



# INSIDE CALDERSTONES

ISSUE 7 - OCTOBER 2024

[www.calderstones.co.uk](http://www.calderstones.co.uk)



## BLACK HISTORY MONTH

We hear from Mr Davies about his new seconded SLT role and his specific focus on educating staff/students on anti-racism. Year 8 History students discuss their recent topic on Benin and their feelings about the Benin Bronzes.

## ALUMNI FOCUS

We speak with former student Andy Scott, owner of the Black Cat Public House about his days here at the school. We also profile Theo in Year 11 who is a World Champion kickboxer.

## SCHOOL EVENTS

We review our summer events and recent educational visits to Bear Grylls Experience, Auschwitz and many more.

## LIFE IN 6TH FORM

We interview a number of Year 12 students on how they have found life starting in 6th form!

## PLUS

We speak with one of our school governors Jacqueline Sale about her role on the Governing Body. We also introduce many of the new staff who have joined the school since the start of the new academic year!



A portrait of a man with short hair, wearing a dark suit and white shirt, smiling slightly.

# “Welcome Back!”

I'll start by welcoming everyone back for this academic year, even though we're 5 or 6 weeks in by now! In particular, I'd like to welcome our new Year 7 cohort their parents / carers and any Year 12s who have joined our 6th Form from other schools. Welcome to the Calderstones family – I hope you embrace the opportunities you're given and the values we promote as much as everyone else.

Every year, when I meet the new Year 7s, I talk to them about their potential. How they could be the person that one day finds a cure for a disease, is instrumental in finding a peaceful solution to an area of conflict in the world, creates a solution to our future energy crisis. Why not? Somebody somewhere, sitting in a classroom right now, is going to do these things. Why not one of them? Equally, I spoke with them this year about the small things that they do that they can do which can be remembered by others forever; those small acts of kindness that makes someone's day, those kind words that resonate for weeks and months afterwards.

Regardless of their academic attainment or background, there isn't anyone who cannot do these things to help make the experiences of others better. I hope our students take on the challenges of this year with high expectations and ambition but also with an abundance of kindness.

I also thought it might be useful to outline some of our priorities as a school this year. In no particular order, we will be working harder than ever to:

- continue improving attendance for all students (if they're not here, nothing else that we do matters);
- continue to improve provision for students with SEND, against the backdrop of rising numbers and increasing complexities nationally and locally;
- ensure that teaching is constantly and appropriately adapted in response to the needs and progress of students;
- improve reading standards for those who arrive to us with lower than expected standards of literacy;
- further improve support for and standards of the physical and mental health and well-being of students and staff.

There are more priorities for us (as an example, you can read about the work that we're doing on anti-racism later in this edition), but this gives you a flavour of where we're at.

Of course, it's not easy with limited budgets in schools. On a practical level, we're also working towards developing a new Nurture Hub (a SEND version of our Wellbeing Hub) and a new school library, funding permitting.

So, lots to do and high ambitions for the future of a school that I like to think is already thriving!

# “My role as a governor”



**My name is Jackie Sale and I have been a Local Authority Governor at Calderstones School since November 2017. I have previously served as Vice Chair of Governors. There are currently two committees of the Governing Body. The Resources committee considering matters such as Finance, Health and Safety and Buildings, alongside staff welfare. The Quality of Education committee considers pupil welfare and matters relating to outcomes, the curriculum (content and delivery) and quality assurance. I am currently Chair of the Quality of Education committee.**

I have a background in Secondary education and really enjoy using my knowledge and skills to support and challenge Calderstones through my role as a Governor. An aspect of the role I especially enjoy is that of Link Governor.

We have link governors for subject departments and other areas of school life. The idea is for individual Governors to get to know aspects of the school better through these visits and to check out ‘on the ground’ the things reported to us. Usually the visits involve conversations with the Head of Department or person in charge of the area as well as speaking to students and looking at some of their work. These visits are extremely useful.

One of my areas of Link governance is attendance – a passion of mine! If students are not present they cannot benefit from everything that the school has to offer. The importance of good attendance cannot be overstated. While in school the young people build relationships with staff and other students, relationships that will support them throughout their time in school. It is worth noting that if a student has 80% attendance over their time from year 7 to year 11 they will have missed the equivalent of a whole year of school life. Even at 90%, which sounds a high figure, half a year of school life will have been lost.

Calderstones has a really supportive approach to attendance, with well-being tutors and Assistant Heads of year working hard to ascertain the reasons for a young person not attending and offering any possible support.

There is a lot of evidence showing that high attendance contributes to high achievement. Indeed, Calderstones data, data from local schools and National data all show that the biggest influencing factor on GCSE grades is attendance.

It is a real pleasure to be able to visit the school and to meet the young people. I especially enjoy the opportunity to attend student council meetings to listen to the high quality and honest discussions. The maturity of this group of students is wonderful to see. I overheard a parent leaving Open Night recently speaking about how enthusiastic and pleasant the students were and what a lovely school Calderstones is. I couldn’t agree more.

## SUMMER CONCERT

written by Mr C Sheard

The students shone as much as the sun during the evening of our Summer Concert on Wednesday 17th July. The parents, staff and students who gathered on the Memorial Lawn were treated to over 2 hours of wonderful music. Ensembles such as the orchestra and the choir performed in addition to bands, ensembles and solos from Classical to Jazz to popular tunes!

This is a wonderful annual event and showcases again the fabulous talent we are lucky to have here at Calderstones School.

Thank you to all staff, and the parents and student volunteers from Caldies PTA who supported the event by dishing out refreshing drinks, snacks and strawberries & cream - which proved a hit as usual!



Photography by Leigh Bevan



Photography by Leigh Bevan



# PAST AND PRESENT STUDENTS

## Theo White (2020 - present)

15 year old Theo is a world champion kickboxer, who dreams of excelling as a professional boxer or pilot!

### Tell us a bit about yourself...

I'm Theo, in Year 11. I live with my mum, dad, sister and my brother. I take GCSE Spanish, History, i-media and PE. I'm a kickboxer and have been doing it since I was 3 years old!

### What do you love about kickboxing?

The people there - it's not just friends or teammates, its a family. Everyone is so close. I also like the ambition to be the best. When I fight, I forget about everything and everyone around you. Everything just switches when you go on.

### How often do you train? How do you balance it with school?

Tuesday and Thursday at 6pm I do kickboxing. Wednesday and Fridays at 6pm I do boxing. After each session I go to the gym to train with weights. I try to fit my school work around my schedule.

### When did you realise you were good at it?

I think I competed in my first world championships when I was 6, and won my first in 2019 when I was 9. So around then!

### Whats your biggest achievement so far?

Been in the World Championship 4 times and won 5 world titles!

### Tell us about the World Championship!

It's normally in England, but I've been to Ireland too. One time it was meant to be in Canada or South Africa but was called off due to covid. Contestants are normally aged 14-15. In one World Championship, a lad beat me by quite a bit, which made me train harder so I could beat him next time. And I came back, and I did!

### Who is your biggest inspiration?

My cousin Odel. He stopped doing kickboxing and starting boxing not too long ago, and was supposed to go to the Olympics but injured himself. He's the best fighter I've ever seen!

### What protective clothing do you wear?

Head guard, mouth guard, shin pads, feet pads, groin guard. I've seen some really bad stuff. I've seen someone pass away in a fight. I remember when I was little, people got airlifted out of fights - mostly from head injuries. But it doesn't scare me. Even if I got really hurt, I'd still go back.

### What are your hobbies outside of the sport?

I like to go fishing in Greenbank or Caldies park. It's relaxing. I also go to South Liverpool Sea Cadets on a Monday.

### What are your plans for the future?

I want to be an RAF pilot! I'm thinking of doing T-levels and hope to come here to Caldies Sixth Form but not sure if I'll get the grades. At first I wanted to be in the navy, but I thought I'd rather fly. So I'm keen to be in the RAF but if not, I'll join the navy.

### What's your ultimate dream or goal?

With fighting, it would be a boxer. If I can't do that, then a pilot. I would like kickboxing to be more popular - be in the Olympics. If it was I would try and go pro, but currently you don't get very well paid. In the world Championship I won £125 which isn't very much. It's got a lot bigger in America, and I know people are campaigning to make it even bigger and more recognised.

### What's the best thing about Calderstones?

Everyone's nice in Caldies. PE teachers are really supportive too!

### If you could go back to Year 7 and give yourself a piece of advice, what would it be?

Work harder in school and pay attention. This year I've started paying attention more and everything has become easier, especially in maths where I used to struggle. Fighting-wise, train harder. I didn't used to take it as seriously as I do now.

*When I fight, I forget about everything and everyone around me. Everything just switches when you go on.*

# PAST AND PRESENT STUDENTS

## Andy Scott (1993-2000)



written by Mrs C Evans

Andy is a past Caldies student who now owns the two public houses - 'The Black Cat'. He is also Co-Founder of the popular annual Smithdown Festival, which has just recently had their October event. Mrs Evans and Miss Bevan sat down for a chat with Andy to find out more about life after Calderstones!

**Mrs Evans: So tell us about yourself**

Andy: Well my name is Andy and I went to Calderstones from 1993 to 2000 and I now own the Black Cat and run the Smithdown Festival.

**Mrs Evans: How did you decide on what you were going to do when you left school and how did you end up running pubs?**

Andy: I stayed on to do my A levels which were sociology, economics, general studies. Mr McDonough was my Head of Sixth Form. After my A levels I went on to study at Hope Uni reading Psychology. I ran a magazine for two years and Leigh worked on this with me. It was called the Wireless Magazine.

**Leigh Bevan: Yes we did it was awesome! So why did you decide to create the magazine?**

Andy: I got a job doing design for a company while at Uni and started selling their art work and thought I'd give it a go! I wanted to do my own thing and make it more musical. I was in a band at the time and I was in a band all the way through school.

