal development. Relationships amongst pupils themselves are strong and the rapport between the pupils and staff is one of mutual respect, understanding and care. Form tutors are foremost in the responsibility for the

academic and welfare needs of their pupils. However, the school has also nominated a tutor who has oversight, in Years 10 and 11, for any pupil who may be perceived as under-achieving. Senior management know the pupils well through their respective departmental responsibilities and the vertical grouping of the house system assures a unity of purpose throughout the school.

- 4.8 School councils operate in both the junior and senior schools. Discussion with these bodies indicates that they are active in charity fund-raising initiatives but have limited influence in effecting change in matters that directly affect the pupil body. However, relationships between pupils and staff are excellent and many informal channels of communication exist between them, such that pupils feel their views are valued. Many pupils agreed that there was someone they could turn to for support. Staff meetings include a standing item that enables discussion about individual pupils and their welfare.
- 4.9 Pupils are encouraged to be healthy, through the provision of nutritious meals and the opportunity to take regular exercise. Sessions of physical activity are a prominent feature of the whole timetable.
- 4.10 Pupils indicate they feel safe at the school, that behaviour is of a high standard and bullying is not something they readily recognise. The school's behaviour and anti-bullying policies are known well by all and pupils are fully aware of the consequences should any bullying occur. The policies are implemented with rigour and fairness and pupils believe that any issues would be dealt with constructively, bearing in mind any related difficulty or disability.
- 4.11 The school has a suitable plan to improve the educational access for pupils who may have special needs or other disabilities.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.12 The provision and arrangements, throughout the school, for the welfare, health and safety of pupils are excellent.
- 4.13 The school has an appropriate safeguarding policy that it implements rigorously, and this, together with its procedures, is reviewed annually by trustees and senior managers. Key staff have been trained in the procedures for safer recruitment and all staff have undertaken the awareness training for safeguarding. The current designated person for safeguarding is trained appropriately. A trustee undertakes an oversight of safeguarding arrangements.
- 4.14 Fire risk and emergency procedures are robust. Risks from fire hazards are minimised and fire drills appropriately recorded. Health and safety measures are secure and overseen by the trustees who monitor these diligently. First aid procedures are implemented well and arrangements for pupils who may become unwell during the school day are clear. Throughout the whole school and particularly within specialist accommodation, such as science rooms and the design and technology room, the health and safety of the pupils is a priority. Chemicals and other hazardous substances are stored securely. Potentially difficult areas, such as narrow staircases in the senior school, are a reduced risk because of the calm and considerate manner in which pupils move around the school. Risk assessments for visits away from the school and other activities are undertaken robustly. The admission register along with the attendance registers are completed correctly and the details are stored for the required period. These strong arrangements for the

pupils' welfare, health and safety make an excellent contribution to their personal development.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is sound.
- 5.2 The governing body comprises a group of people who have a long association with the school, some of whom are parents of former pupils, and they fully support the aims of the school. They provide their different talents to sustain the school and carefully manage its financial viability; in so doing they have retained the school's ethos of care and high quality of education. They also deploy resources carefully, ensuring that staff are supported through provision of materials as well as access to further training. A previous recommendation to provide training for teachers in the use of interactive whiteboards has been successfully implemented.
- 5.3 The chair of governors has very regular informal contact with the headmaster and through this maintains an informed brief of what is happening in the school. The main channel of formal information is through reports written by the headmaster that are considered at trustees' meetings. Usually these occur at least 6 times a year. At other times, 'ad hoc' committees are formed to respond to issues as they arise. They are fully involved in the scrutiny and acceptance of the school development plan. The trustees have ensured that the school meets its statutory duties including those for health and safety and also safeguarding.
- 5.4 A recommendation at the time of the previous inspection was that trustees should have an improved oversight of educational matters. Since the previous inspection two trustees with specific educational knowledge have been appointed, and reviews by these two trustees of SMT members and the head commenced this academic year. However, the governing body do not yet consistently challenge the school across the range of its work, and formalised monitoring and evaluating is not a fully established practice.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.6 The leadership throughout the school is effective in supporting the school's aims. Parents and others are justifiably pleased with the school's provision on behalf of their children. At all levels of school management, staff discharge their responsibilities with professional dedication. They fulfil their safeguarding duties and ensure that school policies are reviewed systematically and implemented. Staff have job descriptions that enable them to have a clear understanding of how they can contribute to the work of the school.
- 5.7 Leadership at the highest level provides a clear educational direction for the school and this is communicated through regular meetings with senior staff and separately with the whole staff group; these meetings ensure that the staff sustain the school's aims and provide for the excellent pastoral care and personal development, and for the effective academic achievements, of the pupils. Regular, informal meetings with the chair of governors ensure an exchange of information that contributes to the efficient running of the school.

