



Calday Grange Grammar School

INFORMATION PACK FOR CANDIDATES



Introduction from the Chair of Governors **Ms Caroline Ashcroft**

Dear Applicant

On behalf of the Governors and the whole Calday Community a very warm welcome and I thank you for your interest in working at Calday Grange Grammar School.

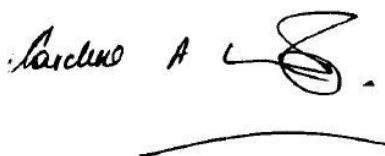
Founded in 1636, we are a high achieving innovative school with traditional values. We offer an enriched diverse curriculum and the results over the last 6 years have ensured that we are an oversubscribed school. However, whilst results are important, it is essential that we maintain an environment where our whole community has the opportunity to achieve their full potential. As you will see, our prospectus identifies the many academic and extra-curricular opportunities that are available to our students.

As a community, we are extremely proud of the wide range of sporting teams that we field and the professional musical and dramatic productions that are open to all throughout the year. We are also proud of our Combined Cadet Force.

The outcomes that we seek for the Calday family are facilitated by not only a good teaching and learning environment but by positive engagement amongst our stakeholders.

The Governing Body are committed to recruiting individuals of the highest calibre with the energy and vision to assist those within the community to achieve their full potential.

We look forward to receiving your application.



Welcome from the **Headteacher**

Thank you for your interest in joining Calday Grange Grammar School. This is an exciting opportunity. Education at Calday is grounded in tradition with a modern outlook.

We aim to prepare our students for the challenges of the 21st century and strive to create the next generation of leaders.



The school aspires to create articulate, confident, rounded citizens with enquiring minds who have a life-long love of learning. As an old Chinese proverb states, "Learning is a treasure that will follow its owner everywhere".

Our success is built on high standards of teaching and pastoral care. A House system provides students with a sense of identity in what is a large school. We recognise that young people face significant challenges in their formative years and have tailored our systems to support them.

At Calday, we value the individual and provide a range of experiences for our students. Education is so much more than achieving success in examinations and there is a wide offer in terms of enrichment, from a large Duke of Edinburgh programme to a Combined Cadet Force. Calday music and drama productions are renowned for their quality throughout the local area.

The school is a warm and welcoming place for students, staff and visitors. It is a dynamic environment that never stands still. I am honoured to call myself the Headteacher of this esteemed institution and I very much hope that you will want to join me. I look forward to receiving your application and meeting you in the near future.

Stephen Gray
Headteacher



Calday's motto is 'Ambition, Respect and Pride'.



We promote **ambition** in all of our students to be the best that they can be. The school has a long list of illustrious former students whose success inspires others. Our most recent Ofsted report, in September 2019, stated that, "Leaders and staff create a highly ambitious culture at Calday Grange Grammar School".

Respect is a core value within the school. We expect mutual respect between staff and students and for everyone to respect each other.

Pride in oneself and the school community.



THE SCHOOL

Caldy Grange Grammar School has an established reputation in the local and wider community and most students entering the school at 11 remain for seven years before moving on to Higher Education. The school has approximately 1514 students on role and a staffing establishment of 180, including 100 teachers. The school admits boys only from 11 to 16. The mixed Sixth Form is one of the largest in the North West of England and currently there are 390 students, including 65 girls. The school is strongly supported by its Governing Body and Governors are ambitious for the continuing success and development of the school. Students are drawn from across Wirral and further afield. Entrance is determined by two Verbal Reasoning tests and the process is overseen as part of a co-ordinated admissions scheme.

THE LOCAL CONTEXT

The school is one of six Grammar Schools (three boys' and three girls' schools) serving the area. Calday Grange Grammar School is situated in West Wirral and is in close proximity to West Kirby Grammar School for Girls. The other Grammar Schools are situated towards the east of the Wirral.

The school is sited in a very pleasant residential area of Wirral close to the Dee Estuary. The surrounding area is one of outstanding beauty, including the Hilbre Island reserve, Thurstaston, the River Dee and the Wirral Way Country Park.

The school has extensive playing fields and an enviable record in mainstream and minority sports. The playing fields are located at the school site and there is a swimming pool. The off-site facility (about one mile from school) includes three rugby pitches, a synthetic hockey pitch, a cricket square and a pavilion with six changing rooms.

The school has modern and attractive facilities for students and staff and the present impetus for development and improvement is strong. This, together with the school's academic record, has created a general air of purpose, optimism and confidence. Calday is an attractive environment in which to learn, to teach and to work.

THE NATURE OF THE SCHOOL



The school has a distinctive ethos and considerable importance is attached to the values the school seeks to articulate. These are set out clearly in the school prospectus. There is an emphasis on encouraging students not only to acquire qualifications, but to develop a respect for scholarship and learning. The school aims to create articulate, critically minded young people who can reach a balanced judgement and make a wider contribution to society. In addition, the school emphasises the importance of inculcating personal values such as self-discipline, initiative, reliability and punctuality. The school was inspected by OFSTED in September 2019. The school was graded as 'Good'.

Pastoral care, school ethos, personal growth and academic success are closely linked. All colleagues are responsible for the pastoral care of the students.

All students are members of one of the three school Houses. The Sixth Form has some pastoral independence and is run by a small team who manage the form tutors. Each of the Houses in years 7-11 is headed up by a Pastoral Leader (Teaching) and a Deputy (non-teaching) with around 12 form tutors, who take care of the basic needs of most of the students.

The Pastoral Faculty, like the academic faculties, is led by a Faculty Head and takes responsibility for pastoral development working alongside and supporting the academic faculties.

