



think grow care



PROSPECTUS 2023/24



## Foreword

### A Wyvern Education: “Think, Grow, Care.”

**The students who arrive here at Wyvern have the potential to achieve great things. We aim to inspire them towards personal accomplishment and fulfilment; to become the finest versions of themselves. Our Vision Statement sets out how they can become successful learners, happy individuals and responsible citizens:**

**Think deeply, read widely**, discuss openly and listen intently. Study with PRIDe, forever Prepared, Respectful, Involved and Dedicated.

**Grow personally**, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.

**Care passionately** about people and causes. Appreciate the help of others; help people through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

This vision defines all we do and how we do it. It is our point of reference for the decisions we make. It shapes what we teach, how we teach it and what we assess. It determines what we value and reward. It defines the qualities that students have when they leave us, which will prepare them well for life beyond Wyvern. As we undertake an ambitious programme of refurbishment throughout the college, vibrant graphic designs further define and develop each idea from our vision statement, drawing on the words of inspirational people from different cultures, ages and professions.

There is a strong educational tradition here that values academic excellence and intellectual fulfilment but not at the expense of sporting, cultural, social and personal development.

Academic success is only part of what a great education should provide: so are memorable experiences within the classroom and beyond it which bring learning to life and instil students with humanity, confidence and a zest for life. Enjoyment is the basis of success, but happiness is also an end in itself. I want students to have fun and enjoy their school days.

Passionate and creative in all they do, Wyvern staff are working hard to make this vision a reality. A lot has already been achieved but we are always keen to continue to improve further. Those who get to know Wyvern are struck by the richness of the curriculum here, the scale and diversity of the extra-curricular activities, the quality of pastoral support, as well as the passion and creativity of our teaching and support staff. The highest performing subject areas are amongst the best in the county. The school's last Ofsted report, from just before I became head teacher, recognised many of these strengths. Since then, the college has made further and significant improvements to the quality of the curriculum, teaching, learning, assessment and behaviour.

I look forward to welcoming you to our college and showing you all that it has to offer. I hope you can sense from the pages of this prospectus the passion we have at Wyvern for what we do. I invite you to come and take a look at it in action.

**Ben Rule – Headteacher**



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## Think Deeply and Read Widely: An Academic Curriculum

**A Wyvern education leads students to academic accomplishment and fulfilment. It aims to provoke thought, curiosity and scholarship, allowing students to delve into a rich variety of disciplines.**

At Key Stage 3 (years 7 and 8) the curriculum is broad, encompassing the National Curriculum subjects of English, Maths, Science, Art, Citizenship, Computing, Geography, History, ICT, a Modern Foreign Language, Music, PE and Technology. In addition, the subjects of Drama, PSHE and RE are included. Technology is taught as one subject through two distinct yet interconnecting pathways: the first includes alternating units of Food and Textiles; the second, workshop-based specialisms involving electronics, mechanical systems, plastics and timbers. All students, irrespective of need, have equal access to the subjects that comprise the Key Stage 3 curriculum.

Students choose their options in year 8 and begin Key Stage 4 in year 9. We counsel students on their individual choices as well as their overall combination of subjects; their choices are informed by assessment, aptitude, parental guidance and careers guidance.

