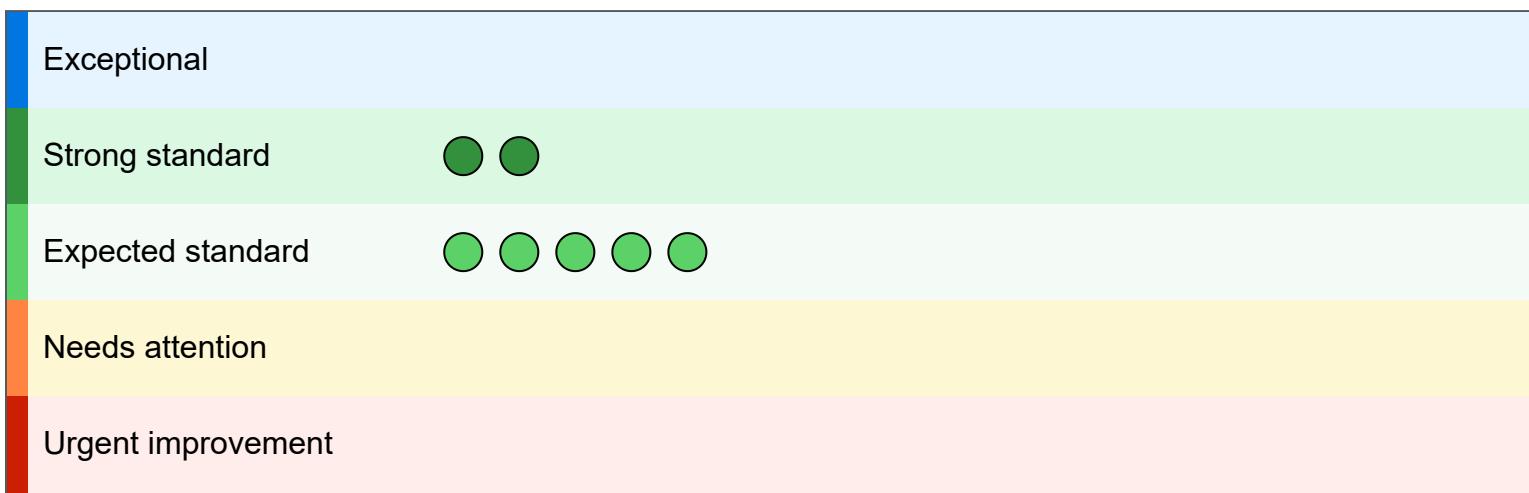


# Mayflower High School

**Address:** Stock Road, CM12 0RT

**Unique reference number (URN):** 137048

## Inspection report: 9 December 2025



### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Strong standard

## Attendance and behaviour

Strong standard

Pupils' behaviour is exemplary. They are polite and courteous. There is an air of collegiate respect that permeates all aspects of school life. High expectations reflect the school's values. Pupils have a thirst for learning. They possess personal ambition that is equal to leaders' aspirations for them. In class, they want to focus on learning and respect each other's right to do so. Pupils understand to achieve this they must play a part in creating a purposeful environment. This means the climate is highly conducive to learning. Learning is rarely disrupted. If it is, staff consistently intervene and successfully address any issues. Pupils who need additional help to manage their emotions receive it. Staff guide and support these pupils very well. As a result, they remain in school, in class and learning. Around school, older pupils take the lead. They are role models to younger pupils. They step in where help is needed. They gently correct behaviour that is not acceptable. Bullying is rare because it is not tolerated by the school or by pupils themselves.

Pupils, including those with special educational needs and or disabilities, attend well. Where pupils, including those who are disadvantaged, have barriers to attending, this is sensitively addressed. Work with families and well-designed transition plans help pupils overcome anxiety and return to regular attendance.

## Personal development and well-being

Strong standard

The school's personal development programme is extensive. It provides pupils, including those who are disadvantaged, with a number of life defining opportunities. Many pupils, including pupils with special educational needs and/or disabilities (SEND), benefit from the school's offer. Leaders ensure nobody is left out. They track participation in key events. Leaders routinely adapt the programme on offer to ensure it reflects the needs and wishes of pupils. This has a demonstrable impact on the culture of the school.