**CE: what do you play and did this inspire you to get involved with music further?**

A: I was the singer and a guitarist for a bit. As I was in the music scene, I wanted to make a magazine that was about the music scene. It actually got bigger and bigger, we were going out pretty much nationally at that point.

**LB: Yes, it was going out all over the place!**

A: Initially it was about promoting local bands and getting our mates bands in it and it just got more and more popular with bigger bands in it, but then the internet killed off print media so I had to do something else. My friend Andy Ceasar who went to Caldies and he'd just finished working in a hotel and I was unemployed and we both just said 'shall we open a pub?' There was a little old abandoned butchers shop on Smithdown and I went in there with Rich (who works downstairs in the Rose Lane venue) and we just started smashing the walls to see what the condition of the building was like. We didn't quite know what we were going to do and we thought about a Mexican bar. It was cool, it really was!

**LB: It was the first bar of that style really on Smithdown!**

A: Yes it was the first on Smithdown Road. When we opened I was living on Smithdown, there were only a handful of pubs, the really old style ones. It was quite rubbish, if you wanted to go for a drink and not be surrounded by footy fans. You just wanted a place that wasn't too noisy, and could sit and have a drink that was what we were thinking. So we set it up for about 13 grand and we did it all ourselves we didn't at all what we were doing, we started building things and knocking things down found a few dead pigeons and it was dead popular because there was nothing no other bars or anything. I got in touch with a guy called Kev he used to own Kellys Bar and I said I'm going to start a festival - the area is cool but its very separated from the rest of Liverpool as it's just a very student based area - why don't we try and make it into more of a destination like Lark Lane. We thought get loads of bands on put them in the pubs and see if we can start getting people into the area. We called it the Smithdown Street Party. It is our 10 year anniversary next year. We got some local musicians on including Space.

**LB: OMG I remember that - I cried when I saw him. I loved them! So what did you do after that?**

A: People really took notice of Smithdown then and other places started to open and then I decided to open up a pub which was an old car parts shop. It was going really well and then Covid murdered us. We were shut for about 18 months so we started to redecorate and try and make it more vibrant by painting the walls. Everything was more brighter and lighter and we painted a massive cat face onto the front of the building.

**LB: How come you changed the name and rebranded?**

A: It was just a boring name and when I would get a taxi to work they wouldn't know which pub it was so we thought let's just have a name we can remember so we named it after Chris's black cat!

**LB: who designed the logo?**

A: It was a joint effort, we knew we wanted something recognisable that we could stick everywhere and it worked we put black cats everywhere and it turns out that was the key! I was at the freshers fair last week in John Moores University and we had black canvas tote bags with the logo on it and the queues to get it were so long.

**CE: How did that help your business - not just advertising?**

A: We also got them to like us and follow us on instagram. It's based in such a student area that in the summer it dies off so between June and September it's dead. Up until last year we reduce the hours and fix it up a little and this year we decided to be idiots and open a second pub with a garden in the back. This was so busy in the summer because people wanted to sit outside and have a drink and now it's completely dead. We have a flip business now, so a lot of the staff who are in the Smithdown Black Cat go home for the summer and the ones that are left come and help us in here in the Rose Lane Black Cat.

**CE: Why did you decide to open the Black Cat Rose Lane?**

A: We had been looking for a while. We always wanted to grow it and this came up. It was quite different in here Rich is really handy and built all the seats and stuff and did all the artwork. I did the painting! I can stick things to walls (Andy points at the wall - see photograph) but I can't screw things together! This used to be the office for Deltasonic Records and the wife of the owner is still the landlord of this place she gave me all the gold records; The Zutons, The Coral, The Dead 60s... There's loads of magical musical history that's taken place in this room.

**CE: So do you own it with the same person from the Black Cat Smithdown?**

A: No it is me and two other people. The person I originally owned and started it with now works in the passport office. There is no hard feelings at all we just decided to part ways as we started talking just about work and not the fun stuff.

**CE: How do you manage to go between the two places?**

A: We have got boss staff, we have got a venue manager in Smithdown and we have different roles that look after.

**LB: Tell us about your next project?**

A: More bars! and I do want to open up another Mexican place. I would like to open one that is nearer to home. It would be nice to be able to just walk up the road.

**CE: So are you looking round now?**

A: Yeah, we nearly opened up earlier this year but it fell through. It was a shame and stressful as we are running two pubs and I'm also doing my nursing degree too!



**LB: When do you graduate with your nursing degree?**

A: I have finished all the academic stuff and I've got a three month placement to do.

**LB: What's your plan. Are you going to work in nursing?**

A: I started my degree in nursing during Covid. We were shut for 18 months and I thought I've still got a family to feed and support. and I thought at least the NHS isn't going to shut down too soon. I decided to do mental health nursing which is really interesting. So yeah I'm going to split my time between the two.

**LB: When you were at Caldie's did you ever play at school?**

A: We played in Quarry Hall and put on a gig. We were called Dog Flambé and played twice in the school hall. There were hundreds there in the hall all squished in. I used to run the band society at uni and we did a battle of the bands night.

**LB: What do you remember about Caldie's. Who was your favourite teacher?**

A: Mr Neilson - he was dead funny and Mr Phillips he was great he was my English teacher all the way through school. He got us really excited about Shakespeare. He gave me a big stack of records once and said you like music here you go! Mr Casey but he died a few years ago.

**CE: have you stayed in touch with anyone from school - you said you went into business with one?**

A: Yes I keep in touch with a few and there was a Caldie's reunion last year but I didn't go!

**CE: so tell me about the Smithdown Festival it is so popular now and is twice a year.**

A: Yes it really is. For the big one next year we want an outdoor stage. When we first started we thought about Sefton Park and then Covid messed everything up and we ended up doing it in the pubs again. It was cheaper and the weather wouldn't stop us. But for the next one we're definitely going outdoors!

**CE: How do you get the bands as most are relatively unsigned?**

A: It was much easier to find them before we had kids as me and Kev (Handymans Pub) used to sit and work out the line up now we let the venue to sort out the bands. Next year we are going back to doing it ourselves. We make sure everyone gets paid. We want it to be more of a community event.



**“ [Black Cat Rose Lane] used to be the office for Deltasonic Records [...]; The Zutons, The Coral, The Dead 60s... There's loads of magical musical history that's taken place in this room. ”**

**Andy**



**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION

**THURSDAY  
6th  
FEBRUARY**

*6th Form*  
**OPEN EVENING  
2025**

**5PM  
until  
7PM**

**HEADTEACHER  
TALK  
@  
6PM**

- Speak with staff
- Listen to our students
- Learn what our 6th Form curriculum can offer you
- Explore the buildings you will be studying in
- Pop in at any time during the evening!

**FIND OUT WHAT OUR  
6TH FORM CAN  
OFFER FOR YOUR  
POST-16 STUDIES.**

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## TRIP TO ALTON TOWERS

written by Mrs K Sheard

Every year, Calderstones organises rewards trips to celebrate students' hard work and good behaviour throughout the academic year. One of the most anticipated and exciting reward trips is to Alton Towers. Known for its thrilling rides, vibrant atmosphere, and fun-filled attractions, Alton Towers provides the perfect setting for students to enjoy a day of excitement as a reward for their achievements.

Alton Towers offers something for everyone, from adrenaline-pumping roller coasters to gentler rides and attractions. Popular rides include "The Smiler" and "Oblivion," renowned for their stomach-churning drops and high speeds. "Nemesis" and "Rita" are also top choices, providing exhilarating twists and turns.

However, Alton Towers is more than just thrills. The park has a variety of attractions suited for students who prefer a more relaxed experience. The "Congo River Rapids" and "Runaway Mine Train" offer fun, fast-paced rides without the intensity of the bigger coasters. The landscaped gardens provide a pretty place to sit and have a bite to eat.

One of the highlights of the day is the sense of freedom and independence students experience. With their friends they navigate the park and make decisions about which rides to tackle next. They know they can check in with staff at the designated meeting point and around the park if they need to but mostly they just wave and give us a big grin as they go past.



## TRIP TO GULLIVERS WORLD

written by Mr K Leadbetter

226 Year 7s attended the Gulliver's World Rewards Trip at the end of Year 7.

A complete mixture of rides led to many students going upside down on the Overdrive. Queue times meant that students got a good share of goes on ride, all whilst filling themselves up on large amounts of sugar from the food stalls around the park.

This was a great day and a really fitting end to a fantastic year for our Year 7s who have made a great start to their journey here at Calderstones.





written by Leigh Bevan



AS PART OF CALDERFEST 2024

# THE GREAT CALDIES BAKE OFF



On Saturday 13 July, 8 students and parents took part in our first Great Caldies Bake Off Competition! With guest judges Dre of 'Desserts by Dre' and Lord Mayor Richard Kemp...



Organised by Caldies PTA and their baking project "Caldies Cakes", the Great Caldies Bake-off saw a range of ages and delicious bakes crowd into a tent during a rainy Saturday for the ultimate taste-test! Two winners were crowned; a junior and adult baker...

## GCBO 2024 Winner: Mica

### Tell us about yourself

Mica: I'm in Year 9 and I really enjoy baking. I do it sometimes at home but I'd never been in a competition before!



### How long did it take to make your bake?

Mica: It took me a day and a half to make as I had to bake the cake pieces first, then freeze, then ice them. It took ages!

### What was the theme or inspiration for your cake?

Mica: I'm Jamaican so I wanted to do something which represented my culture. Jamaica is an island, with island fruits like mango, coconut and lime so I used those flavours.

### What was it like being in the competition?

Mica: It was a bit nervewracking when I walked in as the other cakes looked really good, but I knew I spent ages making the cake taste good, and it would be more about taste than looks.

### How did you feel about winning?

Mica: Very happy because I got to have the day with Dre in his kitchen! We made a few different things - his chocolate orange cake, cookie sandwiches and more. He gave me loads of little tips. His best tip was with fruit cakes; to mix fruit in at the end after making the batter, so it distributes evenly.

