



INSIDE CALDERSTONES

ISSUE 2 - OCTOBER 2023

www.calderstones.co.uk



BLACK HISTORY MONTH

As part of Black History Month, we chat with Maddox, Joel and Zac in our 'Past and Present' feature.

BEING ACTIVE

How staying active can help with all aspects of your day, both in and out of school

WELLBEING HUB

Our Well-being Hub finally had a spectacular opening and is a central aspect of our Educate Award nomination for Mental Health and Wellbeing.

COMMUNITY AND FUNDRAISING

We profile our new Fundraising and Marketing Co-ordinator and the ways in which she will be working to improve opportunities for students and the school as a whole!



Welcome to the second edition of our

School Magazine

Mr Ratcliffe - Headteacher

Welcome back everyone!

For those of you who were not associated with Calderstones School last year, this is the second edition of our new school magazine, following on from the first in July. We plan to send these on a regular basis to develop and streamline our communication strategy and give you a further 'window' into Calderstones.

I'd like to start this year by welcoming all of those that are new to our school family, whether they be students, parents, carers, community members, etc. I hope you have enjoyed your connection with us so far; over time, I hope that this will become stronger as you and your children become more familiar with the school.

There is nothing like the start of a new school year: the freshness, the expectation and the hope, all contribute to making it an exciting time for everyone, particularly those new starters, whether they be students or staff. I always say in my first assemblies with each Year group that I'm convinced that on that first day of September, everyone, whatever their history, returns with the sentiment that they want to be better than last year.

I do hope that everyone has strated this first half-term with that ambition. I say the following to students regularly in assemblies: sitting in this room right now could be the person that cures cancer; or that creates a solution to our future energy crisis; or that finds a way to bring peace to an area of conflict in the world; or that creates ways of combating drought or earthquakes that have brought devastation to so many in recent months. Someone has to do this at some point and the likelihood is that person is sitting in an assembly in a school somewhere, just like one of you. Why can't this person be one of us? Equally, sitting in that room could be the person that shows someone else an act of kindness which that other person remembers for the rest of their life.

We have high hopes and expectations of our students and we hope that they have the same ambitions of themselves as they approach the steps that are in front of them during the course of this academic year.



What is the purpose of the Governing Body at Calderstones?

Mr Richard Blanchard - **Chair of Governors**

What do we do?

Every Governing body has four strategic roles to perform:

1. **Ensure the clarity of our strategy and ethos.** We work with school leaders to set out what type of school we want to be and plan how we get there. For instance we are now working on how we bring our “togetherness” ethos alive in our contact with the school community.
2. **Check leaders are driving school performance.** We analyse school results and progress to ensure all of our children get the best opportunities possible. Recently we were pleased to see continual improvement from last summer’s exams, exceeded pre pandemic levels.
3. **Oversee financial performance.** We need to ensure resources are adequate to provide the environment in which children can learn and grow. For instance, we supported making resources available for our fantastic wellbeing hub and the year 7 experience guarantee.
4. **Ensure all stakeholders are heard.** Be it children, staff, parents or our community we need to make sure we are listening. For instance we listen to the priority issues from the pupils by observing the school council in operation.

Who are we?

The board consists of seventeen people, including our headteacher Lee. We have Parent governors, voted in by a parent poll. We have recently added two brand new ones.

We have co-opted governors who are **EITHER** people who can add specific experience e.g. Marketing, Finance **OR** have wider educational experience to bring to us. We have a staff governor as well. You can see who we are on the website at www.calderstones.co.uk/governors.

What is the benefit to the school?

Our job is often said to be that of a “trusted critical friend”. We hope that the school benefits from some inspiration, support and challenge to do better for all our children.

“Our job is often said to be that of a “trusted critical friend””

Mr Blanchard



Community and Fundraising

Get Involved



Miss Leigh Bevan - Fundraising & Marketing Co-ordinator

Miss Bevan took up the post of Fundraising & Marketing Coordinator in September 2023 and is already making waves! Find out who she is, what she's up to, and how you can get involved...