Pupils understand and value each other's uniqueness. They share and celebrate each other's successes and talents. Pupils understand why fundamental British values are important in a caring, tolerant society. The investment in developing pupils' wider cultural awareness, results in pupils who are highly respectful and confident. Pupils place high value on the positive impact the programme has on their lives.

Pupils value their community, including beyond the school gates. Pupils take part in community activities, such as fund raising. This is because they are self-motivated to make a positive difference. Pupils with SEND develop their resilience and independence. They take a lead, set up and run clubs. For example, the chess club organised and run by pupils in the specialist resource base.

Leaders offer a broad range of leadership opportunities. In many cases, post-16 students take a lead in organising these. Pupils learn key management, presentation and public speaking skills. Pupils use these opportunities to develop a deep understanding of democracy and representation. Leaders respond meaningfully to pupils' views. These have

subsequently shaped school policy. For example, on pupils' welfare, behaviour approaches and the curriculum.

The personal, social and health education curriculum is well constructed. 'Life skills' lessons help pupils develop a deep and secure knowledge of key topics. Pupils learn about how to stay safe online and in the real world. They learn, in an age-appropriate way, about consent and the importance of healthy relationships. The careers programme is well planned. It provides pupils with the information they need to make well-informed decisions.

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## Expected standard

### Achievement

### Expected standard

Pupils, including those with special educational needs and/or disabilities, achieve well. The majority routinely produce work of high quality. Pupils use knowledge to solve a range of problems. As a result, pupils achieve examination results in line with national averages. They are well prepared for their next steps in education, employment or training.

Leaders have used their understanding of how to support disadvantaged pupils well. Gaps in pupils' knowledge are closing. Pupils develop a secure understanding of key foundational knowledge in reading and mathematics. They enjoy reading. Many pupils read extensively for pleasure. However, some pupils do not develop their writing skills so well. This means that a small number of pupils do not produce written work that reflects the depth of their understanding of key topics.

Students in the post-16 provision achieve well. They achieve outcomes in line with national averages. This is reflected in the rich discussions students have and the high-quality work that they produce.

### Curriculum and teaching

### Expected standard

Leaders have redesigned the curriculum since the last inspection. They have ensured that it is ambitious for all pupils. Subject content is logically ordered. This helps teachers use pupils' existing knowledge to help them learn new information. Pupils with special educational needs and/or disabilities (SEND) access the full curriculum entitlement. This includes pupils from the specialist resource base (SRB). Pupils from the SRB successfully learn, in class, alongside their peers. Generally, teachers adapt their approaches to support pupils with SEND.

Leaders train staff effectively. Teachers use this well to communicate their subject expertise to pupils. Typically, explanations are clear. Well-crafted models help pupils apply knowledge to solve problems. Often, teaching checks how well pupils understand key facts. Teachers address pupils' misconceptions if they arise. Sometimes the questions teachers ask do not always help pupils extend their thinking. Here, teaching does not always help pupils connect individual pieces of knowledge together. This makes it more difficult for pupils to learn key topics in depth.

The school has ensured pupils secure the basics of reading and mathematics well. The school supports pupils who need extra help with reading to catch up. Pupils are generally well prepared for their next steps. However, the curriculum does not always support pupils to develop their writing skills as well as they could.

## Inclusion

Expected standard 

Inclusion permeates every element of this school. Leaders have implemented a systematic and targeted approach to meet the needs of all pupils. This supports the most vulnerable pupils to flourish. Staff are highly knowledgeable. They accurately identify the specific needs of pupils with special educational needs and/or disabilities (SEND). This helps teachers to use appropriate adaptions to help these pupils learn. Alongside ongoing engagement with parents and carers, this helps to ensure that pupils with SEND achieve well. Pupils from the specialist resource base are fully included in all aspects of school life.

Leaders have high expectations for all pupils. Thoughtful interventions support disadvantaged pupils to close gaps in their knowledge. Consequently, a widening achievement gap between disadvantaged pupils and their peers has been arrested. Leaders are committed to ensure that disadvantaged pupils secure personal growth. For example, by having preferential access to enhanced careers advice. To raise vulnerable pupils' aspirations, leaders provide pupils with opportunities to visit the country's top universities.

