

## WYVERN COLLEGE IMPROVEMENT PRIORITIES 2017-18 (Year 1 of 3)

Wyvern College - A Church of England Academy — aims to raise further academic aspiration and achievement at all levels, promoting the personal development of students and the professional development of staff. Actions below apply to both staff and students and promote the shared and Christian values of Courage, Commitment and Compassion. As members of the Magna Learning Partnership we seek to take full advantage of MAT opportunities to increase capacity; celebrate success through effective marketing and advertising; develop Governance; reduce expenditure, whilst raising quality.

### KEY PRIORITY—RAISE ATTAINMENT AT GCSE THROUGH **CONSISTENT, DETERMINED AND MEASURABLE ACTION**



#### Area 1. Ethos - “I have come that they may have life, and have it to the full” John 10:10

- Enhance the distinctively Christian ethos in acts of worship and visibly in lessons
- Enhance the College’s Christian values of Courage, Commitment and Compassion with improved respect between all members of the college community.
- Build a positive growth mindset for all – I can do...
- Increase parental engagement and effectiveness through targeted support
- Ensure the impact of student voice to provide a positive experience of school, *including students evaluating and enhancing collective worship*
- Enhance the use and culture of rewards at all levels
- Model the code of conduct and policies consistently, particularly caring for each other
- Celebrate the positive contributions from staff, promoting aspiration and resilience

#### Area 2. Achievement & Curriculum

##### To raise attainment:

- Achieve a Progress 8 score that is above the National Average
- Align performance data exactly to mastery statements
- Improve accuracy of numerical assessment data to reflect the emerging GCSE picture nationally
- Develop a forensic RAG process in every subject meeting with SISRA correspondingly updated
- Support parents to understand assessment of work and drive improvement
- Ensure the curriculum is routinely adapted to meet the needs of all learners
- Demonstrate British Values explicitly in lessons and acts of worship
- Increase uptake of an Ebacc curriculum
- Support the range and quality of extra-curricular opportunities to enable full participation

#### Area 3. Teaching & Learning

##### To improve outcomes:

- Ensure leaders use the Teachers’ Standards as the minimum expectation for teaching and learning
- Ensure that all marking is linked to the mastery curriculum and mapped accordingly
- Ensure teachers are offering challenge for every more able student
- Grow outstanding practice in the classroom and share best practice
- Develop independence and resilience from purposeful homework tasks
- Promote active and independent learning through innovative teaching and taking risks
- Develop Quality Assurance by Middle Leaders to provide rigorous monitoring and evaluation
- Develop further the opportunities for bespoke Continuing Professional Development (CPD)
- Take every opportunity to fill students’ experience with ‘memorable moments’

#### Area 4. Behaviour & Attendance

##### To create a positive and supportive learning environment:

- *Eradicate tolerance of low level disruption at classroom level*
- Ensure consistency of everyday routines, especially registration and responding to behaviour
- Develop pride through excellent conduct and appearance
- Embed the ethos of ‘this is a school in which bullying cannot occur’
- Raise attendance, with a particular focus on persistent absenteeism

##### **For disadvantaged students:**

- Eliminate Progress Gaps in all subjects
- Improve use of assessment information on disadvantaged students to drive relentless intervention at subject level
- Ensure disadvantaged students are prioritised within every RAG discussion

##### **For disadvantaged students:**

- Teachers to own data and intervention with disadvantaged students
- Middle Leaders ensure that underachieving disadvantaged students are identified and supported at subject level – eliminating any gap with their more privileged peers
- Experience best practice in marking and assessment
- Ensure that More Able disadvantaged students receive personalised challenge and support
- Ensure that disadvantaged students have full access to extra-curricular activities

##### **For disadvantaged students:**

- Close the attendance gap for disadvantaged students, with an individual focus on vulnerable students.
- Eliminate persistent absenteeism