Have you noticed some activity on our social media? That's me - I'm Leigh! In a past-life I've been a Hotel Manager, Ski Host, Primary school teacher, professional drummer... And now I'm here as **Fundraising & Marketing Co-ordinator!**

My day-to-day includes:

- sharing our brilliant school news, celebrations and activities (with the help of our student press team!) in our Magazine and social media
- improving communications so that everyone gets key information quickly and easily
- connecting with students, parents, staff, alumni and a range of wonderful people to deliver events and activities enriching our community, and raising funds for our school

What brought you to Liverpool?

Originally from London, after sixth form I spent 4 years in the French Alps skiing, rock climbing, mountain-biking (and working). I came to University of Liverpool in 2009 to study English Literature and Music (BA) followed by a Masters in Victorian Literature. I fell in love with Liverpool and never looked back!

“I'm a Londoner who fell in love with Liverpool”

Miss Bevan

What do you do in your spare time?

I love to be outdoors. And organise events! I'm Chair of Dovedale PTA (a charity associated with my daughter's Primary School), and a drummer, hosting gigs and drumming around the UK. My biggest achievements would be playing the Cavern & Echo Arena (Liverpool), the O2 Academy (London) and Johor Bahru Stadium in Malaysia. Plus, having my two beautiful children!



What are you looking forward to?

Meeting more students and parents, working with our student press team and school council, finding out what you love about Calderstones, and hearing your ideas on how to make our school community/calendar even more vibrant and fun! Got an idea? Find me in the shop or get in touch digitally :)

How you can support our school fundraising:

1. Sign up to **easyfundraising** (it's free!) and use the app when you shop online (7500+ retailers!)
2. Volunteer with our brand new **Parents & Teachers Association (PTA)**
3. Like, follow and share our official account on twitter, Instagram and facebook @caldiesschool



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- 1 Visit www.easyfundraising.org.uk
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- 3 Your favourite brands **donate** to us whenever you shop with them - for free!

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KEY FOCUS

PAST AND PRESENT STUDENTS



Joel Bonner (2010-2015)

Joel Bonner is a Caldies alumni who now works for Liverpool FC as a Post Match Analyst.

Looking back on my time at Calderstones, I can't help but cherish the countless positive memories and the incredible school experience it offered. It was a great learning environment and really challenged me to realise my full potential.

I was a keen athlete and developed my passion for sport thanks to the amazing PE department, led by the late Mr Gibbons. I represented the school in various sports and enjoyed competing. During this period, I also joined Liverpool FC Academy which was a significant added commitment to school. I'm certain that current students are also excelling in extra activities away from Calderstones. The teachers were very supportive to me, helping me balance my studies and catch up with work I had missed due to training.

Beyond sport, I discovered a deep interest other subject such as Maths, History and modern languages – studying both French and Spanish.

“Black History Month is very important to me, providing the opportunity to celebrate famous historical figures and the great influence black culture has had on our world. It's also a time to reflect on the sacrifices made by others in the past to path the way for progress, yet still acknowledging much work is needed to live in a more just society.”

Joel Bonner

These subjects were appealing options for further study, but my passion for football ultimately took me on a different path. Although I didn't make it at Liverpool, Shrewsbury Town FC offered me a youth team apprenticeship. There, alongside football, I continued my academic pursuits by doing the extended diploma version of the BTEC we had to study.

Through achieving good grades I had a Plan B and when I didn't get offered a pro contract I was prepared and knew exactly what I wanted to do - go to university. I went on to study Sport & Exercise Psychology at Loughborough University. I spent four years there before graduating and getting offered a role back at Liverpool FC, this time as a performance analyst in the academy. This involves observing players during matches and training sessions to help develop them to one day play for the first team. Lucky This summer I was lucky enough to get offered the role of Post-Match Analyst with the first team. This involves similar responsibilities to the academy and I am fortunate to travel to every game, providing live feedback and tactical information for the team.

