# Wildern School

**Care, Quality** and **Opportunity** are the key foundation stones that Wildern School is built upon. These words are the embodiment of all we do. When you join Wildern you become part of this ethos; creating the environment required to support our students to do their very best in a time when competition nationally and globally is so high and achievement matters so much more.

**Care.** We care for all our staff, nurture their career path and development; encouraging them to set high expectations of themselves and our students, be creative in their field of expertise and take risks; questioning the status quo to improve outcomes.

**Quality**. We create a culture of high expectations, high aspirations, where to succeed is the norm. Our staff get exceptionally high training opportunities both within Wildern, its Teaching School and externally. Here, you cannot want for opportunities.

**Opportunity.** This is an exciting time to join the teaching profession. There are a myriad of opportunities at Wildern with learning very much at our heart. Staff development, research projects, career progression are just a small part of the opportunities available.

If you would to like to find out more, get in touch and come and see what Wildern has to offer.



Ceri Oakley Associate Headteacher



Marie-Louise Litton Headteacher

For current vacancies, visit [www.wildern.org](http://www.wildern.org)



Wildern School is an 11-16 co-educational, non-denominational school, founded in 1933. Our school has grown and developed through time with a focus on a broad and balanced curriculum that is contemporary, dynamic and rich; everything needed for 21st Century life.

The School has a wealth of outstanding features which have now been recognised in three excellent Ofsted reports and by a host of other national awards.

The School is known for its very high quality teaching and academic achievement combined with strong commitment to pastoral care. Students are for the large part exceptionally well-behaved and embody our rights respecting ethos.

Our key principles and ethos are built around the words Care, Opportunity and Quality which we believe underpins all we do to ensure that our students achieve their very best and enjoy their journey through school.

As a comprehensive school we cater for students of all abilities. However, we expect and require all students to be keen to work hard, to be willing to do their best, and to share our commitment to have the highest possible standards.

We also expect that parents will work in partnership with us to provide all the support needed for students to gain the most from the opportunities afforded them.

## Location

Our school is situated in the centre of Hedge End and was built in 1933. Hedge End is a town and civil parish in Hampshire, England. Situated to the east of the City of Southampton, it adjoins the districts of West End and Botley. Hedge End lies within the Borough of Eastleigh and is part of the Southampton Urban Area.

A good road network (M27/M3) gives easy access to the recreational areas of the Solent, Dorset coast and Bournemouth (40 minutes by car). Currently, some staff live within the

catchment. Many live in Southampton, Winchester or Portsmouth. A good number commute from as far as Bournemouth and West Sussex.

## The School



The school is one of the largest and most successful co-educational comprehensives in Hampshire. Our admission number is 372 per year group, and there are currently 1900 students on roll.

The school serves a predominantly urban catchment area through Hedge End, West End and Botley. The school is very popular and heavily oversubscribed.

Headteacher Marie-Louise Litton has been in post since September 2007 although has worked at Wildern for 18 years. The Associate Headteacher responsible for day-to-day management is Ceri Oakley.

In addition, the leadership team comprises Mark Chance, Deputy Head (Pastoral), 5 Assistant Headteachers (Data and Progress, KS3, KS4, Teaching and Learning and ICT systems and communication) and a Business Manager.

The school is organised into nine curriculum areas (with approximately 140 FTE teaching staff), and the pastoral structure is based on five Year groups.

The School has a number of national awards. These include being a Level 2 Rights Respecting School, the Eco Green Flag Award, Artsmark Platinum, Naace ICT award and 360 Degree e-safety mark.

The key findings of Ofsted in November 2012: This is an outstanding school.

- The governing body, the Headteacher and senior leaders expect all students to do as well as they possibly can in both their academic and personal development. These high expectations have been very effectively shared with, and embraced by, all the staff working in the school.
- Examination results attained by Year 11 students have been well above the national average for a number of years. The progress made by students between Years 7 and 11 is outstanding.
- The quality of teaching is outstanding. Teachers are highly skilled, enthusiastic and ambitious practitioners. Lessons are packed with a range of interesting activities and no time is wasted.
- Teachers know students well and carefully adapt work so that it matches the level at which they are working. However, just occasionally, activities are not closely matched to the learning needs of low-attaining students. As a result, this very small group of students makes good rather than outstanding progress.
- Students are proud of their school and talk very positively about the range of opportunities it provides for them. Their behaviour in lessons and around the school site is exemplary. Students rightly feel very safe in school and very well cared for.
- Senior staff and members of the governing body undertake regular checks on all aspects of school life. As a result, they have a clear and accurate picture of the quality of teaching and students' achievement. They take effective action to address any areas of concern.

## Student Progress

65% of all students secured Grades 4 to 9 (in the new grading system) in English and Mathematics last year.

Our GCSE results are strong with 63% of students achieving five standard GCSE passes including English and Mathematics last year.

Attainment 8 score = 47.69 showing average student achievement across the government's suite of 8 subjects (English, Mathematics, 3 from Science, Geography, History, Computer Science or MFL and any other 3).

17% of all grades were A or A* (or Grades 7, 8 or 9).

66% of students achieved strong EBACC passes and 17% of students achieved standard EBACC passes.

## Career development

### NQT

Typically the school will recruit up to 12 NQTs in an academic year. There is a very well established programme of induction and support. NQTs have additional non-contact time to meet with a dedicated NQT mentor. This mentor will usually be from within the department. In small subject departments the mentor might be the subject leader. In larger departments the mentor might be a teacher who has been teaching for only a few years.

### RQT

The support continues beyond the NQT induction year with a comprehensive RQT (Recently Qualified Teacher) programme.

However career opportunities and development do not end there. Staff have many opportunities to continue their learning as well as to develop leadership qualities

Our school is focused on research as part of the development of teaching and learning and there are many groups that staff can join to be part of this process; many of the findings are used whole school in order to adjust school practice to improve learning outcomes for students.

Most staff who leave Wildern, leave for promotion and for us this is extremely rewarding as it shows that their time here has supported their teaching pedagogy, aspiration and career development.

However, there are plenty of career enhancement opportunities within school and it is not unusual for several internal promotions to be advertised each year.

We have three distinct career pathways which can lead through to Senior Leadership posts:

- Subject responsibilities – Director of Learning, Assistant Directors of Learning (3 in the core areas).
- Pastoral responsibilities – Director of Progress and Achievement (DoPA) and Assistant Director of Progress and Achievement (ADoPA).
- Lead practitioners leading to Senior Leaders for Learning (SLL) – these are far reaching whole school roles from Literacy coordinator, House coordinator, More Able coordinator to NQT coordinator

In appointing staff we are always looking to spot talent for future roles within school. Many of our vacancies have been filled from talent within our staff team for example of our 5 DoPAs all have been appointed from within.

We are a member of several local collaborative networks, some of which we lead as a SCITT and Teaching School. We have particularly close links to the University of Southampton, are a member of the Eastleigh Consortium, PiXL and the national Leading Edge network.

You may wish to visit our website to get a further flavour of Wildern; being a Rights Respecting school, Student Voice, Extra-curricular experiences, the curriculum areas, our accreditations, Ofsted inspection (2012) and so much more…

We believe that Wildern is a very special place and one that once you have visited, you will want to be a part of and will not want to leave.