



Wyvern

College





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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. We therefore seek to draw out of them their interests, talents, personal qualities and aspirations because what isn't drawn out of them by the age of 16, can lie dormant and undiscovered in them for the rest of their lives.

We also instil in them a strong sense of social justice and responsibility: to use all that is good within to make a difference to the lives of others and to improve the world around them. Ultimately no student should leave our college without knowing what their talents are, without achieving something significant with them while they're with us or without a clear pathway for further development that will help them find success and fulfilment in their lives.

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 college provides valuable services to local families with its outstanding nursery and community enterprise work. The school's last Ofsted report, from just before I became head teacher, recognised many of these strengths. Most schools have reports which identify best practice in one or two subjects, ours identifies it in 7 or 8. Since then, the college has made further and significant improvements to the quality of the curriculum, teaching, learning, assessment and behaviour. The classroom based research that takes place here on supporting memory and “learning over time” is of national significance.

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 positive, 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. Because technology, information and society are changing faster than qualifications can, employers will always prize people who can continue to learn, unlearn and relearn. Lifelong learning is, then, what's in store for our students. So it's important to draw out of them a love of learning, an enjoyment of school, a positive experience of the classroom that sets them up for this lifetime of learning.

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



A vibrant approach to teaching and learning

This is our core business: student learning and achievement. We are passionate about this and spend our training sessions exploring new ways to help our students learn even better. We expect students to learn in every lesson and to make progress from whatever their starting point may be. 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. Many of them have won local, regional and national awards or attracted research funding for their innovative work. Staff morale is high and teacher turnover is low. As a result, there is a high degree of teacher continuity for students, meaning that their needs and interests are understood more comprehensively.

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. We don't wait until Key Stage 4 to start teaching these skills; we teach them from the start of year 7 so that students can fully master them. 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 of technology and computing; the excitement of sport and drama; the magic of Science, the power of language and number; the wonders of our world with its different people, habitats and cultures; the mysteries of the past.

We keep class sizes as small as we can so that we can give a high level of individual attention to our students. Teachers create a very positive atmosphere for learning with a good sense of fun through their passion for their subjects and the caring relationships they create with students. They plan learning around 4 main concepts:

- **Framing learning:** teachers explain how the lesson's learning fits into the wider plan for success.
- **Activating learning:** teachers design sequences of learning activities which engage and challenge students and which move them forwards in their knowledge and understanding. Activities are matched to the needs of different groups of students to ensure each has the right level of challenge.
- **Adaptive teaching:** teachers check students' understanding throughout the lesson and adapt the pitch or pace of the work in response to students' needs.
- **Developing learning:** teachers give students feedback, home learning tasks and opportunities to revisit previous learning so that their understanding is built upon.

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, we as teachers are dam busters – our job is to unblock the channels of thinking and help students chart new channels.

Wyvern is at the forefront of national research into how teaching, curriculum planning and assessment can be adapted to ensure students retain their knowledge and skills over time, rather than forgetting them shortly after they have been taught them. This is the crux of success on the new GCSEs with their increased subject content and 100% assessment at the end of year 11.

The college places a strong emphasis on monitoring students' progress. Curriculum leaders regularly assess and monitor each individual with the aim of improving achievement. Parents receive regular progress reviews through the year, including predicted grades and attitudes.





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A carefully crafted curriculum

Curriculum Ambitions

- **Ambition 1:** the curriculum leads students to academic accomplishment and fulfilment. It provokes thought, curiosity and scholarship, allowing students to delve into a rich variety of disciplines.
- **Ambition 2:** the curriculum leads students to personal accomplishment and fulfilment, becoming happy individuals with social responsibility and moral purpose.
- **Ambition 3:** the curriculum leads students to appreciate their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it.

Curriculum Offer

Key Stage 3: Years 7 and 8

The KS3 curriculum is broad, encompassing the National Curriculum subjects of English, Maths, Science, Art, a Citizenship, Computing, Geography, History, ICT, MFL, Music, PE and Technology. In addition, the subjects of Drama, PSHE and RE are included. Technology is taught as one subject through a variety of project pathways, which encompass food and nutrition; textiles; systems and electronics; mechanical systems; plastics and timbers. All students have equal access to the subjects that comprise the KS3 curriculum.

