



# Calday Grange Grammar School

## Parents' Newsletter

Friday 23<sup>rd</sup> September 2016

Mon	26 <sup>th</sup> September	DofE Basic Training 3 (for groups 1 – 8)
Tues	27 <sup>th</sup> September	
Weds	28 <sup>th</sup> September	National Citizen Service presentation to sixth form students Macmillan Cake Sale
Thurs	29 <sup>th</sup> September	
Fri	23 <sup>rd</sup> September	

### MESSAGE FROM MR RODAWAY RE: SIXTH FORM WEDNESDAY AFTERNOON ACTIVITIES

For the start of the academic year 2016-17 we have incorporated Sixth Form Wednesday afternoon activities into the normal timetable. The rationale for this are as follows;

Over the past few years it had become increasingly necessary to use some time on Wednesday afternoon for sixth form lessons. This reached 11 lessons in 2015-16.

More worrying was that due to the complexity of the timetable, an increasing number of U6 classes were unable to have the full allocation of 11 periods. This was largely caused by a reduction in teacher availability. These "missing" lessons were replaced by supervised private study.

Additionally, a number of students experienced single period clashes which resulted in them missing one lesson a fortnight in some subjects. This was again caused by reduced teacher availability forcing a lesson to be scheduled in another option block where the majority of the class was also free.

Statistics for 2015/16:

- 11 L6 lessons had to be scheduled on Wednesday afternoons.
- 21 U6 lessons required supervised private study once a fortnight
  - Multiplied over the course of the year, this equates to 336 lessons not being taught.
  - Multiplied by a conservative estimate of 10 students per class, this becomes 3360 pupil periods not taught.
- 12 L6 students had one clash per fortnight.
  - Multiplied over the course of the year, this equates to 204 lessons missed.
- 14 U6 students had one clash per fortnight.
  - Multiplied over the course of the year, this equates to 224 lessons missed.
- Combining the pupil periods which had to become private study and the lessons lost to clashes over the course of the year, this totals 3788 taught pupil periods lost over the year.
  - This is equivalent to around 3000 hours of teaching over the course of the year.
  - Divided by an average of 34 weeks in the school year for L6 and U6, this equates to around 92 hours of teaching missed per week.

Compared to the current timetable for 2016/17:

- We have no U6 periods which require another teacher to provide supervision for private study.
- Dependent upon discontinuing, we have at most 9 U6 students with a single period clash. If students discontinue the subject they indicated in March, this becomes 6 students.
- In Lower 6<sup>th</sup>, there are 3 or 4 external students who could have a clash and 2 internal students who have a clash.

Removing the Wednesday afternoon session is not solely responsible for the improvement described above, however it has been a major factor.

An example is the use of the three smaller laboratories; previously these would be available only to the set 4 groups in each science in y9,10 and 11 (small enough to fit into the lab) i.e. 18 groups. Now that they are available to sixth form groups as well this total is now 44. Overall laboratory use has increased to 96%.

Equally, an analysis of student activity on Wednesday afternoon indicated that, other than Hockey training and a number of sports matches, the majority of students were simply using the time to 'go home'.

All 6<sup>th</sup> Form students now have 'activity time' available on their timetable (outside of lessons and private study) in which they can involve themselves in a range of activities. There is an application process (for approval of the activity), with all students keeping a log of these activities, thus providing them with material for university/employment applications. These activities range from working in the local community, to individual sports as well as assisting younger students in the school. They do not include activities such as driving lessons (the lunch break is sufficiently long for students to undertake instruction) or leaving school early to pick up siblings from school.

These activities are closely monitored to ensure that important 'life skills' of the students are being developed. With this time now not being exclusively limited to Wednesday afternoon, students are better able to source a full range of activities.

Some people have expressed concern regarding the potential impact upon sports, particularly Hockey, and other extracurricular activities.

All sports are requested to support students in balancing academic and extracurricular pressures. In relation to Hockey, we continue to employ a dedicated coach and are still involved in a full range of cup competitions (we have recently submitted our application for the England Hockey U18 Schools' Cup, the North of England Indoor Hockey Championships and the Los Reyes Tournament in Barcelona). Practices and some matches take place after school, but the school recognises that for certain fixtures this is not always possible and matches may have to be scheduled in school time.

We have a dedicated Duke of Edinburgh award scheme with all Y10 and Y11 students undertaking Bronze level and then going on to Silver/Gold level during the Sixth Form. Many students undertake the National Citizenship Award scheme. Our students take part in 6<sup>th</sup> Form Work Experience. Many undertake the Extended Project Qualification (highly prized by university). They are Prefects. We have re-invigorated the House system with students involved in a whole range of activities (House Music, Drama, Sport, Ready Steady Cook, Chess, Quiz etc), with all the activities being run by the students. We continue to put on three plays a year. We have bands, orchestras, the CCF continues to grow. We still support an orphanage in South Africa. Our Rugby team has just returned from a tour in South Africa. These are just a few examples of the opportunities that we offer our students.