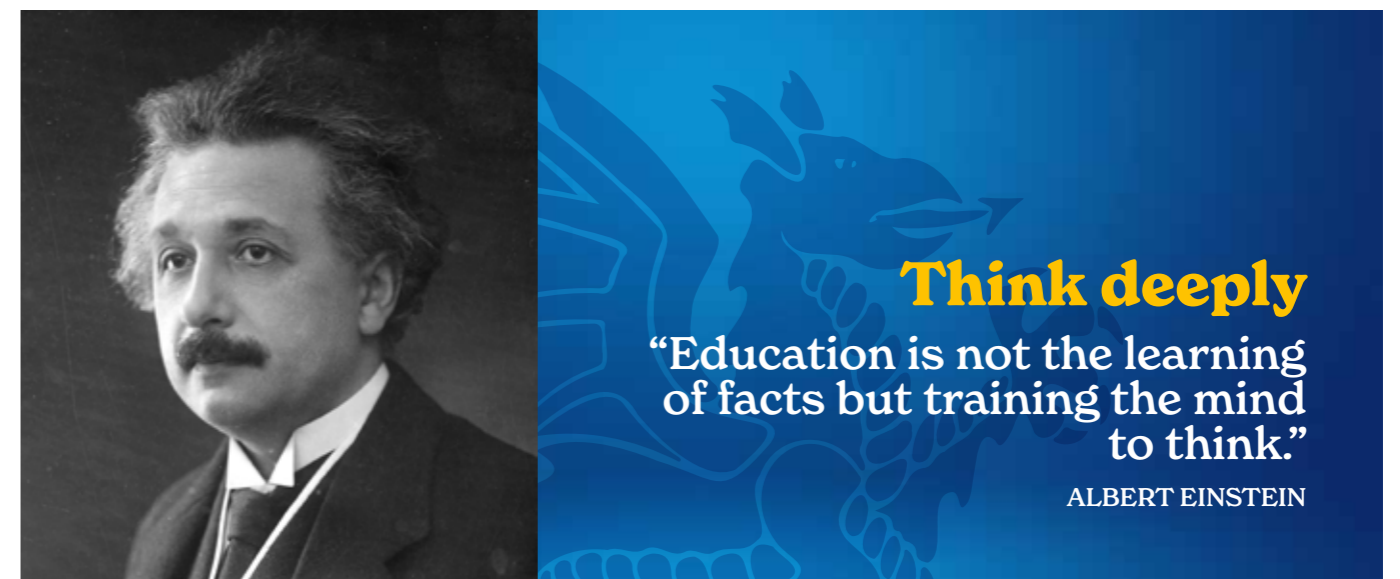
Our three-year Key Stage 4 is best described as “GCSE PLUS” because it provides students with curriculum experiences that go above and beyond study for GCSEs. It does this by:

- A. Extending and enriching students’ subject knowledge beyond that specified by the exam board requirements. There is time to go “off spec”.
- B. Broadening students’ Key Stage 4 education beyond examination courses, with a continuous programme of personal, social, religious and health education, as well as timetabled enrichment “electives”.

Across years 9-11, students follow the ambitious English Baccalaureate curriculum, made up of English Language, English Literature, Maths, Science, a Modern Foreign Language as well as Geography and/or History. Students who need more time to secure good passes in English and Maths are given extra time in these, taking the place of either the Modern Foreign Language or Geography/History.

In addition to this, students can select courses to suit their personal interests, aspirations and talents. We offer over 20 optional subjects, including many vocational courses.

Students attain grades and make progress which exceeds local, regional and national averages. Performance in the core academic subjects is especially strong and the latest data on student results can be found on our website and in the supplementary information section of this prospectus.





## Discuss Openly and Listen Intently: High Quality Teaching and Learning

**Our students are taught by highly qualified and skilled staff who have mastery of their subjects.**

They have exceptional subject knowledge and very high expectations. Most departments have teachers working for the exam board as either a marker or moderator. This means they have a thorough understanding of the required knowledge, skills and exam technique. However, teaching doesn't just focus on how to score highly on exam questions. We aim to foster a love of each subject for that subject's sake and an appreciation of all that it encompasses: the beauty of art, music and literature; the infinite possibilities or technology and computing; the excitement of sport and drama; the magic of Science, the power of language and numbers; the wonders of our world with its different people, habitats and cultures; the mysteries of the past.

Our classrooms are vibrant places, with students exchanging ideas with each other, asking questions, forming opinions, reasoning, debating, discussing, making connections, drawing parallels feeding off one another's thoughts. One of our students described his response to this approach by saying, "I feel like a dam is bursting in my head; the ideas keep gushing out." Put like that, teachers are block busters – our job is to clear the channels of thinking and help students chart new territories of knowledge.

"I feel like a dam is bursting in my head; the ideas keep gushing out."



## Study with PRIDE: High Standards of Behaviour for Learning

**New staff and visitors are struck by the high standards of student behaviour they see in lessons.**

Students are polite, hard-working and well-behaved. They are keen to learn and respect their teachers. They benefit from crystal clear expectations about how they should behave, which are the same in every classroom across the college.

These are called our PRIDE behaviours. They are not negotiable and they are for "every student, every lesson, every day." The reason we take such an uncompromising approach to PRIDE is because we believe that education is something to be respected and valued by students; that no one has the right to disrupt teaching or the learning of any other student.

