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| **The School and its Location** |

Calderstones School is an 11-18 co-educational comprehensive school serving a culturally diverse community. It is situated in South Liverpool on the edge of Calderstones Park.

The school, which is popular and over subscribed, is proud of its tradition of caring for students as individuals. A large proportion of students stay on into the Sixth Form with the majority going on to higher education.

A PFI scheme in 2002 resulted in some £12 million being spent on upgrading all of the school’s facilities. The specialist status capital grant and sponsorship allowed a further sum of £150,000 to be used to enhance the site’s buildings.

The school now operates within a mix of traditional and modern facilities. Two of the buildings are Grade II listed buildings: one of these is the main reception area, the other the Sixth Form Centre. Amongst other facilities the school has:

* a purpose built science block with 15 laboratories;
* an arts wing containing 21 classrooms, four art rooms, three music rooms, a drama facility and a multipurpose cafeteria;
* a design & technology wing with eight workshops and two classrooms;
* a resource centre which houses Key Stage 3 and Key Stage 4 library and internet facilities;
* a separate ICT area consisting of five ICT suites plus dedicated ICT rooms in every wing;
* a sports hall, swimming pool, two gymnasia and changing facilities, all of which were completely refurbished in the 2002 development;
* a very well equipped facility including an ICT room, a dance room and a sports science room that provide an excellent learning environment during the school day and that is used extensively during most evenings to meet the needs of our local community.

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| **School Aims** |

The aim of the school is to educate students of all abilities, each to a maximum of his/her potential, so that every boy and girl can enjoy a high quality of life and contribute responsibly and fully to the life of the community. To achieve this general aim we are concerned:

* to provide a broad and balanced curriculum, the quality of teaching and the climate for learning necessary for the individual to develop skills, abilities, interests and potential to the full
* to foster good relationships between parents, teachers and students;
* to enhance the students' learning and development through the provision of a wide range of extra-curricular activities;
* to provide the staff with the support and training to achieve the aims of the school;
* to promote an orderly, caring community in which truth, integrity, courtesy and respect for the needs of others are valued.

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| **The Students** |

Currently, there are 1430 students on roll including 221 in the Sixth Form. The school’s overall admission limit for each year group is 255 and the school is always oversubscribed. With effect from September 2017, the school will increase Year 7 intake to 265.

The Student Council is a forum in which students can voice their opinions and suggestions for developments to the school.

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| **The Staff** |

The establishment of the school is 112 teaching staff and 37 non teaching staff.

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| **The Governing Body** |

The experienced, active and supportive governing body is comprised of 17 governors – 5 parent governors, 1 staff governor, 9 Co-opted governors and 1 LA governor and 1 Headteacher.

The governing body operates through four committees

* Personnel
* Resources
* School Improvement
* Pupil Welfare.

There are student representatives on the Governing Body.

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| **School Organisation: Leadership and Management** |

The Leadership Group comprises:

The Head Teacher, Deputy Head Teacher (student support) and three Assistant Head Teachers leading on ‘student support’, ‘teaching and learning at key stage 3’ and ‘teaching and learning at key stage 4’ respectively, three Associate Assistant Head Teachers.

The non teaching staff structure is led by a Human Resources/ Administration Manager and Business Manager who report directly to the Head Teacher.

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| **School Organisation: The Curriculum** |

The curriculum is subject based. The school timetable consists of 25 teaching periods, 5 per day.

At Calderstones, we believe in developing and delivering a skills-focused curriculum through which students are equipped with the key competencies required in an ever-changing world. Knowledge and understanding are clearly fundamental to this but we believe that these are mainly the stepping stones to students developing a greater sense of evaluation, synthesis and creativity. Crucially, we strive to offer a curriculum that is stimulating, engaging and enjoyable for students.

All of our year groups follow the National Curriculum covering the subjects you’d expect such as Maths, English and Science. At Key Stage 3 (Years 7 through to 9), students will study up to 15 subjects on their timetables. As well as this, there are plenty of opportunities for students to pick up on other subjects and learning outside of their day-to-day timetables.

At Key Stage 4 (Years 10 and 11) we offer a range of courses which lead to qualifications. Students choose their options in the Spring of Year 9 following the guidance and advice provided and some subjects will begin KS4 courses of study before the end of Year 9. The ‘Pathways’ system at KS4 is well matched to students’ needs and interests and provide a good range of options. We also have an alternative curriculum for the small number of students for whom a more vocational route may be more suitable.

**Key Stage 3:**

In the first three years all students will study the core subjects in the National Curriculum, i.e. mathematics, science and English. They will also study the other foundation subjects of a modern foreign language, history, geography, PE, art, music, design technology and RS. In addition pupils at Calderstones have lessons in computer science and PSHE /citizenship. Spanish is increasingly available as a second foreign language in addition to French.

**Key Stage 4:**

Most students at Key Stage 4 will study for qualifications in the following subjects:

English Language English Literature

Mathematics PE (GCSE or Core)

Religious Studies

Combined Sciences (unless they take all three Sciences as options)

The school also offers GCSE qualifications in a range of subjects:

Art Biology

Business Studies Catering / Food Nutrition

Chemisty Child Development

Computer Science French

Geography Spanish

History ICT

Music Photography

Physics Product Design

Sociology

**PATHWAYS**

Individual students will be informed as to which Pathway most suits their requirements and abilities. This decision is based upon their level of attainment in the Spring Term of Year 9 in each of the following subjects – English, mathematics, science, French, geography and history

**Pathway 1**

This route will be followed by approximately half of the year group. They will take the full range of subjects necessary to achieve the English Baccalaureate (E Bacc), plus 1 or 2 option subjects.