### Do you want to be a professional baker?

Mica: Maybe as a hobby or side business, but I either want to be a psychologist or have a medical job. I really enjoy food tech but my favourite subjects are english and biology.

### Whats your biggest takeaway from this experience?

Mica: Make sure the cake tastes good, is moist, as no matter how well you decorate it, it'll always be about taste. I'd definitely enter another competition in the future!



Winning cakes from Mica Palmer (Junior) & Julie McDermott (Adult)

“ Firstly, I would like to thank everyone who entered the Great Caldies Bake Off. The standard across the board was breathtaking, with a notable shoutout to the talent in our junior category. However, the flavours and textures of all your of your cakes, bakes and brulees will inspire me (and if Dre doesn't poach you, I'll try and convince you to start baking for Caldies cakes!) Secondly, I'd like to thank the judges @dessertsbydre and our Lord Mayor Richard Kemp for braving the weather and doing such a wonderful job!

Kay Gibson-Coles  
Chair of Caldies PTA

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# CAROL CONCERT



Wed 18 December  
7pm start

All Hallows Church  
Greenhill Road

Free entry  
Festive refreshments & market in Quarry Hall 3-6pm  
Free parking on Harthill Road  
[@caldiesschool](#)



## SPORTING SUCCESSES

Just some of our fantastic sporting activities and celebrations so far, including our Y12 Gold Duke of Edinburgh practice expedition; the first netball games of the season; 6 of our Sports Leaders supporting the Panathlon Power Chair Football competition at Greenbank Sports Academy; students at the Liverpool SSP Cheerleading event; and our Y10 rugby winners against St Edwards College in the 1st round of the Lancashire Cup.

Follow @caldiespe on instagram and Twitter for all sports updates!



## BEAR GRYLLS EXPERIENCE

written by Mrs J Shannon

On Thursday, 30 of our students from all years 7-11 embarked on an exciting trip to the Bear Grylls Experience in Birmingham. This trip was fully funded by KPMG so I took full advantage and asked Head Of Years to select students that deserve/will get a lot from an experience like this. The planning was hard going but as expected, was totally worth it. The day was packed with thrilling challenges, but it was the high ropes activity that truly pushed everyone beyond their comfort zones. From the very start, it was clear that our students were a credit to the school.

I was in awe as I watched them tackle each level of the high ropes course with growing confidence. Ruby O'S, Liv Thistlewaite & Rene D et al were quick off the mark towering over us quite quickly. Ameena & Josh Miah were not going on! They not only had a go, but climbed right to the top, stopping to pose for photos and a floss from Josh! With some coaching from Mrs H, Lewis Abbott faced his fears and had a really good go at the climb. Alyssa Anderson was an wonderful role model, coaching Missy-Pearle Olushonde around the course. Even Mrs Harrald and Earl joined in on the high ropes challenge, proving that the adventure wasn't just for the students! I wimped out of high ropes and played photographer/cheerleader but found my true calling in the escape room (what a shock).

The escape room saw students showcasing their teamwork as they solved complex clues and puzzles to make their escape. It was inspiring to see how well they worked together, bringing different strengths to the table and reinforcing the importance of collaboration. Leadership from Carter Pritchard, Sikna, Maryam and Esha all contributed to quick escapes for all!

The students were impeccably behaved and showed their true selves. Joey Carney offered every kid some of this nachos and Spencer Patros was extremely helpful carrying our lunches etc.

Huge thank you to KPMG for funding this brilliant experience, to Mr Richards for arranging it, and to all staff who helped on the day!



## IET FARADAY CHALLENGE ENGINEERING COMPETITION

written by Mr Edgeley (Head of Computing)

On Thursday October 10th, the Computing Department took a team of six budding Year 8 engineers (Ruby, Finlay, Idris, Jessica, Teddy and Grace) out to North Liverpool Academy for the day to compete in the IET Faraday Challenge Engineering Competition. The Faraday challenge is an annual competition of STEM activity days with a real-world challenge for pupils aged 12 - 13 years.

Our first real-world challenge of the day was navigating the huge number of road closures across Liverpool in the school minibus!

On arrival, pupils were given a short "engineering apprenticeship" task, in which they had follow instructions to construct a working electrical circuit. Needless to say Calderstones' team was the first to finish, producing a rats-nest of batteries and crocodile clips that somehow worked perfectly.



After this, the day was introduced by engineer Michelle Dow, whose presentation really brought home what it means to be an engineer. She also unveiled the impressive wooden trophy that our teams would be striving to win at the end of the day.

At this point, the participants were shown a project brief. Competition rules mean we can't disclose the nature of the brief here (other schools across the country will be participating in the challenge over the coming months and no spoilers are allowed), but suffice to say it presented some really tricky and interesting engineering challenges.

Over the course of the next four hours, our six engineers worked tirelessly to plan some initial ideas, allocate roles amongst themselves, and develop a prototype solution to the brief. Pupils had a tight budget to manage, spending their limited stack of "Faradays" at an engineering shop that would be the envy of many a DT department. Throughout this process, Mr Edgeley could only look on with interest; teachers who attempted to help their teams were quickly shooed away by the wonderful team from All About STEM who ran the event.

After a working lunch of pizza, our engineers got back to the essential work of putting the finishing touches to their prototypes and preparing their pitch presentation. The team gave a riveting demonstration of their prototype, and every member contributed. Mr Edgeley is (of course) biased, but if he were one of the BBC's entrepreneurial Dragons, he would have invested without hesitation!

The team were sadly beaten to the trophy by team from another local school who have earned a place on the leaderboard and the chance to compete in the next stage of the competition later in the year. Our engineers did brilliantly however, and were an absolute credit to the school throughout. The event organisers particularly praised the group's team-working skills as many of our engineers hadn't worked together in school before attending the Faraday Challenge. A huge well done to the six of them!



# HOW TO KEEP THE KIDS SAFE THIS SPOOKY SEASON



- Encourage them to go to local, organised events – or stay in for a spooky movie night
- If they're going out, especially on the 30th and 31st, drop them off and pick them up
- If they're walking somewhere local – walk with them
- Don't let them hang around on the street
- Talk to them about how dangerous fireworks can be

## IT'S NOT HARMLESS FUN - IT'S CRIMINAL DAMAGE



- Throwing things at cars/buses/shops and houses can hurt people – drivers might swerve if they get distracted and cause a crash
- Getting in trouble with the police can lead to a criminal record, which means not being able to go on holiday to countries like the USA
- Messing around with fireworks is dangerous – some burn as hot as 1,200 degrees – hot enough to melt glass

## LAWS THAT APPLY TO UNDER 16s



- They can be arrested and fined if found with an unlit firework
  - They can be arrested and fined if they throw or light a firework or make a bonfire
  - They can be arrested and fined for throwing things like eggs, flour, paint or other objects at people, vehicles or property
- If a young person under the age of 16 commits any of the offences above, the parent/guardian will have to pay the fine.

## WELL-BEING CORNER

written by Mrs H Rye

This September, as last year, we have been running a Year 7 transition group, in the Wellbeing Hub.

This is a space for students to share the highs and lows of the move up to secondary school. We talk about the things which make us anxious, and help each other to build resilience and confidence. More than anything, it is a friendly space to get to know other young people and celebrate all of our achievements.

Last week I received a new set of very sad looking white plant pots. In the space of two lunchtimes, these were transformed into gorgeous colourful creations, truly in keeping with the Wellbeing Hub! Many thanks to all the artistic students who participated in the transformation.

Clubs this term in the Wellbeing Hub are: Crafting, Gardening, LGBT+ and Quiet Club, and the ever-popular Biscuit Club. Come and get involved. See Harriet to find out more.



## MENTAL HEALTH AMBASSADORS FILMING FOR CAMHS



On Wednesday 2nd October, Calderstones school mental health ambassadors were part of a film about the MYA TOTEM Mental Health Ambassadors programme. Calderstones is a pioneer school for the programme. We have 16 fully-trained student mental health ambassadors, available to help their peers out whenever they need it.

The film crew were very impressed with the mature attitudes and brilliant acting of our young ambassadors and the people they were filmed supporting.

The film will be available on the CAMHS Liverpool website, and will be shown to other local schools considering the programme.

If you are a young person in need of support in school, you can come to the wellbeing hub any time and we will do our very best to help. Look out for the students and staff wearing a badge which says Mental Health Ambassador (see picture) They have all been trained to help.



# Attitude to Learning (AtL)



## Mrs C Evans - Senior Assistant Headteacher

As a school community, we believe that Attitude to Learning (AtL) is essential in building skills that allow for students to succeed in school and teach them life skills for the future.

AtL is different to behaviour. You could have a student that is really quiet in class but has not written anything in their book for the lesson. This would be a student that has a poor AtL. We want to ensure that students are working to the best of their ability and their work output reflects the expectations and standards of a good or outstanding student for AtL.

We register students every lesson based on their AtL. Students arrive to class and are registered with a '2' grade as our expectations are that each Calderstones student is a 'good' student but this grade can change depending on each student's performance in every lesson. It can move up to Outstanding (grade 1), remain the same as Good or move down.

When these issues arise, we have introduced an intervention reporting system to ensure that students become fully focused and their AtL improves and therefore their work output improves.

Each term we run an 'Attitudes to Learning' rewards assembly. Certificates are presented to students for obtaining a **grade 1 (Outstanding) in all lessons** throughout the term. This commendation is to praise those who are attending every lesson, working to the best of their ability, being fully focused in class and volunteering constructive contributions along with other positive approaches in class.

There has been an amazing number of students receiving an average grade 1 in all subjects this term.

**Year 7 - 136**

**Year 8 - 25**

**Year 9 - 17**

**Year 10 - 33**

**Year 11 - 37**

**Year 12 - 63**

**Year 13 - 89**

This has been, by far, the highest number of 'Outstanding' ATL grades handed out in a half term so well done to all of those students.