# PRIDE

### PREPARED:

On time; correct seat; correct uniform; correct equipment out; prepare the page.

### RESPECTFUL:

Follow instruction first time, every time; listen in silence; wait your turn to speak; be polite and kind.

### INVOLVED:

Sit up, listen and focus; ask and answer questions; actively contribute; help each other

### DEDICATED:

Stay work focused; best presentation; persevere - keep trying; act on feedback



## Grow Personally in Confidence:

**Although we are committed to academic excellence, Wyvern is not an exam factory; our students are not statistics.**

We believe that while high grades in strong qualifications set students up for future success, their lives should be enriched by the arts, culture, sport, public service, charity and community work. We believe it is our responsibility to develop not just their learning skills but their personal qualities and mental health too.

Young people learn best when they feel safe, secure and encouraged. They need to know that when they encounter problems or difficulties, there will be staff who will listen, empathise and show them the care they need.

We recognise that students can sometimes lose confidence as they move from Year 6 to Year 7. Our aim is to make the transition from primary to secondary school a very happy one, ensuring that each student feels welcome and secure.

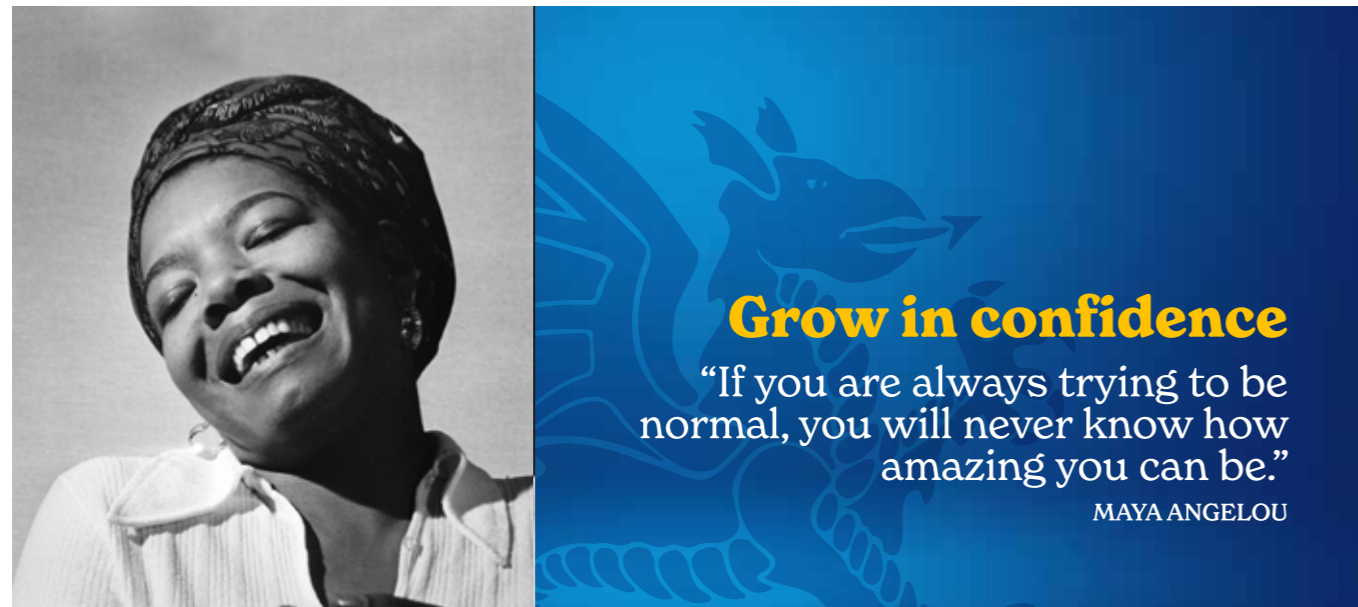
We are proud of our partnership with our local feeder schools and believe that by sharing information, expertise and resources, the college can provide the smoothest transition.

During Year 6, key members of staff visit students in their primary school. In early July, students enjoy an induction day at Wyvern, touring the college, experiencing lessons and meeting staff.

The Pastoral Leader for Year 7 works closely with their tutor group team to ensure that tutor groups are integrated with old friends and new faces to ensure that the first term at Wyvern is one of both familiarity and discovery. In their first term, students enjoy various activities within their tutor groups which help to develop friendships and build the year group ethos.