Leaders ensure that there is effective liaison with external agencies. This includes liaison with the virtual school. This helps to ensure pupils known to social care are effectively supported. Consequently, these pupils progress through the curriculum and achieve their ambitions.

Leaders' actions have improved the experiences and achievement of the most vulnerable pupils. However, the full, sustained impact is not yet evident in some aspects of the school's provision.

## Leadership and governance

Expected standard 

Since the last inspection, there have been changes to leadership and governance. New leaders have made significant improvements. They have reset the culture and ethos of the school. Leaders have developed a vision that is entirely focused on how to benefit all pupils. Leaders relentlessly reinforce the school's core values. They live these values through their own behaviour and interactions. Every member of the school community has clarity about what can, and should be achieved. Pupils now understand how to meet leaders' high expectations. Staff understand how to deliver quality teaching and provide well matched care for pupils. Parents and carers can see the difference. They are supportive and appreciate the positive impact the school is making to their children's lives.

The curriculum, teaching and pastoral care have been overhauled. Leaders have made sure that staff, including those at the start of their careers, have access to high-quality training. This programme draws together expertise within the school and from outside. As a result, pupils are now enjoying stronger teaching. Their individual needs are known and addressed. When pupils need help, personally or academically, there is someone there to provide it.

Consequently, pupils, including those with special educational needs and/or disabilities, do well.

Governors have an accurate and realistic understanding of the school. They know that many of the improvements are recent and have yet to become fully embedded. Governors hold leaders to account. They ask probing and challenging questions and ensure actions are completed in a timely manner.

Staff know that leaders value their contributions and have their interests at heart. Staff know that their workload is carefully managed. They feel cared for and valued members of the Mayflower family.

## Post 16 provision

Expected standard 

The post-16 curriculum is broad and balanced. It provides students with a range of options. It is designed to help them secure a rich understanding of the subjects they study. Pupils continue to build on their knowledge of important topics. These include the values of respect, tolerance and how to stay safe. Leaders ensure that post-16 students access a well-constructed careers programme. This includes an extensive work experience entitlement in Year 12. As a result, students are well prepared for their next steps. They speak knowledgably and confidently about the choices that they have made, or are making.

Generally, the curriculum is taught well. Teachers explain complex and often abstract concepts in a way that students find easy to understand. Teaching adapts to meet the needs of students with special educational needs and/or disabilities (SEND) well. Students are encouraged in many cases to extend their thinking. This helps them understand key knowledge at a conceptual level. It supports students to apply what they know to solve a range of problems. Students, including those with SEND, typically achieve well, as reflected by the school's published outcomes.

Students make a valuable contribution to the life of the school. They mentor other pupils towards key examinations. They run a wide range of clubs and generate considerable sums of money through fund raising activities.

## What it's like to be a pupil at this school

Pupils are benefitting from the positive changes leaders are making. They rise to the challenge of meeting leaders' higher expectations. There is a positive and inclusive culture here. A sense of togetherness and warmth permeates the relationships between staff and pupils. This means pupils now learn in calm and respectful classrooms. Pupils understand and embrace the school's values. They respect and value each other's individuality. Pupils celebrate the differences that unite them. They feel safe and many blossom. Students in the sixth form embrace their position as positive role models. When they move on, pupils at Mayflower High School are well prepared to succeed in their next steps.

Staff leave no stone unturned to help pupils overcome their barriers to personal or academic growth. Where appropriate, engagement with parents and carers and external agencies adds valuable expertise. For example, the virtual school helps to provide bespoke support and care. This helps pupils known to social care enjoy the full offer of the school's extensive provision. Pupils now generally experience high-quality teaching from subject experts. They enjoy learning and want to achieve their high individual ambitions. Leaders have ensured that teaching takes account of the needs of individual pupils. Where disadvantaged pupils have gaps in their knowledge these are carefully addressed. Teachers make well-crafted adaptations for pupils with special educational needs and/or disabilities (SEND). This helps pupils with SEND, including those from the specialist resource base, access the curriculum. Many pupils, including those with SEND, achieve well.

Pupils take advantage of the extensive extra-curricular offer. They wear the school badge with pride, when representing the school in a plethora of sports or artistic domains. Disadvantaged pupils benefit from the chance to expand their horizons, alongside their peers. This includes the opportunity to experience different cultures through various overseas trips.