**“Attitude to Learning (AtL) is essential in building skills that allow for students to succeed in school.”**  
Mrs Evans



## Below are some of our ATL award winners for Half-Term 1:

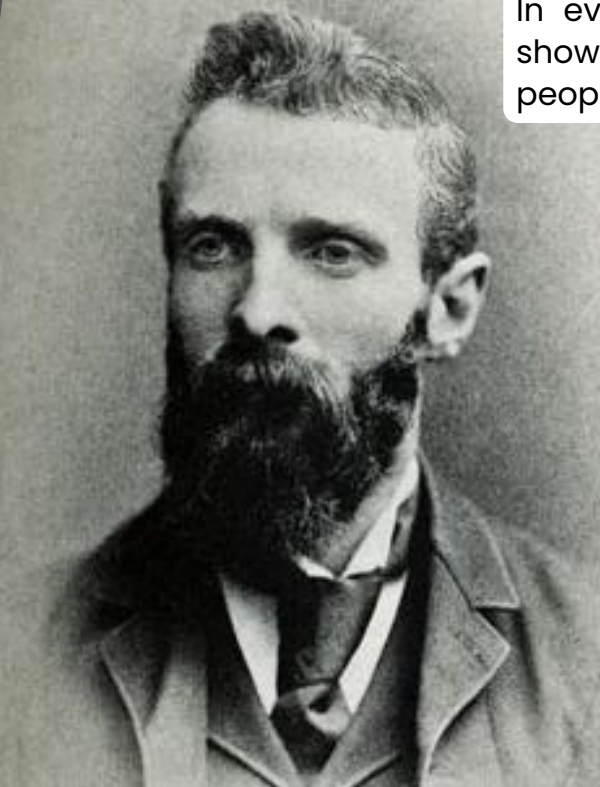


For the full list of **400**  
'Outstanding' ATL winners,  
please click here or scan the  
QR code



# INSIDE CALDERSTONES

In every issue of Inside Calderstones, our student press will showcase all 10 of our Wellbeing groups and the inspirational people they're named after:



## OUR WELLBEING GROUPS

# "QUILLIAM"

written by Lydia Edwards and  
Jessica Kent (Y10)

Quilliam was a local Liverpool solicitor who converted to Islam after a trip to Morocco in 1887, and took on the name Abdullah. He claimed that he was the first native Englishman to embrace Islam.

Abdullah Quilliam, previously known as William Henry Quilliam, is known for founding the first mosque and Islamic centre in England, in Liverpool, and Britain's oldest Muslim organisation; the Association of British Muslims.

He was born in Liverpool, to a wealthy family and became a solicitor at age 22. He also opened a boarding school and an orphanage. He published works like *The Faith of Islam*, and the newspapers *The Crescent & Islamic World*. In 1890, Quilliam organized protests against the play 'Mahomet'. It is noted around 600 people converted to Islam as result of Quilliam's work. He loved to travel, and often did it to places like Lagos. He received many honors from the leaders of the Islamic world, such as the Shaykh al-Islām for the British isles.

After experiencing hostility and persecution, the first Muslim experience of "Islamophobia" in the UK, he left England in 1908, but later returned and passed away in 1932 near Woking. His legacy still remains and we have a big and thriving Muslim community in Liverpool. We think Quilliam is inspiring for his work in the community and all he did to help people.

“ **His legacy still remains and we have a big and thriving Muslim community in Liverpool. We think Quilliam is inspiring for his work in the community and all he did to help people.** ”

Lydia & Jess

## OUR WELLBEING GROUPS

# "ROSCOE"

written by Holly Maguire and Livvy  
Komrower (Y10)



**"If I were now asked whom I consider to be the happiest of the human race, I should answer, those who cultivate the Earth with their own hands." – William Roscoe who began to search for a career at 15 years old, which started with writing books.**

William Roscoe was born on the 8th March 1753 in Liverpool and died on the 30th June 1831 – also in his childhood city. His father kept a public house as well as being a gardener which William helped with from a young age. At 12 years old, William left school due to the fact that he thought he had nothing left to learn. During his life he had many jobs, including a historian, abolitionist, art collector, politician, botanist, lawyer, writer and banker.

After an unsuccessful month of writing books, he decided he wanted to be a solicitor. As well as being a dedicated law student, he continued to explore literature, especially that of Italy. He became a lawyer in 1772 before getting married in 1781. He had seven sons and three daughters. Despite the fact that he lived in Liverpool, a massive centre of the Trans-Atlantic Slave Trade, he still had the courage to oppose it and became an abolitionist. In 1806, he was elected as a Member of Parliament for Liverpool in which he was able to vote to abolish the Slave Trade. He was successful in this.

We think Roscoe was chosen as a form name because he was courageous in standing up for what he thought was right. As well as this, he was a hard worker and tried his best to achieve his goals.

**“ Despite the fact that he lived in Liverpool, a massive centre of the Trans-Atlantic Slave Trade, he still had the courage to oppose it and became an abolitionist. ”**

Holly & Livvy

## OXFORD UNIVERSITY STEP-UP PROGRAMME

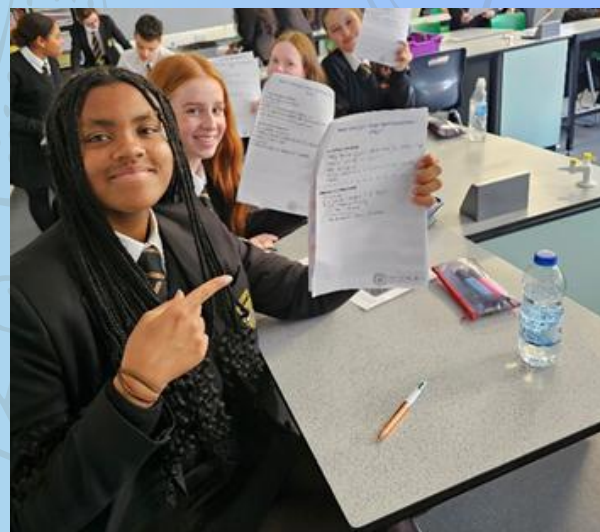
written by Mr G Turner

On Wednesday October 3rd, New College Oxford's Step-Up programme made a special visit to Calderstones to inspire Year 11 and 12 students. The programme, coordinated by Dr Turner, aims to encourage students from underrepresented backgrounds to consider applying to Oxford University.

Shelby, Dan, and Georgie from the Outreach and widening participation team at New College, were joined by a surprise guest: Lewis Fisher, a recent graduate of Oxford University who had also participated in the Step-Up program during his time here at Calderstones. Lewis shared his personal experiences and offered valuable insights into the application process and university life.

The students were captivated by the stories of Shelby, Dan, and Georgie, who spoke about their academic journeys and the opportunities they have had at Oxford. They talked about the application process and the differences between Oxford and other Universities. Lewis emphasized the importance of perseverance and believing in oneself, encouraging the students to aim high and pursue their dreams.

The visit was a resounding success, inspiring many students to consider Oxford as a future option. The Step-Up program plays a vital role in breaking down barriers and providing students with the support and guidance they need to achieve their goals. The next step for Year 11 will be a visit to Oxford in February, and for Year 12 preparing their personal statements ahead of submitting an application in the Autumn of 2025. We wish them every success.





Calderstones School



# Bagels & Bowls



Free breakfast for ALL students

Toasted NYC bagels and a selection of cereals served each morning

Cafeteria from 8am - 8:30am



**#FuelYourMind**



## TIME MATTERS UK

written by Mrs C Evans

We speak with Bella - Year 11 (who preferred not to be photographed) about how she has dealt with a very difficult situation and how she has overcome this through working with a group called 'Time Matters'.

**CE:** Tell me how and why you got involved with Time Matters and what is this group?

**Bella:** My Mum took me along to the group 'Time Matters' as one of my family members has been imprisoned. This is a group that supports young people up to the age of 18 who have family members that have been imprisoned. We discuss issues, our feelings, run talks and support younger group members.

**CE:** How long have you been attending this group?

**Bella:** I have been attending for around eight, nearly nine years

**CE:** You mentioned earlier that older members support younger group members - did you take a role in that?

**Bella:** Yes, I'm trained as a mentor now. When I first started the older mentors were a great support to me emotionally, and helped me make lots of friends in the group. Some of these mentors are in their twenties now and started around ten years ago, but have remained with the group. I hope the support I give to younger children is as useful as it was to me when I first started on this journey.

**CE:** So how have you got involved with Unity Theatre?

**Bella:** Unity Theatre saw us being interviewed on the BBC in 2019 and got in touch. They asked to interview us about our difficult circumstances and how well we were dealing with it and decided that they would create a play on a quote that I said to them called 'Eight Hours There and Back'.

**CE:** Wow that is amazing that you have been such an integral part of this play. Tell us how it is being used?

**Bella:** It is being used as a support strategy for people working in prisons and people in education on how to support families that have to visit their families in prison. We have been on the BBC news and the One Show and the play is now showing nationwide. I have seen it twice now, but it is very surreal seeing an actor playing me in the performance.

**CE:** What is your personal opinion about the play?

**Bella:** I feel really proud of what I have done and that this play it is going to help children that are suffering emotionally.



Scan the QR code to watch the trailer of "Eight Hours There and Back"

## GIL & FRANK'S FUNDRAISING WALK

written by Miss L Bevan

On the back of their incredible shark dive in April, on Saturday 14th September two of our students and brothers Gil (Y8) and Frank (Y7) walked 26.2 miles from Southport to Liverpool! Joining older brother and Calderstones Alumni Shi - plus a group of friends of all ages - together they raised over £11K for Alfie's Squad, an amazing local organisation supporting children and families bereaved by suicide.

As a group, they carried a shared weight of 35lb to symbolise the burden of loss that they feel, and the number of families supported by Alfie's Squad across Merseyside and beyond.