Key Stage 4: "GCSE Plus"

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 curriculum is highly personalised to the needs of individual students. They benefit from being able to make choices from over 20 options so that learning programmes are well tailored to meet their individual needs and interests.

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.

B) Broadening students' KS4 education beyond examination courses, with a continuous programme of personal, social, religious and health education, as well as from September 2021, timetabled enrichment "electives".

Across years 9-11, students follow a core curriculum of English Language, English Literature, Maths, Science, PE, RPS and either Computing, Geography, History, French, German or Spanish. The large majority of students choose to do several of these courses by filling one or more of their option blocks with them. Well over half follow the full Ebacc curriculum.

In total, we offer over 20 optional courses for students to study. These courses are not pre-set into option blocks for students to choose from. The blocks are recreated every year out of student choices. The flexibility this creates allows the college to personalise the curriculum, not just for groups but for individuals too who can combine GCSE courses with applied and vocational courses to suit their personal interests, talents and aspirations.

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. Wherever there is demand for a club or activity, we will always try to find a way to make it happen.

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. It secures high quality further education placements and prepares students for the world of work and a lifelong interest in learning. It makes students ready for life in modern Britain as active, responsible citizens who have well considered opinions about issues and a respect for the diversity of opinions on those issues.

Key Stage 3 curriculum (years 7-8)	
English	8 periods
Maths	8 periods
Science	6 periods
Foreign Language	4 periods
PE	4 periods
Geography	3 periods
History	3 periods
RE and PSHE	2 periods
Design and Technology	4 periods
Information Technology	2 periods
Art	2 periods
Drama	2 periods
Music	2 periods

Key Stage 4 curriculum (years 9-11)	
English	8 periods
Maths	8 periods
Science	8 periods
PE	2 periods
RE and PSHE	2 periods
Option 1	5 periods
Option 2	5 periods
Option 3	5 periods
Option 4	5 periods
Enrichment & Interventions	2 periods

High Levels of Achievement

Wyvern staff support students in working towards individual, academic targets. These targets are “challenging yet achievable” and they are set higher than the rates of progress that, nationally, students make on average, given their starting points.

Students make at least the progress they should in each one of the core, academic subjects of English, Maths, Science, Humanities and Languages. Student progress in Maths, Humanities, Languages and Combined Science is well above the national average.

Beyond this core curriculum which all students follow, standards are also very high in additional courses. Every year, Hampshire County Council compares school performance in each subject of the curriculum and compiles lists of the 4-5 schools with the strongest subject performance in the county. Wyvern has appeared in the “strongest performance” category for the following subjects: Biology, Chemistry, Citizenship, Design and Technology (Systems and Control), Music, Physics, RE and Spanish. When Ofsted inspected Wyvern in 2018, it identified particularly strong learning and progress in English, Spanish Art, Music, Drama, Technology, Maths and Humanities (Geography, History and RPS): “these lessons were exemplified by high levels of challenge.”

We challenge students to achieve the very highest grades at GCSE. The proportion of students reaching the high grades of 7-9 compares very favourably to other schools; whereas the top grade 9 is awarded for the top 3.5% of students nationally, 7% of our students gained it in 2019 and 2020: double the national average and these were achieved across 18 subjects, demonstrating the high academic standards that can be found at Wyvern.

The high performance across of the curriculum means that students are very well prepared for their next steps. The proportion sustaining further education into year 12 is above the national average and students have a strong foundation for their 6th form studies and university applications. Every year ex-Wyvern students are offered places at Oxbridge.



Whatever our students aspire to be, we are here to support them. We value each of them, not just for who they are but also for what they can become.





Developing the whole child

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 too. In particular, we value kindness, compassion, social maturity, moral purpose and social responsibility.

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. 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.



Students' well being, personal development and mental health are as important to us as their results.

With teams and tournaments, clubs and competitions, there is a wealth of opportunity. Wyvern students compete successfully at local, county, regional and national level in a range of sports.