The journey I have been on all began at Caldies and the experiences there have really prepared me for life. School truly is where you have some of the best days of your life, something I didn't fully appreciate until I left.



KEY FOCUS

PAST AND PRESENT STUDENTS



Maddox (2020-present)

Maddox is a Year 10 student who joined Calderstones from Mosspsits Primary School over 4 years ago. Known as a football prodigy, he signed for Championship Club Blackpool FC in 2021!

Tell us about yourself!

I'm Maddox, from Liverpool and I love football! I play all the time. I play for Liverpool Schoolboys and Mersey Schoolboys - and I was Captain for both of them. I also play for Blackpool Academy.

What's it like being a Football Captain?

It's good, you have to be a leader, give instructions and you have to be supportive for everyone.

What's your most memorable football experience?

Winning the cup final for Liverpool Schoolboys and scoring the winning penalty in Stoke Stadium.

What do you study? Do you have any future dreams?

I've picked PE, Art, Spanish and Geography. I want to be a footballer, but if that doesn't work out then I want to be an architect. So that's why I'm doing dot art - I love art, I'm dead creative. I like to do more realistic stuff. [...] My dream would be to play for Liverpool FC and England.

What was it like through the pandemic?

It was quite fun at Calderstones in School because we were in our PE kits and always doing sport. It was hard when we weren't in school and we had to stay in during lockdown, but I would still go and run round Sefton Park.

What does Black History Month mean to you?

It's my culture and where I came from, it's quite important to me. My dad is from St Kitts, and my grandad on my mum's side is Jamaican and my nan is Ghanaian. I'm actually going to Jamaica for my 16 birthday, I'm really excited. My Auntie owns a shop in Liverpool, RayRayz - Jamaican and Caribbean - so I go there all the time. I love curried goat!

Who is your black hero?

My auntie is a big one - Natasha Jonas - she's world boxing Champion!

What's the best part of being at Calderstones?

Probably the way its so multicultural. There's people from everywhere and like, with most schools you don't really see that. At my primary it was majority white kids and I was the only black kid, but then I came here and I have loads of other people here like me, and there's loads of other different kinds of people too.

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

Be you and don't be afraid to be you.

“Be you and don't be afraid to be you!”

Maddox

KEY FOCUS

BLACK HISTORY MONTH

Zac Excell (2008-2013)

Tell us about your time at Calderstones

I joined Calderstones Secondary School 15 years ago and was there from 2008 – 2013. One subject I really enjoyed and got the strongest results in at the time was English Lit, I remember it being one of the classes that I really looked forward to. I was also in a variety of sports teams throughout my time at school which were key highlights, but my main sport was basketball.

I managed to leave secondary school with the GCSE's needed to get in to Calderstones Sixth Form, however at the time I did not really know what I wanted to do and what realistic options there were for me.

In Sixth Form I chose to study English Lit, Sociology, Business Studies & Economics. At the time I did not think I was 'smart enough' to be in sixth form and certainly not to go on to university and as a result I put minimal effort in to my first year. Subsequently, I ended up receiving extremely poor results, so low that I was not able proceed to my final year of sixth form. My next steps, in short, was to redo my year on the condition that I display more effort and hit the grades needed to proceed to my next year.

That was a huge turning point for me, I put in a lot of effort that year and with the amazing support of the teachers in sixth form, specifically my

Economics teacher Mr Jenkins, I changed my grades drastically.

Within that year for example, I went from a U to an A in Economics which was the first A I had ever received! I found a passion in Economics / Business and knew that this was something that I wanted to go on to do at university.

What did you do after Calderstones?

I chose to study Business Management at Aston University in Birmingham as this had a strong business school with a placement year which really appealed to me. Following my first year at university I went to California in the US and worked on a summer camp for 3 months followed by travelling the West Coast. Four years later I graduated with a 1st Class degree from Aston University including a 1-year marketing internship at BMW UK HQ.