As indicated previously, the school seeks to balance academic and extracurricular pressures. Academic standards, at the school have significantly improved over the last 4 years. In August, the percentage of students who meet the government GCSE threshold of 5A\*-C inc English and Maths was 98.2%. The Progress 8 score at GCSE level was +0.3 (meaning that students average a 1/3 of a grade better than their prior attainment data indicated). Unlike the rest of the country, Calday's performance did not decline but rather improved upon the previous year's results.

At Advanced Level the pass rate at A2 was 100%. All of the students who applied for a place at university received offers either directly or through the Clearing Service. Again, this was a significant improvement on previous years, with over 62% of grades being in the important A\*-B range.

We are committed to developing our students in line with our Mission Statement. This includes ensuring that they are academically successful, but equally places an emphasis on developing people who the school, parents and society in general, can be proud of.

Mark Rodaway  
Headteacher

## STUDENT SUCCESS



### Swimming success

Many congratulations to Ellis Cleworth who competed in the Welsh Summer National Championships winning an impressive four gold medals and one bronze medal. A full article on Ellis was featured in the Junior Sport section of the Liverpool Echo earlier this week.



### Tennis

Congratulations to the Year 8 team consisting of Omid Bakhtiari, Matty Mattellini, Oliver Elliott and Oliver McGarth who have reached the regional finals in Leeds on Friday 7th October. We wish them the best of luck.



### Level 2 in Fitness Instruction

Congratulations to the following students who have achieved their L2 in Fitness instruction: Nick Bethell, Tom Bickerstaff, Zach Coburn, Jack Davies, Lewis Fearon, Will Gibson, Paul Halliwell, Sam Kelly, Tom Kenny and Mike Smith

If any Year 12 or 13 students are interested in this qualification, then please contact Mr Lamprey for the details of the next course

## A STUDENT'S PERSPECTIVE OF WORK EXPERIENCE AT AIRBUS

Ben Siebertz-Willett (Year 12) had the opportunity during the summer break to take part in work experience at Airbus. He has written the report below which will hopefully inspire other students to take part in similar placements.

### **Airbus Work Experience- 21/28 August 2016**



**The Airbus Beluga Number 1 at Hawarden Airport**

For the duration of the last week I have, together with twenty other students, been taking part in a work experience at the Airbus site in Broughton. The site is a secret location just off the A55, junction 36A outside Chester. The actual work experience is accredited by Engineering Development Trust (EDT) as part of the Industrial Cadets scheme. This programme was inspired by HRH the Prince of Wales and his ideas for a scheme providing an opportunity for secondary school students to experience industry first hand.

Airbus is one of the world's leading aircraft manufacturers who, together with their main competitor, Boeing, dominates the modern aviation industry. Airbus have sites across the world, concentrated around the final assembly lines in Toulouse (France), Hamburg (Germany), Mobile (Alabama, United States) and Tianjin (China). With two sites in the UK, in Broughton and Filton, the wings for all Airbus aircraft are made in the UK, with all civilian wings being made in Broughton and the wings for the A400M being made in Filton.

For this particular placement, the EDT has collaborated with Airbus to provide a comprehensive work experience, in departments ranging from Manufacturing Engineering to Quality as well as Supply Chain and Air Traffic Control.

Some of the impressions we gained during the week are detailed below in the words of my fellow placementees:

*"Throughout the week I was taught how to use CATIA (a CAD/CAM software package), starting with design and modelling, completing tasks with increasing difficulty. Later, I moved onto machining, including the calibration of the machines in stringer manufacture."*

**Saffy Thorn, Large Component Manufacture**

*"During my work experience week I was able to use the majority of equipment in the laboratory. For example, the ultrasonic testing device was used to test the integrity of the carbon fibre reinforced plastic wings and to measure the depth of the stringers. Furthermore, I was able to do a fluorescent penetrant inspection, which involved soaking samples in fluorescent dye then exposing them to UV light, easily revealing defects on the surface."*

**Holly Page, Quality Laboratories**

*"My placement involved following different teams within the department such as the planning, treasury and costing team or the quality team. Overall, I learnt about the importance of compressing large volumes of data into pivot tables for a more concise and relevant overview. I also attended a conference with several executives where I observed the importance of clear and confident speech and communication."*

**Peter Wong, Finance Department**



**32 million ping-pong balls will fit inside an Airbus A380**



**A Beluga being (un)loaded in the newly built Beluga Line Station**

Of particular interest to me was the role played by the apprentices. As I am thinking of applying for an undergraduate apprenticeship at Airbus in the future, it was interesting to see that the apprentices play a large role, especially in suggesting and implementing improvements, not only to the apprenticeship scheme but also to the operation of the company in general. What made the placement particularly enjoyable was the camaraderie between all of us on work experience and the level of support which we received from our various hosts.

Overall, I think that I speak for all of us when I say that this week has given us a valuable insight into Airbus and the multitude of different roles which are available in the company and, by extension, in industry in general. Even if you are not planning on working in this industry, I would absolutely recommend a placement like this in order to gain experience in a professional environment while still being able to access the support of mentors and hosts. To finish, I'd like to thank the team at Airbus, especially Helen Lloyd-Kerfoot, Tamsyn Weeden and Zara Clarke as well as our department hosts and all of the apprentices for being so very accommodating and helpful.