Students also have opportunities to make new friends by joining one of the many extra-curricular clubs.

In Year 7 students take part in two weeks of Adventure Based Learning challenges, working in teams to solve problems in a sports-based setting and in the process developing confidence, team work skills and mutual respect for their peers.





## Grow Personally in Wellbeing

**We go the extra mile to make every child feel like they belong and to give them the belief that they are valued and important.**

The quality of our pastoral work means that students are known and understood as individuals. We have a large team of staff whose focus is primarily the care, support and guidance of students.

Every year group is led by a pastoral leader. Each of them has considerable experience and specialist training in supporting young people and their families. They lead our team of tutors who oversee students' personal development, as well as our team of pastoral assistants. These are non-teaching members of staff which means that students and parents have quicker access to pastoral care. In addition, students can be referred to additional, specialist staff within school for more serious or persistent needs. These include an ELSA (emotional literacy support assistant) and a behaviour support specialist who both offer one-to-one and group support; It might be our family liaison worker or in-school careers advisor; and where appropriate, the Learning Support (SEND) or safeguarding teams.

We recognise, however, that sometimes students have needs and difficulties in their lives which require a level of specialist support which can only be found beyond college. We've developed strong partnerships with outside agencies and we draw on their expertise when our students need it.

At the heart of our pastoral work lies our commitment to high quality PSHE (personal, social, health education). Like most schools, this is delivered through tutor time sessions, visiting speakers and assemblies. However, while most schools have cut timetabled PSHE lessons from their curriculum, we continue to provide these to every student in every year group, planned and delivered by PSHE specialists in our RPS programme. More than ever before, students need an education in how to manage their lives, now and in the future by staying healthy and safe, whilst preparing themselves for life and work in modern Britain.

Students also benefit from the advice and guidance given by other students. We encourage students to talk to each other when they are experiencing similar difficulties or challenges in their lives. We have support groups for our LGBT students, for our young carers and for those suffering bereavements.

## Expand your Interests and Friendships

**Learning does not begin or end at the classroom door and we recognise, support and nurture the wide-ranging talents of our students.**

The college gives students hundreds of opportunities outside the classroom. We offer a wide range of trips and extra curricular activities. Wherever there is demand for a club or activity, we will always try to find a way to make it happens.

We hope that in the course of their lifetime, students will be fulfilled by an interest in the arts. We are renowned for excellence in this area and want our students to be as passionate about it as we are.

We have an ambitious and acclaimed programme of ensembles, concerts, plays, productions, festivals and community events. Our students perform with a confidence and a character way beyond their years. Underpinning these showcase events is a vibrant arts curriculum; it encompasses a rich variety of experiences which gives every student an opportunity to discover where their creativity lies and the chance to achieve great things with that creativity.

We offer qualifications in Art, Dance, Drama, Film Studies, Media, Music, Music Technology, Photography and Textiles, as well as peripatetic music tuition and preparation for exams accredited by the London Academy of Music and Dramatic Art.

We are equally passionate about sport. We are fortunate to have great facilities: a sports hall, gym, dance studio, fitness suite, all-weather pitch, all-weather athletics track, playing fields, as well as tennis and netball courts. We offer a wide range of sports opportunities and we hope that every student can find an activity they enjoy and will want to continue the rest of their lives. With teams and tournaments, clubs and competitions, there is a wealth of opportunity.

In Years 7 and 8, there are inter-form competitions, with tutor groups competing against each other in the major sports. Students manage their own teams, captains, tactics and substitutions. Wyvern students compete successfully at local, county, regional and national level in a range of sports.

The Duke of Edinburgh award scheme is a rewarding programme of personal development which encourages students to undertake constructive, challenging and enjoyable activities in their free time - there is a great deal of emphasis on independence and personal responsibility. The award comprises of four units: volunteering (with animals or in the community) skill (hobby, skill or interest) physical recreation (sports, dance, fitness) and expedition (on foot, cycle, horseback or water). Participation in the Duke of Edinburgh award scheme is high at Wyvern and we offer students the chance to achieve both the bronze and silver awards.