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## Next steps

- Leaders should ensure that the writing curriculum supports pupils to produce written work of high quality.
- Leaders should ensure staff have the expertise to ensure that the questions they ask pupils support them to connect key pieces of knowledge and deepen their understanding of key topics.

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# About this inspection

This school is the only school in the Mayflower High School Trust. The trust is overseen by a board of trustees, chaired by Scott Lister.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, special educational needs coordinator and other leaders during the inspection. They also held discussion with representatives of the trust board, teachers, support staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The headteacher took up his position since the last inspection.

The school includes a specially resourced provision for up to 20 pupils with a severe and persistent literacy difficulty.

The school makes use of 3 alternative provisions, including 2 that are unregistered.

Headteacher: Damian Lee

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## **Lead inspector:**

Dave Gibson, His Majesty's Inspector

## **Team inspectors:**

Adam Cooke, His Majesty's Inspector

Kristian Hewitt, Ofsted Inspector

Louise Cooper, His Majesty's Inspector

Marc White, Ofsted Inspector

James Chester, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

## School and pupil context

### Total pupils

**1,620**

Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

### School capacity

**1,700**

Well above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

### Pupils eligible for free school meals (FSM)

**10.56%**

Well below average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

### Pupils with an education, health and care (EHC) plan

**3.02%**

Close to average

## What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

## Pupils with Special Educational Needs (SEN) support

**11.11%**

Close to average

## What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

## Location deprivation

**Well below average**

## What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

**Resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## Type of specialist provision (if applicable)

**SpLD - Specific Learning Difficulty**

## What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

## All pupils' performance

## English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	46.5%	45.2%	<a href="#">Close to average</a>
2023/24	49.0%	45.9%	<a href="#">Close to average</a>
2022/23	53.6%	45.3%	<a href="#">Close to average</a>

## Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	47.5	45.9	<a href="#">Close to average</a>
2023/24	48.2	45.9	<a href="#">Close to average</a>
2022/23	50.3	46.3	<a href="#">Close to average</a>

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.19	-0.03	<a href="#">Close to average</a>
2022/23	-0.09	-0.03	<a href="#">Close to average</a>

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

## Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	18.2%	25.6%	<a href="#">Close to average</a>
2023/24	17.4%	25.8%	<a href="#">Close to average</a>
2022/23	14.3%	25.2%	<a href="#">Below</a>

## Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	28.4	34.9	<a href="#">Below</a>
2023/24	29.6	34.6	<a href="#">Close to average</a>
2022/23	33.1	35.0	<a href="#">Close to average</a>

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-1.08	-0.57	<a href="#">Below</a>
2022/23	-0.81	-0.57	<a href="#">Close to average</a>

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils' English and maths GCSE grade 5 or above**

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25</b>	18.2%	52.8%	-34.6 pp
<b>2023/24</b>	17.4%	53.1%	-35.7 pp
<b>2022/23</b>	14.3%	52.4%	-38.1 pp

### **Disadvantaged pupils' Attainment 8**

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25</b>	28.4	50.3	-21.9
<b>2023/24</b>	29.6	50.0	-20.4
<b>2022/23</b>	33.1	50.3	-17.2

### **Disadvantaged pupils' Progress 8**

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2023/24</b>	-1.08	0.16	-1.25

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	-0.81	0.17	-0.97

## Destinations after 16

### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	93%	91%	Average
2022 leavers	95%	93%	Average
2021 leavers	98%	94%	Above

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	32.51	34.38	Close to average
2022/23	31.15	34.16	Close to average

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	0.1	0.0	<a href="#">Close to average</a>

This inspection was carried out using unpublished Key Stage 5 data for the latest year, and has therefore not been provided alongside this school's report card at this time. The data is not yet available for publication and is replaced with an 'R' in the table. When the data for the latest academic year is made available by the Department for Education, we will update these tables with this published data.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	6.2%	8.1%	<a href="#">Below</a>
2023/24	7.1%	8.9%	<a href="#">Below</a>
2022/23	9.0%	9.0%	<a href="#">Close to average</a>

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	16.6%	21.9%	<a href="#">Below</a>
2023/24	19.2%	25.6%	<a href="#">Below</a>
2022/23	27.5%	26.5%	<a href="#">Close to average</a>

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

## Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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