The values the school seeks to project are reflected in school publications and communications and in the very wide and varied extra-curricular programme. Although academic achievement remains the major school aim, great emphasis is placed upon extra-curricular activities that complement the formal curriculum. This includes successful House competitions which take place in music, sport and drama and chess each year. There are ceremonies to celebrate achievement in a wide range of disciplines and activities.

The school has a fine sporting tradition in rugby, football, hockey, cross-country, swimming and cricket and usually has county or national representatives in the major school sports. We constantly compete at local and national level at many sports and we are regularly a top performing state secondary school. In 2019, we were placed seventh in the national standings. There is also a well established drama and music tradition in the school and an active Combined Cadet Force dating back to 1916. The school is keen for all staff to play a significant role in the extra-curricular life of the school.

ACADEMIC ACHIEVEMENT

GCSE Results 2020

- 99.6% of all GCSE entries were at grade 4 and above
- The percentage of entries achieving grade 9 was 15.9% and grades 7-9 was 60.5%

The school also boasts an excellent set of E-Baccalaureate results, with 86.8% of students attaining grades 9 – 4 in the E-bacc subjects. Progress at the school as measured by Progress 8 was 0.41, meaning that on average students achieve 2/5 of a grade higher than is expected, compared to their peers nationally.

A Level Results 2020

- 99.3% of students gained A*-E grades
- 34% of students gained A*/A grades
- 62% of all students gained A* - B grades

Please visit the school website for more information.



GOVERNANCE, LEADERSHIP AND MANAGEMENT

Governing Body

Calday Grange Grammar School's success, and ambition for the future, is driven by and shared with our Governing Body. Our Governors bring considerable expertise from many areas of public and commercial life. With the interests of the school and every child within it at their heart, they give freely of their time, working closely with the School Leadership Team as appropriate. The Governing Body consists of 13 Governors in total, including staff and parent Governors.

Leadership and management

The day-to-day running of the school is delegated to the School Leadership Team, which currently consists of two Deputy Headteachers, one acting Deputy Headteacher, one Assistant Headteacher and one acting Assistant Headteacher. The posts advertised are part of an SLT restructure and will give us capacity to drive the school forward. Please see the diagram at the end of this pack.

ETHOS AND VALUES

At Calday Grange Grammar School we are clear about the achievement – academic and personal – we aim to foster in our students.



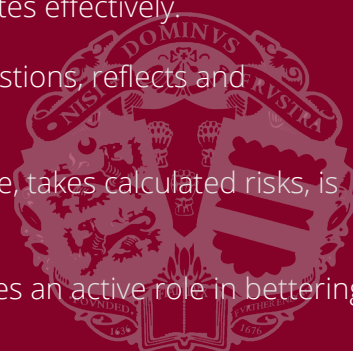
First, every student must master a range of core subjects to a high level – including critically mathematics, English, the sciences and – increasingly – effective use and understanding of computer science. These are core because only when young people have reached a sufficient standard in them can they make substantive progress in their studies and wider life. They furnish the essential scaffolding for gaining other knowledge and skills, whether in the classroom or a workplace.

Secondly, there are what we term the ‘enabling subjects’ – those that expand and enhance the core subjects – including humanities, languages, arts, technical and practically-based subjects. The range of these and the extent of specialisation in their study will vary according to interest and design. These are the subjects that equip a young person to move on – either to university, or to an apprenticeship or vocational qualification. Every student will do a different mix of these, but all routes will be rigorous and stretching.

Finally, there is a set of behaviours and attitudes, a kind of social literacy that we must foster. An exclusive focus on subjects for study would fail to equip young people with these, though rigour in the curriculum does help. These personal behaviours and attributes – sometimes termed character – play a critical role in determining personal effectiveness in their future lives, and should be part of our vision. Developing a pattern of behaviour, thinking and feeling based on sound principles, integrity and resilience involves using curricular and non-curricular activities to help bring out those qualities in young people.

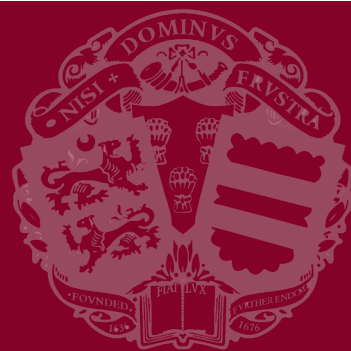
These personal behaviours and attributes that we seek to develop are;

- A confident person who has a strong sense of right and wrong, is adaptable and resilient, knows themselves, is discerning in judgement, thinks independently and critically, and communicates effectively.
- A self-directed learner who takes responsibility for their own learning, who questions, reflects and perseveres in the pursuit of learning.
- An active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence.
- A concerned citizen who has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around them.



The school mission statement, 'Ambition, Respect and Pride', is encapsulated on a daily basis by promoting and celebrating...

- Personal and Professional Excellence
- Ambition
- Respect
- Individual Responsibility
- Potential
- Success and Achievement



AIMS AND **STRATEGIC OBJECTIVES**

Aims

- To provide a first-class education and be the best we can be;
- To move the school to 'outstanding' and beyond;
- To develop the whole child to broaden their horizons, elevate their ambitions and furnish them with the attributes to succeed in the future;
- To improve outcomes in all areas of the school.

Objectives

- To create a culture of high standards in all that we do and recognise the contribution of all of the school community;
- Develop and utilise the skills of the Governing Body and the wider school community in order to move the school to the next level;
- Foster a culture of staff well-being and development through high quality CPD;
- To invest in school facilities in order to create an inspirational environment in which to work and study.
- To adopt an outward facing outlook and to work collaboratively with others.





Ambition, Respect and Pride