We are so proud of and inspired by our young students, and the incredible work 15 year old Alfie has done since 2017 to give friendship, hope and support to peers and families after going through a devastating life event.

To find out more about Alfie's squad or access the support they offer, please visit their website: <https://alfiessquad.org/>

Scan the QR code to donate and find out more about the fundraiser



## HISTORY DEPARTMENT: LESSONS FROM AUSCHWITZ OCTOBER 2024

written by Mrs A Halliday and the Sixth Form Ambassadors

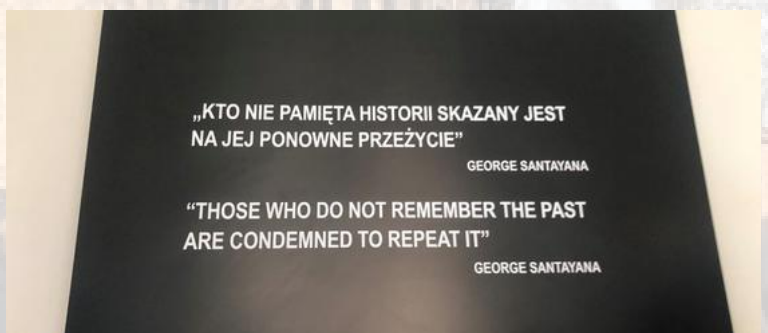
As part of the Holocaust Education Trust's 'Lessons from Auschwitz' Project; four Year 12 students were chosen to represent Calderstones and become Student Ambassadors for the Holocaust Trust. Through 'Lessons from Auschwitz', Aeden Killey, Tom Kelly, Sean Hennigan and Rowan Hamilton.

They learned about the history of the Holocaust, accessing artefacts, text, film and a one-day visit to Poland to the Auschwitz-Birkenau Memorial and Museum. The students studied the individuals whose lives were affected by the Holocaust and the relevance of the Holocaust today. At the end of the project, they devise their own initiative through which they can share what they've learnt and encourage others to ensure the Holocaust is remembered.

"My trip to Auschwitz was a brilliant learning experience and one that many people would benefit from experiencing. I believe, whilst it was saddening and the story's you learnt were heart breaking; it was necessary, as it showed the truth about history and how we can learn from it and prevent anything this horrific happening again later in life. It was a desolate experience however, it was also beautiful as we were able to mourn and grieve appropriately giving a better understanding to life". (Sean Year 12)

"The Lessons from Auschwitz project taught me a lot more about what actually went on in Auschwitz and gave me a real sense of horror. Whilst I thought I knew about the Holocaust, seeing the evidence of what people had to go through really gave me much clearer understanding of the horrors of the whole situation. It was a very moving experience and one I find hard to put my feelings into words". (Aeden Year 12)

"Being in Auschwitz was a surreal experience. To know everything that had happened there and to actually be in the places where the atrocities happened gave me a new found respect for the memory of Auschwitz and all those affected by it. Being in the exact area of the suffering was daunting yet educating." (Tom Year 12)



## ANTI-RACISM PROGRAM AT CALDERSTONES

written by Mr R Davies

“ We understand that racism is systemic and therefore, we are responsible as a school community to evaluate our roles in this and where possible, make adjustments to ensure that we are not being 'non-racist' but anti-racist. ”

My name is Mr Davies, and I serve as the Assistant Headteacher at Caldies, where I support Miss Edwards with behavior, and lead on Anti-Racism efforts.

We understand that racism continues to underpin key socio-political events and to shape lives in profound ways. We also understand that racism is systemic and therefore, we are responsible as a school community to evaluate our roles in this and where possible, make adjustments to ensure that we are not being 'non-racist' but anti-racist. Whilst racism in schools focusses mainly on racial disparities in educational attainment, as a school we are committed to ensuring that we promote racial equality.

We are focusing on several areas:

- Governance, Leadership & Management
- School Environment
- Professional Learning & Development
- Hidden Curriculum
- Pedagogy & Curriculum
- Parents/Carers & Community Partnerships

A key priority this year is to enhance competency in staff and students when discussing race and race related issues. We are using the phase **Racial Literacy** to describe our abilities to understand, listen and communicate our ideas in an appropriate way to help engage more with discussions of race and inequality in our lessons and around school. To do this, we are undergoing staff training with experts in this field to help us identify micro-aggressions, unconscious bias, and misconceptions, ultimately improving our community's racial literacy - in both students and staff....



Mr Davies, Assistant Headteacher & Anti-racism lead at Calderstones School



Adam Vasco  
Director of Diversity and Inclusion at  
the University of Wolverhampton



Whole staff training at the launch of our anti-racist education plans on October 15th 2024

## ANTI-RACISM PROGRAM AT CALDERSTONES

Another key aspect I am leading on is decolonising the curriculum, as data shows only 11% of GCSE modules feature Black and Global Majority individuals. We are further auditing our curriculum, having already worked on this in recent years, to celebrate diverse cultures and their contributions to education, moving away from an ethnocentric approach. We want the education we provide to be broad and factual, telling the story of different individuals in ways not previously discussed.

We are delighted to share that Calderstones is working towards the Anti-Racist School Award, developed by the Centre for Race, Education and Decoloniality at Carnegie School of Education (Leeds Beckett University), to establish a framework for anti-racist practices within our community. This initiative emphasises our commitment to a rich, inclusive school culture, placing anti-racism as a core value of our school.

We will provide more information soon and welcome contributions from parents, carers and the local community. If you would like to get involved or contribute, please get in touch with our admin team.

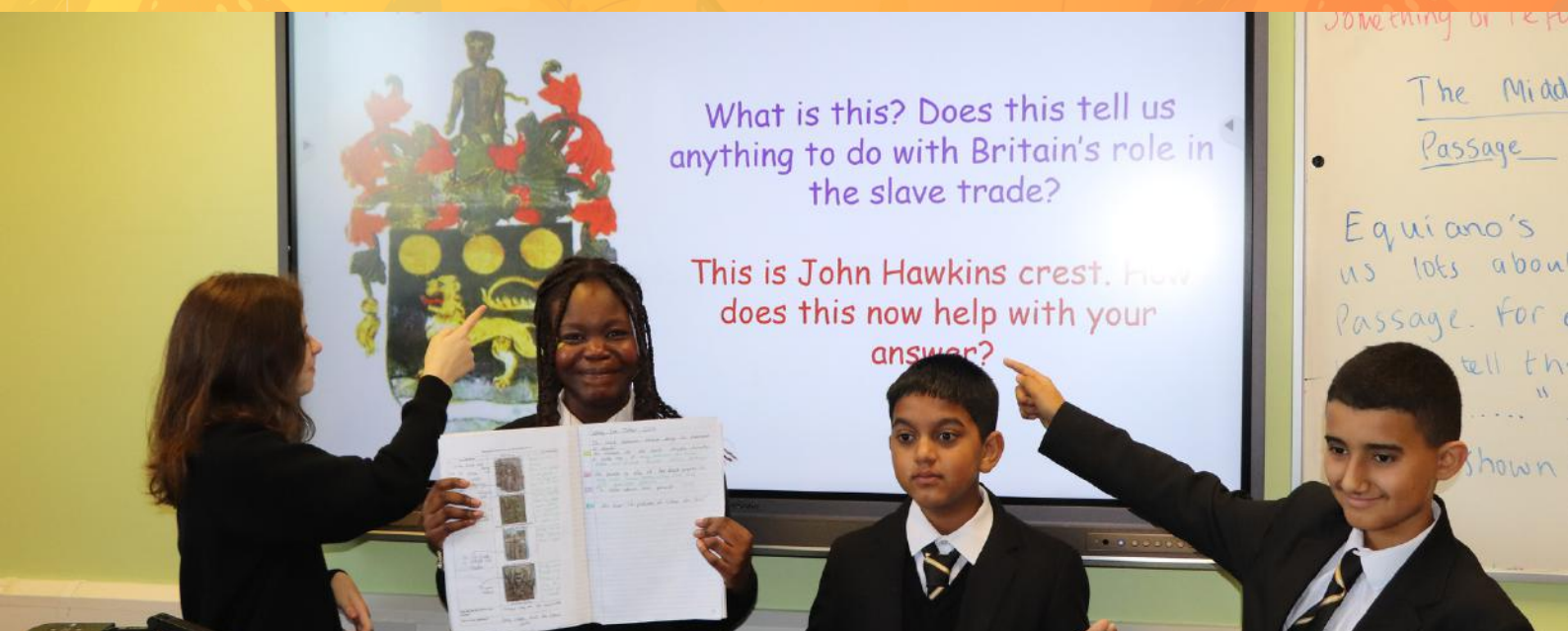
## BLACK HISTORY MONTH

written by Mrs C Evans

Mr Ratcliffe often talks about the 'mosaic' that is our community, and we are proud to be a diverse school which promotes our values to the upmost.

Every October is Black History Month but the History Department decided to revamp the curriculum and incorporate black history throughout the curriculum, so that it is interwoven throughout each key stage.

During the first half-term, Year 8 have been studying The Benin Empire and the Trans-Atlantic Slave Trade.



# KEY FOCUS

# CALDIES COMMUNITY

written by Leigh Bevan - Fundraising and Marketing Coordinator

Caldies Carboot is off to a great start! Whilst the weather hasn't always been on our side, it hasn't put people off (carbooters are hardcore!), and we're steadily building a lovely community of diverse sellers, bargain hunters, and sustainable shoppers. Plus, there's the added bonus that all funds raised through pitches and entry fees goes towards projects, equipment and enrichment for all students at Calderstones School.

For all carboot info, visit [www.calderstones.co.uk/carboot](http://www.calderstones.co.uk/carboot)



# COMMUNITY EVENTS



“ Even though the weather was poor, it was still a good turnout, happy sellers and lots of quality bargains. Big thanks to the amazing staff on the gates also! ”

Anita - Caldies Carboot Seller



Photography by Abel Mousley



# CALDIES COMMUNITY

The PTA (Friends of Calderstones) and I have been working hard to deliver some more events for our whole community to get stuck into! Many of these will always be free and/or affordable for our Caldies families to enjoy.