**Compulsory “E Bacc.” Subjects Options**

English Students will choose one or two

Mathematics subjects from the non ‘EBacc’ list

Science (2 or 3 GCSEs)

History and/or Geography

French and/or Spanish

**Pathway 2**

This route will be followed by approximately half of the year group. They will be able to take the full range of subjects necessary to achieve the English Baccalaureate, but will be given more lessons in these subjects. Students not opting for the English Baccalaureate subjects may choose 2 options instead of History/Geography and French/Spanish.

**Compulsory Subjects Options**

English Students choose 2 options

Maths from a list of both EBacc

Science and Non EBacc subjects.

Physical Education

Religious Studies

**Vocational Route**

This route will be followed by very few of the year group. They will spend one day taking Modern Apprenticeship Courses at a community college and four days in school taking compulsory subjects.

Students on all pathways follow national external examination board syllabuses and continue to have lessons in Citizenship, PE and RS. In Year 10 students undertake 2 weeks of work experience.

It is the policy of the school that all students should take examinations in Year 11.

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| **School Organisation: The Sixth Form** |

The sixth form of some 207 students (108 Year 12, 99 year 13) is based in it’s own building and has a long and fine tradition of academic excellence.

In the Sixth Form there are a wide range of ‘A’ Level courses for students to choose from. All examinations follow the linear model so are taken at the end of Year 13. Part of students’ time in Sixth Form is spent in independent learning, working by themselves on activities set by their teachers in our Sixth Form Resource Centre or library. Some students also choose to take an Extended Project Qualification equivalent to an AS level course. Provisional choices for 6th form subjects are also made during the Spring Term of Year 11 but final choices are confirmed after the results day in August.

Students in Years 12 and 13 are assigned a tutor who offers support with university applications and careers advice.

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| **School Organisation: Special Needs** |

The school’s SENCO leads a highly regarded SEND department. The department operates from a dedicated SEND room which is open to students throughout the day and is equipped with all of the latest diagnostic multi-sensory ICT programmes.

The eportal system provides all staff with detailed information of the individual needs of students on the SEN register. Most pupils on the SEN register make good progress.

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| **School Organisation: Pastoral and Achievement** |

Pastoral care is based on a year structure. Each year group has a Head of Year and an Assistant Head of Year who are responsible for monitoring the academic and social progress of their students and for general questions of discipline.  A Pupil Support Secretary is assigned to each year group. Year staff are supported by four Learning Support Mentors who work with individuals from all year groups.

Each student is placed in a form class and is the responsibility of a Form Tutor. Students in Years 7-11 stay with the same Form Tutor and year staff throughout. Sixth form students are allocated a specialist Sixth Form Tutor.

The school utilises the expertise of many agencies in order to enhance student support including: CAHMS, YPAS, Social Services, BEST team, Young Runaways, Young Addaction, Young Carers, Stay Safe and the Forced Marriages Partnership.

Links with local businesses, The Liverpool and Sefton Chamber of Commerce, The Enterprise Adviser Network and Business in the Community allow the school to offer a wealth of CEIAG opportunities which ensure that  all students receive appropriate advice and guidance on potential progression routes.

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| **School Organisation: ICT** |

In recent years, the school has expanded the role of ICT both as an aid for learning and teaching and as an administrative tool to reduce workload.

All teachers are allocated their own laptop computer and all classrooms, staffrooms and offices are hardwired to the main school database so that registration together with class registers for every lesson is done electronically. The school has developed an electronic assessment system for the whole school and all reports are generated electronically by administrative staff from data which teachers input to their laptops. All communication between staff is via e-mail.

A Virtual Learning Platform, FROG, has been operational since March 2010.

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| **Teacher Training** |

We have well established links with local teacher training organisations and support at least 20 ITT students every year. CPD is a high priority for all staff and takes place in-house and via external providers.

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| **International Links** |

Students are involved in an Afri-twin scheme and have supported a Gaza-art project.

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| **Extra-Curricular Activities** |

The School provides subject enrichment through field study and residential visits and a wide range of extra-curricular activities. Opportunities in music and the performing arts, sport, the Duke of Edinburgh Award Scheme and Enterprise activity are all available.

A School Council meets regularly to discuss aspects of the school and members of that Council act as representatives to the Liverpool School’s Parliament.

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| **Links with Partners** |

The school has strong links with 11 schools to support science and enrichment activities for STEM subjects.

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| **Links with Parents** |

The school provides regular meetings with parents to discuss the progress of individual students and these are very well supported.

The eportal and the virtual learning environment (FROG) enable parents and carers to communicate easily with the school and to participate in discussions to meet specific needs such as through a transition forum for Year 6 pupils. The school has in place a programme called ‘Making the move together’ for ‘hard to reach’ parents.

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| **Links with the Community** |

The school has extensive community links. It acts as an adult education centre two evenings per week offering a wide range of leisure and academic courses and encourages the use of facilities by the local community. Well established links exist with local businesses.

Good links exist with Liverpool University, Liverpool Hope University and Liverpool John Moores University. There are well established links with the community police and strong links with Liverpool Compact and Liverpool Connexions that provide excellent enterprise and work opportunities for students at Key Stage 4 and guidance to Key Stage 4 and 5 students respectively.

Calderstones is a member of the Liverpool Schools South Sports Partnership and works with a range of organisations such as the Brook Advisory Service which has delivered a pilot out-reach programme relating to students’ sexual health.