After leaving university, I completed a 2-year commercial graduate programme at one of Europe's largest food and drink companies, Princes Group which was based in the Liver building in the heart of Liverpool. There, I rotated across the business in Marketing, Buying and Sales. Following these 2 years I accepted a role at Mercedes-Benz UK HQ in a Digital Marketing Specialist position where I developed and managed some exiting national campaigns.





What are some of your favourite Calderstones memories?

Some of my favourite memories from school were made at lunch and break times running down to the basketball court to get a few half court games in!

Where are you now?

I'm currently living in Melbourne, Australia doing some travelling and working at the Oodie (one of Australia's largest and fastest growing online retailers), where I am responsible for executing CRM marketing campaigns across 7 regions.

What/who inspires you?

This year's Black History Month theme is 'Saluting Our Sisters', acknowledging the critical role that black women have played in all corners of society and the impact of this with little to no celebration or acknowledgement. So it is only fitting to highlight the two black women in my life that have inspired me. Firstly, seeing how hard working my mum is both personally and professionally motivated me to apply the same work ethic throughout my life. Similarly, seeing my sister go to university before me allowed me to see that it was possible and inspired me to go on and do the same.

What does Black History Month mean to you?

Black History Month to me is all about black representation and recognition, from celebrating achievements, to acknowledging the fundamental contribution and impact both historically to the present day that is far too often overlooked.

During the end of my first year at sixth form I started taking a huge interest in black history, mainly by diving into many books. A key read that had a great impact on me was 'Black and British A Forgotten History' by David Olusuga.

There is no shadow of a doubt that understanding the incredible individual stories of black people across the globe made me stand up taller and enter rooms where I typically was the only person who looked like me and where I previously did not think I belonged in. And on reflection, this is something that I attribute to my grade changes during that time and outlook for myself in the years that would follow.

If you could give some advice to your Caldies self, what would it be?

Dream big, as you can achieve anything that you put your mind to.



Zac at the Sydney Opera House

Dream big, as you can achieve anything that you put your mind to.

Zac Excell

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"BEHAVIOUR MATTERS"



written by Miss Edwards
Assistant Headteacher

I have worked at Calderstones for the past 11 years and throughout that time have been part of the Pastoral Team, moving from Assistant Head of Year, Head of Year to my current role as Assistant Headteacher: Behaviour. I am extremely proud to work at Calderstones and to provide support to our student body who are facing increasing challenges, that can act as barriers to both their educational and social development.

While a large part of my role is ensuring that students set and maintain high expectations of themselves in terms of their behaviour and conduct, my role also encompasses establishing what may be causing behavioural issues for students and putting support in place to try and address these. It can often be misunderstood but behaviour also includes celebrating the positive behaviour that our students demonstrate and while this can be positive letters home and rewards trips, we as a staff body have also been focusing on positive behaviour management.

This is not just recognising achievements but also teaching students what good behaviour looks like, modelling through our daily interactions with them and ensuring that our language and approach as a staff body creates a behaviour curriculum that allows for students to develop positive behaviours, alongside them learning content and skills in each of their lessons.

Calderstones is a microcosm of our local and wider community and allows students to experience meeting people who have different life experiences, beliefs and outlooks and part of my role is ensuring that the mosaic of students that we have here, are happy and safe and that our diversity is protected. We have very clear expectations and policies that underpin this and allow for quick reporting of issues, education and sanction for students who do not uphold these expectations.

There are times that the young people in our care make mistakes but we have the structures and guidance in place to take consistent action when this is the case and continue to foster students understanding of how to make positive contributions to their lessons, the school and the wider community.



Calderstones is a microcosm of our local and wider community and allows students to experience meeting people who have different life experiences, beliefs and outlooks

INSIDE CALDERSTONES

CALDERSTONES SHORTLISTED FOR EDUCATE AWARD



On Thursday 28th September, we celebrated the official opening of our Wellbeing Hub with ribbon cutting by Jake Mills of 'Chasing the Stigma'. We also were over the moon to discover Calderstones has been shortlisted as finalists for the Educate Health and Wellbeing Award!