## Current Clubs

- Art & Photoshop
- Learning Support Homework Club
- Concert Band
- Cricket
- Teen Gym Sessions
- Rounders
- GCSE Dance Revision
- Choir
- Soul Band
- Gardening Club
- Drama
- Duke of Edinburgh Award
- Big Band
- Tennis
- Warhammer
- Athletics
- Touch Rugby
- GCSE PE Revision
- Chamber Choir
- Football

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## Embrace the Personal Challenges of STRIVE

**STRIVE is an acronym for the personal qualities we seek to promote, reward and celebrate: strength of character, team work, responsibility, initiative, volunteering and enrichment.**

Students study for the bronze STRIVE award in year 7, the silver in year 8 (from Sept 2022) and the gold in year 9 (from Sept 2023). To gain their award, they need to set themselves and achieve personal challenges in the six personal qualities. Their form tutor oversees their completion of the STRIVE award.

The STRIVE award enables students to be accredited for the things they do outside of Wyvern: we do not want college-based activities to detract from the things they are passionate about and get involved in through family and community groups.

### Strength of Character

Challenge yourself – Conduct, achievement, participation, mental health and wellbeing.

### Teamwork

Working together to achieve a common goal, completing a group project, membership in a club, participating in a band, member of a sports team.

### Responsibility

Showing the qualities of leadership. Leading a class discussion, organizing a group, captaining a club or team. Showing responsibility.

### Initiative

Extension of studies of a particular subject you are interested in (Super-Curricular). Options (Year 8), Careers (Year 9).

### Volunteering

Volunteer to help in a project or activity. Performing acts of kindness and helping others. Taking responsibility for an area of college.

### Enrichment

Activities outside of academic subjects - participated in your own free time either as part of a group or on their own. Areas outside of college you are interested in.



## Care about People and Causes

**The Wyvern curriculum is not just made up of courses and clubs. It reminds students of their duty to others, through service, teamwork, kindness and leadership.**

We aim to rouse students into citizens who care about their community and who are a force for good within it.

Every year, groups of students choose to organise campaigns which lead to change “by students, for students” in our college or local area; recent campaigns include creating food banks for disadvantaged students in the college holidays, creating recycling facilities around our site, improving cycle safety, improving college work to eradicate period poverty and improving mental health.

Students have several opportunities to represent other students. The college council allows students to voice their opinions college matters.

Members are elected by their fellow students, discuss a wide range of topics and take the responsibility of the role very seriously. Several students are elected to represent the student body at the governors’ meetings. These students might research one or two key items during the year and then report back to the governing body.

Students can apply to become a Learning Leader which involves providing tours to prospective new staff and taking part in lesson observations. Literacy and Numeracy ambassadors support younger students with their reading and arithmetic.

Each year group also elects a year group charity to support and then students devise a wide range of fundraising activities during the year to raise money in support of these charities.

Our STRIVE award scheme encourages and celebrates students who give their time through volunteering to support charities, organisations and projects – both in and outside college. All the students taking part in our Duke of Edinburgh bronze and silver awards will be expected to volunteer to help somewhere in the community – and they do so over a wide range of activities. We know that whilst they are supporting others, our students will be gaining so much in return; that helping others is great for their self-confidence and self-worth.

“We seek to promote, reward and celebrate: strength of character, team work, responsibility, initiative, volunteering and enrichment.”



## Working with Parents on Think, Grow, Care

**We believe that the personal welfare and academic success of our students can only be achieved by working in close partnership with parents. This partnership is also crucial if we are to help students overcome their problems or difficulties.**

We understand that parents expect clear and quick correspondence when things go wrong but that they get frustrated when they only ever hear from us when there is a problem. Increasingly, teachers send praise post cards and emails home and parents.

We aim to keep parents fully aware of their child's progress through regular consultation, information events and extra personal contact where needed. Each year we provide you with:

- A weekly newsletter, which give you an ongoing account of what is happening in the college and news of events.
- A pastoral review day appointment with your child's tutor to discuss their personal development.
- Online parents' evening appointments to discuss your child's progress in their subjects.
- A parents' information evening at college where leaders will talk through the main issues and events to the year ahead.
- Six half-termly reports on your child's absence and attendance.
- Two reports on your child's PRIDe behaviour in lessons.
- Two academic reports which provide you with information about how your child is progressing in the curriculum for each subject.
- Information about what your child is studying each term in Curriculum Maps on our website.



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