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.

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. Participation in the scheme is high at Wyvern and we offer students the chance to achieve both the bronze and silver awards.

Tutor time amounts to just under 10% of the students' curriculum time and this year we have planned an ambitious personal development curriculum for next year's tutor time. In years 7, 8 and 9 this will be based on our STRIVE personal development award. STRIVE is an acronym for the personal qualities we seek to promote, reward and celebrate through this award: strength of character, team work, responsibility, initiative, volunteering and enrichment.

The STRIVE award enables students to be accredited for the things they do outside of Wyvern:

Through our STRIVE award, we are committed to nurturing our 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 and improving mental health. Each year elects a charity to support and students devise a wide range of fundraising activities during the year to raise money in support of these charities.

STRIVE also encourages students to play a full part in the life of their more immediate community - their college.. The active student-run college council allows students to voice their opinions college matters. Members are elected by their fellow students, discuss a wide range of topics. 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 providing tours to prospective new staff and taking part in lesson observations.

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.

Bespoke Pastoral Care

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 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.

Students also benefit from the advice and guidance given by other students. Year 10 students are trained as peer mentors to year 7; others provide one to one academic mentoring such as literacy or numeracy. We encourage students to talk to each other when they are experiencing similar difficulties or challenges in their lives. We have support groups for young carers and for those suffering bereavement.

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.

We recognise that pastoral care is often needed most when students 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.

We care very much about our students but we have tough care. Tough care means that we only accept high standards of work and behaviour – because we know students can succeed, improve and achieve with these high standards. The result of tough care is that students will have opportunities, chances and choices in their lives that the otherwise wouldn't have.

With tough care we don't lower the standards or make excuses for anyone. We work really hard to help them meet those standards. We can't think very highly of our students if we don't challenge poor habits and outlooks. With Tough Care we work hard for students but expect them to work hard for themselves. We reward their successes and celebrate their achievements with tremendous pride but also hand out sanctions when they haven't given thought, care or attention to the things we need them to. We give students all the support and encouragement they need to overcome their difficulties, but don't accept them using those difficulties as an excuse for not trying. Tough care requires us to balance the support we give them with challenge and accountability. We can only get this balance right if we form warm, positive, mutually respectful relationships with them and their parents, recognizing that some students won't follow rules but do follow people.

Tough care also requires us to know our students fully, including understanding their needs. It requires us to meet those individual needs with inclusive and adaptive teaching, bespoke pastoral support and a personalised curriculum.

Our PRIDE expectations are for "every student, every lesson, every day"

There are very clear boundaries about acceptable behaviour. At the heart of those boundaries is the belief that education is something to be respected and valued by students; that no one has the right to disrupt the learning of any student or to mistreat them.

Every student has the right to learn; every teacher, the right to teach. No-one has the right to prevent that. We deal decisively with those who do disrupt learning, removing them from lessons so that everyone else can continue with their studies. The very large majority of our students go through their 5 years at Wyvern, never encountering a sanction at all.

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



"we work hard for students but expect them to work hard for themselves".



Home and School

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. There are annual parents' evenings for each year group, plus additional meetings to provide key information on particular subjects. The school's system of pastoral care is centred on the tutor group and year group. Form Tutors care for students' personal welfare and monitor academic progress and are the initial contact points for parents, who are encouraged to get in touch whenever they feel there is need. Our experience is that a telephone call or brief meeting is usually sufficient to sort out any problems that arise.

Parents receive regular Progress Reviews through the year, including an assessment in all subject areas of progress and attitudes using the Wyvern's PRIDE values. In addition, they are invited to an annual parents' evening and can contact the school at any time if they have concerns about their child's work.

We aim to give parents the information they need to support their child's education. On our website, we provide curriculum maps for each subject's learning for the term ahead. These will outline the knowledge, skills, concepts, assessment criteria and key terminology that students will be taught, together with suggestions on how this learning can be reinforced at home.

We value parents' opinions and give parents frequent opportunities to feed back to us. These responses are taken extremely seriously and are used to help us plan the improvement priorities for the college.



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