Mr Ratcliffe said: "We are delighted to have been recognised by the Educate Awards for the work that the school has done in promoting positive mental health and wellbeing. This is a systemic approach, across the whole school in terms of students, staff and families, but probably best symbolised by the development of the school's Health and Wellbeing Hub and the fabulous work of the team in and around that provision.

Our instinct that this kind of provision would be integral on the back of the challenges of the school closure periods has proven to have been well-founded but we now have the tools and people to best support those that are in need."

Wellbeing Coordinator Harriet Rye said "We are all incredibly proud of the Wellbeing Hub at Calderstones, and are keen to show the world all the good things we do here, to support students and allow them to access the curriculum and to feel better about life! Calderstones is very rare, maybe even unique, in having a purpose-designed space, staffed by a qualified counsellor with twenty-three years school experience, whose sole remit is student mental health and wellbeing.

Winners will be announced at the prestigious Educate Awards 2023 ceremony at Liverpool Cathedral on Friday 17 November.

"Calderstones is very rare, maybe even unique, in having a purpose-designed space, staffed by a qualified counsellor [...] whose sole remit is student mental health and wellbeing."

Mrs Rye

ONLINE SAFETY

DOES YOUR CHILD WATCH LIVESTREAMS?

KICK



What is livestreaming?

Livestreaming is when an individual broadcasts video live over the internet. People can watch livestreams from any device that is connected to the internet.

Who is watching livestreaming?

Research from Ofcom reported that 57% of 3 – 17 year olds have watched live streams and the most used platforms to watch live streams were YouTube and TikTok. The research also showed that the percentage watching content on livestreaming app/sites increased by age. A third of 3-4 year olds were watching live content with this number growing to eight in ten of 16-17 year olds. This is reported in [Children and parents: media use and attitudes report 2022 \(ofcom.org.uk\)](https://www.ofcom.gov.uk/consult/condocs/childrenandparents/childrenandparents_media_use_and_attitudes_report_2022/).



LEARN MORE

For more information regarding Online Safety, then please check out the parental newsletter sent by our Safeguarding Team!



What are the risks?

There are risks associated with watching livestreams that you should be aware of. The main risk being that your child may see or hear something inappropriate; your child may come across themes or content that is not suitable for them. It is difficult to moderate live content as it is happening in real time.

How can I help my child?

- All online platforms have an age rating,. Ensure your child only accesses platforms that are appropriate to their age. For example, TikTok has an age rating of 13.
- For any platforms that your child uses, ensure appropriate parental controls and privacy settings are applied.
- Take an interest in what your child is doing online and on a regular basis, ask your child to show you what they are accessing.
- Ensure your child knows how to use any reporting/blocking tools on the app that they are using and as always please ensure that your child knows to talk to a trusted adult if they see anything that concerns them online.

Further information:

<https://www.childnet.com/help-and-advice/livestreaming-parents/>

<https://www.thinkuknow.co.uk/parents/articles/what-is-live-streaming/>

FOCUS ON STUDENT MENTAL HEALTH



**Written by Mrs Rye
Student Wellbeing Coordinator**

The most recent Oxwell survey into the mental health of young people nationally, told us that there is a particular need for support of Year 7 girls around transition to secondary school, managing pressure, anxiety and feeling overwhelmed.

With that in mind, this half-term I have been meeting with a small group of girls, some self-nominated, some suggested by their teachers, for a Monday morning check-in and a Friday afternoon debrief (this time with biscuits!) It is a really lovely way to start and end the week.

We talk openly about the things we are finding hard in secondary school and share our successes in overcoming life's hurdles, we play games and create resources for ourselves to support us, and we show appreciation for all the people in school and outside who make our days here a little easier to manage.