**Ben Siebertz-Willett**

## **FAMILY & ADULT LEARNING CLASSES – a few places still available!**

A new term of Language and Craft classes starts next week. Conversation classes in Chinese, French, German, Italian, Japanese, Russian and practical Dressmaking! Please visit the school website for further details or email the Community Office: [www.calday.co.uk/eveningclasses](http://www.calday.co.uk/eveningclasses) or [e:community@calday.co.uk](mailto:e:community@calday.co.uk)

## **BUS PASSES FOR C or W SERIES BUS SERVICE**

Could we please remind parents that from Monday 26<sup>th</sup> September all students travelling on the C or W series bus service should expect to display their pass for each journey. Only students who have a valid pass will be allowed to travel on the bus. Thank you for your support.

## **LETTER FROM THE NATIONAL CITIZEN SERVICE – for the attention of Sixth form students**



NCS (National Citizen Service) will be visiting Calday Grange Grammar School on 28<sup>th</sup> September (08.40 am to 09.00 am) to introduce the NCS programme to all Sixth Form students. We have been working closely with the school to ensure that we are able to offer as many as possible of their students the opportunity to take part. NCS is a government-backed programme for those aged 16-17, which takes place during the school holidays. It's a great way for young people to learn the skills for work and life they need to succeed in the future, whilst having an amazing time. So far, more than 200,000 young people have already taken part. This is an opportunity you do not want your son or daughter to miss out on!

Our next programme is running in October half term for Year 12 & 13 students. Young people will be in teams with their friends and other students from local schools and colleges. Details of the programme are outlined below:

### **What happens on NCS?**

- **Phase 1:** Outward bound residential focusing on team work, problem solving skills and pushing personal boundaries (4 days, 3 nights).
- **Phase 2:** Based in local area, they'll learn life and employability skills, which will be supported by local businesses and charities (3 days).
- **Phase 3:** Design and implement a community project over 30 hours during evenings and weekends
- **Graduation:** Celebrate their NCS achievements and be presented with a signed certificate from the Prime Minister.

NCS costs £50, with all accommodation and meals covered during the residential phase. We may be able to offer bursaries to those who need financial support.

When we visit the school to deliver an assembly about NCS, all students will be asked to fill out an interest form. We'll then give them a call to tell them a bit more about NCS and how they can get involved, and to answer any questions you might have. If you want to find out more in the meantime or are interested in signing up please visit [www.ncsingeus.co.uk](http://www.ncsingeus.co.uk).

### **The NCS Team**



**for Year 7 students**

Reading for pleasure has been shown to have a huge impact on educational outcomes. To encourage reading for pleasure in the transition years, Book Trust runs the Bookbuzz scheme. Each participating student may select a book from a choice of 17 for the greatly reduced cost of £3. The books are now displayed in G16 and the Learning Resource Centre and more information can be found here <http://www.bookbuzz.org.uk/about-us/>.

Your son should use the bookmark as an order form and hand it back to Mrs Eckford in the Learning Resource Centre or in G16 at lunchtime. Please use Scopay to make payment of £3 should your son wish to participate in the scheme. We are aware that a number of parents have already paid but each student will still need to select his choice on his order form.

The closing date for payments is **Thursday 29<sup>th</sup> September**. Books should be delivered to school by half term and will be handed out to each student.

## VACANCIES

We currently have the following vacancies:-

- Teacher of Chemistry (maternity cover)
- Finance Assistant
- Catering Supervisor
- Lunchtime Supervisors (x2)
- Cleaners (range of part-time hours available)

Full details are available from the school website [www.calday.co.uk](http://www.calday.co.uk)

## FORTHCOMING EVENTS (Sept – Oct half term)

3<sup>rd</sup>/4<sup>th</sup> October – DofE Basic Training 4

7<sup>th</sup> October – Gideon Assembly

10<sup>th</sup>/11<sup>th</sup> October – DofE Basic Training 5

12<sup>th</sup> October – Student Finance Talk

13<sup>th</sup> October – Bikeright Day

20<sup>th</sup> October – Bikeright Day

20<sup>th</sup>/21<sup>st</sup>/22<sup>nd</sup> October – DofE Gold /Silver Expedition

**21<sup>st</sup> October – End of half term**



Calday Association of Parents & Staff

If you want to lend your support to CAPS and get involved in fund-raising events to raise funds for the school, please get in touch with us: [caps@calday.co.uk](mailto:caps@calday.co.uk)

## FUNDRAISE FOR THE SCHOOL WHILST SHOPPING!

Thank you to all those who have used the easyfundraising website as last month we raised a fantastic £100. Parents and staff have commented on how easy it is to use. To sign up and help us raise funds for the school please visit <http://www.easyfundraising.org.uk/how-it-works/>

## PARENT VIEW – YOUR FEEDBACK IS IMPORTANT

Parent View offers parents the opportunity to tell Ofsted what they think about their child's school which in turn provides the school with valuable information to help us improve. Last year only a small number of parents (approximately 20) provided their feedback so we would be grateful if you could take the opportunity to visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk) to complete the short questionnaire.