Want to get involved? Get in touch at [pta@calderstones.co.uk](mailto:pta@calderstones.co.uk)

# UPCOMING EVENTS

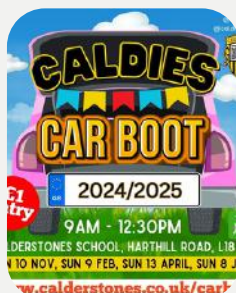
NOV  
05



## FIREWORKS NIGHT

Fun, food and fireworks!  
Tickets now sold out - join the waiting list on Ticket Tailor.  
Calderstones School, 5:30-8pm

NOV  
10



## CALDIES CAR BOOT

Dust off your haggling skills and shop sustainably. Dogs welcome and under 12s go free!  
Staff Car Park, 9am-12:30, £1

DEC  
18



## FESTIVE FAYRE

Christmas market, food and festive fun. Followed by our Carol Concert at All Hallows Church.  
Quarry Hall, 3-6pm, Free entry

DEC  
18



## CAROL CONCERT

Whole family quiz night! Meet other Caldies families & win fabulous prizes! All welcome.  
All Hallows Church, 7pm, Free

PLUS MORE TO BE ANNOUNCED!

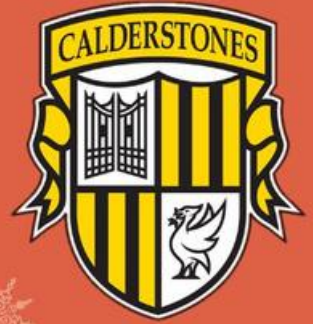


FOLLOW US ON SOCIAL MEDIA

@caldiesschool

JOIN US FOR OUR

# FESTIVE FAYRE



FREE ENTRY  
(DONATIONS  
WELCOME)



DECEMBER

18

3:00-6:00PM

CHRISTMAS MARKET  
MUSIC, GAMES, TOMBOLA  
HOT FOOD & DRINK

QUARRY HALL  
CALDERSTONES SCHOOL  
L18 3HS

@caldiespta @caldiesschool

# BOOK REVIEWS

written by  
**Alice**  
(Year 9)

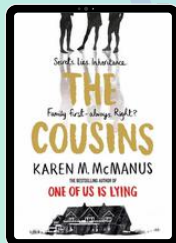


Read our  
**book**  
recommendations  
for each  
year group



## Y7 'CORALINE' BY NEIL GAIMAN

Coraline Jones hates her life in the Pink Palace apartments, with her parents constantly ignoring her and neighbours who can't even get her name right. So, when she finds a door to the most perfect world, she wants to stay forever. And she can, on one condition- she sees things their way... A chilling story to kick off the spooky season.



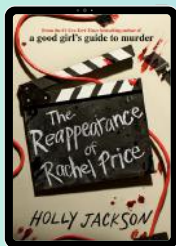
## Y8 'THE COUSINS' BY KAREN M. MCMANUS

Cousins Aubrey, Milly and Jonah aren't expecting to receive an invite to their estranged Grandmother's expensive resort, working there at a glamorous summer job. Once they arrive however, they realise they never should have accepted the work. An intricate mystery that will keep you turning the page.



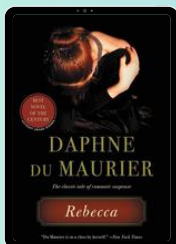
## Y9 'GIRL (IN REAL LIFE)' BY TASMIN WINTER

Before she was even born, Eva, the daughter of social media influencers, has been an internet star. She has no privacy in her life, as everything is shared online, including her first period. With her parents taking steps too far, Eva rebels- and will do whatever it takes to shut down their "All About Eva" blog. A heartfelt story to learn life is about more than followers.



## Y10 'THE RE-APPEARANCE OF RACHEL PRICE' BY HOLLY JACKSON

Sixteen-year-old Bel has lived in the shadow of her mother's disappearance for fourteen years and can't wait for the filming of a documentary about her case to be over. Then Rachel suddenly comes back. Soon Bel's whole life is turned upside-down. A thrilling page-turner with an ending sure to shock.



## Y11 'REBECCA' BY DAPHNE DU MAURIER

A young woman serving a rich elderly lady meets the handsome widower Maxim de Winter, and the two promptly fall in love. Accompanying him back to his Cornish Mansion, the woman realises that his deceased wife, Rebecca, may still be haunting the house's residents. A dark yet beautiful story and a literary classic.

# HISTORY OF HALLOWEEN

written by Lydia (Y10)



Halloween is a holiday celebrated every year on the 31st of October that we all know and love to be about trick-or-treating, dressing up, and watching scary movies. However, Halloween's origins date back over 2000 years to the Celtic Festival Samhain. The festival was when it was believed that the ghosts of the dead returned to earth. To celebrate Samhain, Celts wore costumes and built huge bonfires.

One of our most-beloved traditions, trick-or-treating, began hundreds of years ago in medieval England, where people would go door to door offering a prayer or a song in return for food. In the Victorian era when this began, it was a type of pastry called a 'soul cake' but it has evolved to sweets and chocolate over the years.



## HALF-TERM ACTIVITY IDEAS

National Museums Liverpool



Visit the World Museum to discover what it takes to care for the incredible animals in their aquarium! You can book a 20-minute guided tour at **11:00 am, 11:30 am, 2:30 pm, or 3:00 pm**, led by a knowledgeable member of the museum's aquarium team.



*A minimum ratio of 3 children to 1 adult is required.*

Each family friendly session is free and lasts up to 45 minutes. All sessions must be pre-booked and each person attending is required to have a ticket. Sessions start at **11:00 am, 1:00 pm and 2:00 pm**.



Liverpool Cathedral is free to enter and you will also be able to explore their amazing building if you wish to extend your visit!

River of Light is an annual free event that provides an outdoor illuminated gallery on Liverpool's Waterfront, a loop, featuring light and sound from local, national and international artists.

River of Light is turning playful for its latest instalment, with 12 large scale installations presented by some of the best light artists in the world, all inspired by the theme of 'Play'.



You can also visit <https://www.positivefutures.org.uk/activity-type/half-term> for other ideas on activities and ideas over the half term break!

If you're also interested in eating out this half term, then here are 34 places where pupils can eat for £1 or even for free **courtesy of The Big Issue**.



## AMAZING AQUAPONICS ADVENTURE

written by Mrs R Barlow and Adam Bowden (Y10)

Recently, we had around 13-15 of our year 9 students have a go at a very special opportunity, with the help from the local vertical farming company Farm Urban. They have previously held events similar to this, with this one being one with previous winners, dubbed “Clash of The Titans”. The students had around 12 weeks to think of a brand new, revolutionary idea that would boost the idea of urban farming via aquaponics and hydroponics.

### So what is aquaponics?

Aquaponics systems are systems that contain plants, fish, and bacteria, that live in a mutually beneficial environment, where waste products from fish are transformed into nitrite and nitrate by the bacteria. These minerals are then absorbed by the plants, and the water used then returns to the fish. Hydroponics is the same, except it doesn't use fish, but uses chemicals that are pumped into the system by machines.

### What was their idea?

Our team at Calderstones decided on the name “Filtered Future”, to show how their product would cleanse the future of impurities. The team's main idea was to transform Sgt Pepper's Bus Terminus and Bistro into a thriving aquaponics cafe, for people to enjoy “nice, fresh food, that is locally grown”.

### How did it work?

The group was split into three separate groups: Designers, Creative Department, and the Managing Directors. Each team brought a lot to the table, and individually all of them slotted well together. When the day came to show off what they created, the group came to Liverpool University, where the Creative Department built a board consisting of all the work we created, the Designers carried on building a prototype of what decoration of the Bus terminus would look like, and the Managing Directors created a PowerPoint to go alongside a pitch to the owners of Farm Urban. There was a lot of talking involved, but from what was told, each student thoroughly enjoyed the day out at Liverpool University. In the end, they came out with 3 awards: Best Pitch, Best Managing Director, and Best Growth Mindset The team had some words to say to us as well, with Ellie (3rd on the left) saying “farm urban was very fun, and it helped me socialise and taught me lots about aquaponics”. Aoife (4th on the left/right ((Need to change)) said that she “Had a great time at Farm Urban. I really enjoyed how everyone was so supportive and always willing to help each other out...Being a part of Farm Urban made me feel like I was contributing to something meaningful, while also having a better relationship with the people who were there.” Overall, the team had a great time experimenting with new ways to make the future a better place. Over 12 weeks of work paid off well for this group of 13 people! Give it up for Filtered Future!



## LIFE IN CALDIES SIXTH FORM

written by Oliva S (Y10)

Our student Press Team interviewed a group of Calderstones sixth formers about what attracted them to Calderstones, their transition to A levels, and asked for any top tips on revision, subject choices and potential and career paths!



Left to right: Oliva S, Carys K, Fearne W, Molly G, Jessica K, Adam B, Lydia E, Jack M, Holly M, Chloe K, Evan F, Lydia M

**What was your time like at Calderstones before 6th form, and why did you come to Caldies from other schools?**

**MG:** In my old school, it was really good academically and there was a lot of help from teachers to help you transition into 6th form. Coming to Caldies has been really nice because everyone is really lovely and the teachers provide so much support but it's also very independent.

**FW:** I think it's nice that you start with four subjects then drop to three so you are not overloaded with different subjects. I also think it's nice that you are independent and you're not given a structure constantly, you are given your own choice what to study and what to do.

**EF:** In the classrooms they are quite chill, they are a lot smaller and quieter and I think it's easier to learn in that environment.

**Why did you choose to come to Calderstones instead of other 6th forms, and colleges?**

**LM:** It was always an easy option for me, I know the school well and the teachers as well as my peers.

**JM:** I came here because I have been for so many years and I don't really like going out and talking to new people. It's just easier to adapt to it and your surroundings.

