

Calday Grange Grammar School

nurturing individuals to make a significant contribution to society by promoting ...

- *Personal and Professional Excellence*
- *Ambition*
- *Respect*
- *Individual Responsibility*
- *Potential*

and celebrating ...

- *Success and Achievement*

Ambition, Respect and Pride



Here 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 maths, 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 judgment, 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.