- 5.8 The leadership and management of the school have constructed a good development plan. This covers all aspects of the school's work and has been assembled by subject leaders as well as department managers. The work they have done subsequently indicates an active involvement in the school's development. Appraisal processes and performance management are carried out and success indicators within the development plan, which are realistic incentives designed to raise the quality of provision, represent benchmarks of progress for the whole school.
- 5.9 Staff and trustees have undertaken training appropriate to their roles. All staff are aware of their safeguarding responsibilities, and their training in this is up-to-date. They are diligent in their approach to pupils' welfare, health and safety. Recruitment checks are carried out prior to confirmation of staff appointments and all have been subject to scrutiny by the Criminal Records Bureau. The details, including those of trustees, are recorded appropriately in the single central register.
- 5.10 Responses from parent questionnaires indicate considerable satisfaction with the work of the school. A high proportion would feel able to recommend the school to other parents. A helpful website which contains information about all of the policies also informs parents about events and news of the school. This website, currently being further improved, is a useful point of contact for parents considering an application to the school and provides all relevant information. In the junior school, including the EYFS, informative reports are issued twice a year to parents. In the senior school, well written annual reports give parents detailed feedback on pupils' progress, supplemented by a more frequent grade sheet provided for each subject. Parents say they appreciate the quantity and quality of the information the school gives them about their child's progress and they are encouraged to become involved in the life of the school through its parent organisation. They also regularly attend sports fixtures between Mayville and other schools.
- 5.11 Most parents feel that the school handles their concerns with care and consideration. The inspection team agree. The complaints procedure is clear, though no formal complaints have been made in the recent past. A majority of parents indicate their children are happy at the school and they believe they are looked after well. Parents feel, particularly, that the school provides a good range of extra-curricular activities and that high standards of behaviour are achieved. The confidence they have in the school management is well placed.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The effectiveness of the setting is good.

6.2 Adults are committed to creating a caring, happy environment where all children flourish. Key people know the children very well, working closely with colleagues, parents and external agencies to ensure they meet the needs of every child, including those under the age of three or with SEND. Safeguarding procedures are robust, and children are very well prepared for the next stage of their education. The potential for continuous improvement is good, as illustrated by the positive steps taken, following the previous inspection, to extend the outdoor provision.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.3 Leadership and management are good.

6.4 Good monitoring by senior staff ensures effective use of resources in the Nursery, but the checking of provision is less robust for Reception. The trustees' involvement in, and oversight of, the EYFS is not yet fully developed. Policies and training, including those for safeguarding, risk assessment and equal opportunities, are comprehensive and carried out rigorously, ensuring welfare, learning and development needs are fully met for all children. Opportunities for the continued professional development of staff are good and encouraged. Secure processes for self-evaluation and the identification of areas for future development enable the setting's vision to be worked towards. Excellent links with the local authority, including participation in a quality assurance scheme, impact positively on the provision. Partnership with parents is outstanding. In conversations with inspectors they commented on the good progress made by all children, the caring professionalism of the staff and the sense of community; inspectors agree with these views.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.5 Provision in the EYFS is good.

6.6 Well-resourced classrooms and outdoor areas provide good and sometimes outstanding learning environments that meet children's developmental needs, including for those under the age of three and children with SEND. A good balance of adult-led and child-initiated activities, including free-flow access to outside areas, supports learning, particularly for the under threes. Open-ended activities for the youngest children and skilful questioning in Reception encourage critical thinking and problem solving. Children benefit from specialist teaching in French, PE, music and ICT. Observations are used well to monitor learning and plan its next steps, although in Reception assessment is based mainly on adult-initiated activities, and children are not given enough opportunity for creative, challenging and independent work. Daily health and safety checks create safe, secure environments, and consistently implemented policies ensure the safeguarding of children. Staff value

children as individuals and support their welfare needs very well. Visits by police and health workers inform children about safety and healthy lifestyles.

6.(d) Outcomes for children in the Early Years Foundation Stage

6.7 Outcomes for children are good.

6.8 Children make steady progress, most achieve the Early Learning Goals by the end of the EYFS and they become active, inquisitive learners. Personal development is strong, including for the under-threes. Children relate well to each other and respond positively to the expectations of adults. By the age of three children develop good speaking and listening skills. In Reception they begin to write familiar words and simple sentences. In numeracy, children make good progress, counting confidently to twenty in the Nursery, and halving numbers in Reception. Children become familiar with ICT, with the youngest accessing computers independently in Nursery, and using programmable toys confidently in Reception. In their play, children demonstrate knowledge of the wider world as they act out the life cycle of a frog. Children understand the importance of staying safe, and develop positive attitudes to healthy eating, exercise and personal hygiene.

Compliance with statutory requirements for children under three

6.9 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.