**EF:** I chose to come here because you are allowed to wear your own clothes. One of the main selling points is that they accept you for who you are and you can express yourself however you want to (within reason!).

**MG:** I decided to come here, obviously because I came from a completely different school. It was very interesting to me because one you can wear your own clothes, but also I didn't want to go to college because 6th form is a lot more structured; even though it's chilled, it's very structured compared to college where it's like a free for all.

**FW:** I was going to go to college I did start there on the first day actually. And I just decided I didn't like it because you were spending less time learning because you did 3 days a week instead of 5 at sixth form.

### What A-levels did you pick?

**EF:** I picked Maths and Physics for my basics but I also picked Geography and Music because I think it's good to have a variety of subjects, for example Geography is your essay based one and I picked Music because it's a subject I enjoy, then Physics and Maths are good subjects to have because they can take you to lots of places.

**MG:** I chose Biology, Chemistry, Psychology and PE. I chose Biology and Chemistry because I like science, I like the factual side of it and I'm very interested in biology as a whole. I chose PE because I did it at GCSE and did get a grade 9, so that was an obvious option for me.

### What extra-curriculars have you done?

**JM:** I did Duke of Edinburgh bronze, and I'm doing Gold this year. I helped out in a charity shop in Belle Vale. I put that on my CV because it's work experience and it's hard to get a job without work experience. I would say try get something done, even if it's just volunteering so you have that experience.

**MG:** I did Bronze Duke of Edinburgh, I'm doing Gold now. I'm currently volunteering at the shop on Allerton road, Clare's hospice. To get my volunteering done and also for experience. I'd say during school any opportunity you have to help out do it because then you can get references from teachers for in the future.

**FW:** I didn't do Bronze Duke of Edinburgh but I'm doing Gold now. And I was a Sports Leader in Year 10 and I also did a trainer thing where we learned how to do CPR and stuff which is great for my CV. I have also worked in a summer camp to help with kids which is good.

### In terms of after six form what are your ideas?

**CK:** I think student loans put me off university, most of my family didn't go to university and are in quite successful careers. Obviously it would be really nice to go to uni, I'd love to but I think the debts wouldn't be nice at all.

**MG:** I think a lot of people go to apprenticeships because they are attracted by money, when you are in an apprenticeship you do get paid for it. Whereas with university you don't need to go for a certain profession. For me I want to do dentistry and you could be a dentist through an apprenticeship but you could also be it through university however there is student loans and that is what you have to deal with. Personally I want to go to university to get the extra knowledge to become a private dentist.

### What revision methods did you use during your GCSEs?

**MG:** Personally I think exam questions, even if you do half an hour of exam questions every night with each subject it'll benefit you. Flash cards also help but not as much as the exam questions. I'd say 'try and do', I call them a 'scribble note' and basically you kind of vomit information on the page. You put all off your words and ideas of the subject on the page like a summary; you can go back to it and it's like a flashcard but better.

### What advice would you give to younger years on researching about subjects and careers they would think about going into.

**MG:** There is a website called Unifrog and it's really good, you can type up subjects you want to do at a level and it will come up with uni courses and it will also come up with different universities you could go to. They come up with the grades you need to get in as well. And I think that's very helpful.



“Coming to Caldies has been really nice because everyone is really lovely and the teachers provide so much support. It's also very independent.”

Molly G



## WELCOME TO OUR NEW STAFF

We are thrilled to extend a warm welcome to our new staff members who have joined our school community in recent months!

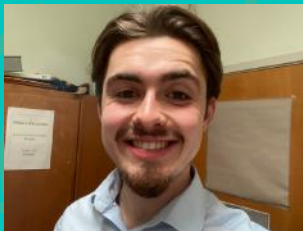


### MISS K MCEWAN - TEACHER OF HISTORY AND POLITICS

**Interests?** Dancing!!

**Why Calderstones?** Staff and students are amazing - made me feel so welcome. History curriculum also provides students with fantastic opportunities to learn about different cultures and offer different perspectives than the typical Anglo/Euro-centric topics you see. This has also given me opportunities to study topics I never had the opportunity to - currently loving learning about the Benin Empire alongside my students.

**Best thing about teaching?** Seeing students develop a love for my subject, but also seeing them thrive as individuals throughout their time at secondary school.



### MR M LEE - TEACHER OF HISTORY

**Interests?** Playing saxophone and skateboarding!

**Why Calderstones?** The history curriculum is very diverse, and I think the school has a lovely, welcoming energy. During the interview I loved seeing how the Head knew pretty much every student's name - very impressive for a school this size!

**Best thing about teaching?** The fact it's different every day - it's literally impossible to feel bored in a school!



### MR A GORMLEY - TEACHER OF PE

**Interests:** Going to the gym and going on hikes

**Why Calderstones:** Calderstones is an amazing school that provides opportunities for all students and staff to excel. I am excited to begin my journey at Calderstones and become a part of a friendly and vibrant community.

**Best thing about teaching?** The reward of seeing young individuals flourish and using school as a platform to come together from all multicultural and ethnic backgrounds to learn key skills for life.



### MRS R HALEWOOD - TEACHER OF RELIGIOUS STUDIES

**Interests?** Swimming

**Why Calderstones?** Warm and friendly students and staff. Great atmosphere across the school.

**Best thing about teaching?** The opportunity to encourage learners to think deeply and talk openly about things that are beyond the everyday. The chance to be a positive presence and influence in the life of a young person is a privilege.



### MR J HUNTER - TEACHER OF MATHEMATICS

**Interests?** Dog training

**Why Calderstones?** The students and staff body are extremely welcoming and diverse which creates an excellent atmosphere within the departments. The high standards throughout the school make an amazing centre for teaching and learning.

**Best thing about teaching?** Supporting young individuals throughout such a complex time in their life. Being a positive influence to those young people.



### MISS L DONAGHY - TEACHER OF MATHEMATICS

**Interests?** Going to gigs and musicals!

**Why Calderstones?** I did my placement at Calderstones as a student teacher and knew instantly that I wanted to teach here. The warm, friendly environment of the maths department and the wider school instantly made me feel welcome. The children were enthusiastic and eager to learn, not to mention hilarious! I knew I would love to teach here!

**Best thing about teaching?** Getting to know the children, what they want to achieve, who they are and their different backgrounds. I encourage them to discover their own learning and set them up for their futures.

## MISS E FARRELL – TEACHER OF SCIENCE

**Interests?** Reading

**Why Calderstones?** Calderstones is a fantastic school that means a lot to me. The vision and values of Calderstones are reflected by the wonderful staff and students here, and I am so happy that I get to be a part of this community.

**Best thing about teaching?** Being able to support young people to learn, develop new skills and gain confidence is something that gives me a great sense of fulfillment and pride.



## MISS J SAUNDERS – TEACHER OF MFL

**Interests?** Going to see live music/musicals

**Why Calderstones?** I love that all students have the opportunity to study two languages at the same time.

**Best thing about teaching?** Being able to make a difference in a young person's life, even if it is only something small like being a friendly face in the morning



## MISS E RAWLINSON – TEACHER OF SOCIAL SCIENCES

**Interests:** Gym and running.

**Why Calderstones:** Welcoming atmosphere, focus on mental health, and opportunities for enjoyable activities. Excited to help with future school plays/productions!

**Best thing about teaching?** Having the opportunity to be a positive presence around the school and inspire young people to enjoy learning a new subject at GCSE and A-Level which might motivate their future decisions and careers.



## MR W WOODING – TEACHER OF MFL

**Interests?** Playing football, going on walks in the mornings and enjoying time with family and friends

**Why Calderstones?** One important reason is that I am a former student here! I feel like I know the school inside out, and this is important when it comes to school culture and how things are done at Calderstones.

**Best thing about teaching?** Being able to have a strong connection working with both students and staff, also teaching the importance of MFL is vastly important!



## MISS S HARRINGTON – TEACHER OF MFL

**Interests?** Reading and yoga

**Why Calderstones?** Calderstones prides itself on being an inclusive school and that is an ethos that very much aligns with my own. They have a good reputation in the city and I am excited to be here.

**Best thing about teaching?** Forming positive relationships with pupils and seeing pupils thrive, particularly seeing how important education is to those who may be of a disadvantaged background.



## MRS A DIAMOND-LEE – TEACHER OF ART AND DESIGN

**Interests?** Running, playing tennis, dog walks in the park, nice coffee, making 'things' shopping!

**Why Calderstones?** Two reasons, one to be a part of a buzzing successful Art and Design department. The second reason is more widely to be a part of the Calderstones community. I love watching my sons play football in local Liverpool leagues every weekend and hearing 'Hi miss' on the sidelines...to be told the final score on Monday mornings!

**Best thing about teaching?** Helping children to find their passion in being creative! Being part of a huge community.



## MISS O HUGHES – TEACHER OF GEOGRAPHY

**Interests?** Netball, badminton, portrait drawing, running

**Why Calderstones?** Warm, friendly environment. Core values of Calderstones school resonate significantly with me.

**Best thing about teaching?** The variety of every school day. Sense of fulfilment that comes from seeing students grasp lessons and concepts. Watching them develop not only academically, but also grow as young individuals.



## MRS S MACQUEEN - LEARNING SUPPORT ASSISTANT

**Interests?** Running, walking my dog, reading and poetry

**Why Calderstones?** My daughter is a pupil here and I like the school's values

**Best thing about working with our students?** I am passionate about helping to remove barriers for young people, whether that be in education, the workplace or within their daily experience.



## MISS M YOUNG - LEARNING SUPPORT ASSISTANT

**Interests?** Going to the gym and walking my dog

**Why Calderstones?** I attended Calderstones myself and I believe the school has fantastic values.

**Best thing about working with our students?** Being able to make a difference in a young persons life, even if it is only something small like being a friendly face in the morning.



## MR S CLARK - LEARNING SUPPORT ASSISTANT

**Interests?** Long suffering Everton season ticket holder!

**Why Calderstones?** Working at Calderstones is like being part of a big family!

**Best thing about working with our students?** Achievement! Seeing a pupil achieving or understanding something that you have been able to help them with is the reason why a career in education is as appealing to me now, 30 years after leaving secondary education, as it was all those years ago



## MISS T SAMUELS - ART AND DESIGN TECHNICIAN

**Interests?** Going to the gym and walking my dog

**Why Calderstones?** I attended Calderstones as a student for 7 years and when the opportunity came up for me to do a gap year and work as the art technician i didnt hesitate.

**Best thing about working with our students?** I enjoy working as the art technician working along side the teachers that taught me and encouraged me to go on and further my studies in fashion



## MRS L SANDERSON-CRAIL - ATTENDANCE MENTOR

**Interests?** Art, baking, and animals

**Why Calderstones?** After 13 years working with the emergency services, I decided it was time to return to my passion for education. I went back to university and earned a degree in Learning Support and Development from Liverpool John Moores University. Since then, I've worked in various schools, always with the goal of eventually joining Calderstones.

**Best thing about working with our students?** I'm really looking forward to working with the staff and pupils at Calderstones and hopefully participating in some future baking challenges!



## MRS V SUMMERFIELD - SENIOR FINANCE OFFICER

**Interests?** Travelling and Reading

**Why Calderstones?** I knew Calderstones was a good school and has a great reputation. I can also walk to work through the park which I really enjoy (weather permitting).

**What is the best thing about finance?** I've always been good with numbers and previously worked in a bank for 20 years, before moving to another local school. Every day is different working in a school and I look at the teachers as my customers, I'm always glad when I can sort out their problems. Also, I work with an amazing team here.



## MRS R MUFTI - SEND SUPPORT OFFICER

**Interests?** Walking, hiking in the hills, mountains and countryside with my dog.

**Why Calderstones?** Because Calderstones is a great school!



## KEY STAFF (AS OF SEPTEMBER 2024)

If you have questions about individual subjects you may choose to contact the following staff, rather than contacting Heads / Assistant Heads of Year, which some parents have historically tended to do.

### English

Head of Department: Mr F Difusco

KS3 Co-ordinator: Mrs L Duffy

KS4 (GCSE) Co-ordinator: Mr D Crosdale

KS5 (A-level) Co-ordinator: Mrs R Watson

### Maths

Head of Department: Mrs J Shannon

KS3 Co-ordinators: Miss M Gilbert / Mrs C Turner

KS4 (GCSE) Co-ordinator: Mr R Pattison

KS5 (A-level) Co-ordinator: Mrs V Harrold

### Science

Head of Department: Dr D Ellson (also Head of Chemistry)

Head of Biology: Mrs R Brown

Head of Physics: Mr M Smith

KS3 Co-ordinator: Dr G Turner

KS4 (GCSE) Co-ordinator: Ms D Cameron

### Art

Head of Department: Mrs S Fawcett

### Business

Head of Department: Mr C Levy

### Computing

Head of Department: Mr L Edgeley

Assistant Head of Department: Mrs H Doody

### Design and Technology

Head of Department: Mr N McCarthy

Food and Nutrition Co-ordinator: Mrs H McElroy

Child Development Co-ordinator: Mrs L Withers

### Geography

Head of Department: Mrs S Levy

KS3 Co-ordinator: Mr M Ellis

### History

Head of Department: Mrs A Halliday

KS3 Co-ordinator: Miss L Ball

### Modern Foreign Languages

Head of Department: Mrs F Conn

KS3 Co-ordinator: Ms J Saunders

KS4 (GCSE) Co-ordinator: Mrs A Brack

### Music

Head of Department: Mr C Sheard

### PE

Head of Department: Mr G Johnson

KS4 (GCSE) Co-ordinator: Mr M Withers

KS5 Co-ordinator: Ms K Jackson

### PSHE / Citizenship

Head of Department: Mrs H Rye

### Social Sciences

Head of Department: Mrs M Carlin

Religious Studies Co-ordinator: Mr S Jones

## HEADS / ASSISTANT HEADS OF YEAR

<b>Year 7:</b> Mrs K Sheard (HOY) Mrs H Gharooni (AHOY)	<b>Year 8:</b> Mr K Leadbetter (HOY) Mrs L Bishop (AHOY)	<b>Year 9:</b> Mr C Spruce (HOY) Miss C Rowlands (AHOY)	<b>Year 10:</b> Mr E Jenkins (HOY) Miss A Williams (AHOY)	<b>Year 11:</b> Mr S Fitzgerald (HOY) Miss G Blower (AHOY)	<b>6th Form:</b> Mr Richards (HOY) Mr M Jenkins (AHOY)
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Please also be aware that our SENDCo is Mrs Quinn. Mr Griffiths is the Assistant SENDCo.

## ONLINE SAFETY UPDATE

### VAULT APPS

They are basically secret apps that are concealed by looking like a normal, less conspicuous app. For example, one of these apps looks and works like a working calculator when opened, but when a passcode is entered, it reveals photographs, videos, documents and contacts.

Find out more about these by visiting:

<https://www.safes.so/blogs/vault-apps/>

### BE AWARE OF WHAT YOU SHARE

Get Safe Online have produced a set of tips to help you avoid oversharing and outlines what the consequences might be if you do:

<https://www.getsafeonline.org/whatdoyoushare/-children-safe/online-safety/online-wellbeing/positively-online/quiz/>

### WHATSAPP: CHAT LOCK/SECRET CODE

Did you know that you can lock chats as well as apply a secret code setting? If a user locks a chat, then the chat will appear at the top under locked chats but cannot be viewed without your device password or biometric (face id/fingerprint). Furthermore though, a user can apply an additional setting to hide the locked chat (so it does not appear in their chat list and can only be accessed via the search bar).

Whilst this feature adds privacy, it can make it difficult to monitor what your child is doing on WhatsApp, which is why it is important to have regular chats with your child.

### FAMILY QUIZ FOR ONLINE WELLBEING TIPS

The NSPCC have created a quiz that can be completed as a family to help you have discussions together and find out about the NSPCC's top tips for positive online wellbeing.

Just visit:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-wellbeing/positively-online/quiz/>



**FOR MORE ONLINE SAFETY ADVICE/GUIDANCE, PLEASE KEEP A LOOK OUT FOR OUR REGULAR NEWSLETTER SENT OUT BY OUR SAFEGUARDING TEAM.**

## SUPPORT SERVICES

### ASD SUPPORT FOR PARENTS

- [asdtrainingteam@liverpool.gov.uk](mailto:asdtrainingteam@liverpool.gov.uk)
- <https://www.alderhey.nhs.uk/services/autism-spectrum-disorder>
- [asdqueries@alderhey.nhs.uk](mailto:asdqueries@alderhey.nhs.uk) for pathway enquiries
- <https://www.advancedsolutions.co.uk/>
- <https://www.autism.org.uk/>

### ADHD SUPPORT FOR PARENTS

- <https://www.adhdfoundation.org.uk/>
- <https://www.alderhey.nhs.uk/services/adhd/>
- [adhdqueries@alderhey.nhs.uk](mailto:adhdqueries@alderhey.nhs.uk) for pathway enquiries
- <https://www.advancedsolutions.co.uk/>

### SPECIAL EDUCATION NEEDS SUPPORT

Parent support, groups and courses:

- <https://www.advancedsolutions.co.uk/>
- <https://livpac.org.uk/>

### MENTAL HEALTH SERVICES

- <https://www.ypas.org.uk/ypas-crisis-drop-in-service-now-available/>
- <https://www.liverpoolcamhs.com/support/camhs-crisis-care-team/>
- <https://www.kooth.com/>



## SUPPORT SERVICES

For a complete list of services and support please guide to Liverpool local offer for information around social care, early help, health and SEND:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

- Autism in Motion ‘Talk to Us’ drop ins at St George’s Hub, Waresley Crescent, L9. They offer information and guidance about services in the area who can support ASD learners.

<https://www.aimautism.com/>

- The Mind Map are running a new project for 18-30 year olds – it’s free counselling called ‘Talk It Out’ and is accessible online via video calls. They also offer online sessions with a qualified counsellor as £39 a session.

<https://themindmap.co.uk/interviews/free-counselling-for-18-30-year-olds-in-liverpool/>

- Talk Liverpool is open to anyone age 16+. Some of the sessions can be completed online / via video call if they can’t attend in person. There is a self-referral form you can find on the link below otherwise it is a GP referral. They do phone-based triage assessments and then are placed on a waiting list.

<https://gateway.mayden.co.uk/referral-v2/7e30e1bf-9bb2-411a-8e4c-eb201bf5f1e6>

- The Liverpool Light is an out-of-hours mental health crisis service, open from 6pm-1am, 7 days a week. It has been set up to provide a safe place for people experiencing a mental health crisis to come and begin their recovery. This service is a partnership between Creative Support and Liverpool City Council, as part of their pledge to prioritise mental health provision in the city.

<https://www.liverpool-light.org.uk/>

- Comic Youth CIC run weekend groups for 16–25-year-olds around art and creativity. This service is more social skills based but would support mental health as a result.

<https://comicyouth.co.uk/>

- Barnardo’s support services:

[https://www.barnardos.org.uk/get-support/services?](https://www.barnardos.org.uk/get-support/services?lat=&lng=&q=118+3hs&ct=&primary_category%5B%5D=Mental+health)

[lat=&lng=&q=118+3hs&ct=&primary\\_category%5B%5D=Mental+health](https://www.barnardos.org.uk/get-support/services?lat=&lng=&q=118+3hs&ct=&primary_category%5B%5D=Mental+health)

@caldiespta  
@caldiesschool



# CALDIES

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TIMES & ALL INFO**

**[www.calderstones.co.uk/carboot](http://www.calderstones.co.uk/carboot)**