It is a lovely, calm space away from the hustle bustle of the school. If you think you would benefit from a group like this in the future, get in touch with me in the Wellbeing Hub or by email ryeh@caldies.co.uk

If there is a group or club which you think we should have in the Wellbeing Hub, you can let me know that as well. In the past we have had groups around self-harm, anxiety, low mood and exam stress, to name but a few, and clubs which have included feminism, crochet, LGBTQIA+, mindfulness and gardening. Something for everyone!



BOOK REVIEWS

written by Alice Cleary (Y8), Ethan Chandler (Y8) and Adam Bowden (Y9)



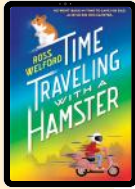
07 ERAGON: THE INHERITANCE CYCLE

For fans of constant action & suspense, this tale is about a teenager & his dragon working to overthrow a cruel overlord, set in a 4 part series. A thrilling read for all fantasy fans.



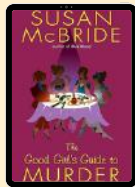
08 BLACK BEAUTY

A young horse is sold to many people but never has a permanent home to love him. This is a touching story, centred around the different kinds of people you will meet in life.



09 TIME TRAVELLING WITH A HAMSTER

Join Al on a mission to fix the past, and perform wacky tasks to ensure it goes right - making sure Alan Shearer the Hamster survives the action too. This book is a heartfelt, crazy adventure you won't want to put down.



10 GOOD GIRL'S GUIDE TO MURDER

Five years after the murder of Andie Bell, Pippa Fitz-Amboi is determined to prove Sal Sigh is not her killer. But the real question is, how far will the real killer go to keep her from the truth? Filled with clues and documents, this story gives you the opportunity to work out who the killer is yourself.



11+ LOCKWOOD AND CO: THE SCREAMING STAIRCASE

Meet Lucy Carlyle, witty, talented, and a knack for listening. In a world of ghosts of all types, and an agency struggling for fame, what will Lucy discover about the ghosts of the world? This is an intriguing story, full of mystery and excitement, set in a dystopian world.

PARANOID - BLACK SABBATH (1970)



Black Sabbath's album "Paranoid" came out on the 18th September 1970. As soon as this album was released, 2 songs stood out from the crowd "Paranoid" and "Iron Man". Automatically they became hits in the UK's heavy metal scene. Before they were called Black Sabbath, they had two other names, the Polka Tulk Blues Band and Earth. These names lasted until 1970.

My opinion on the album is that there are some of the best songs the band have ever released. Black Sabbath was really the first band to fall under the "doom metal" category. Ozzy Osbourne's vocal remained strong and consistent throughout the album. Although, my only criticism is that Tommy Iommi (the guitarist) hadn't fully adjusted to the bands playing style and you could notice it on closer observation. Also, it appears that the band rushed a few songs on the album. For instance, the song "Rat Salad" is made of 3 chords and doesn't fit Sabbath's more technical sounding riffs.

Overall, this album is definitely a great example of Black Sabbath's unique and new genre of music. Black Sabbath has definitely inspired musicians to be unique with music. Black Sabbath's music hasn't just led to unique sounding metal music, it's literally led to almost 11 new metal sub genres. I would definitely recommend everyone to listen to the album.

MUSIC REVIEW

Written by:
Ruby Rampton
(Y7)

REVISION TIPS

written by Ethan and Alice

Revision is important for all stages of education and it is essential that it is not left to last minute cramming. This does not work in essence and can be the downfall for many students. Here at Calderstones we believe that revision should be taking place early on and some of our student journalists spoke with our A-level students for tips when revising for all examinations and assessments:

Rowan, 12B

"...Somewhere away from other people, a personal space with a computer, or revision tools."

"Have your phone away from you, turn it off so it doesn't constantly distract you."

"Wear headphones or put music on if a personal space isn't available."

"...Past papers really help before the exam."

Lauren, 12A

"Multiple exams a day can be stressful, but it feels amazing when they're over with. It is overwhelming but revising in calming places like a cafe or a library can make you feel calmer."

"I'd say the hardest GCSE I did was Maths, but it's dependant on the type of person you may be."

"Start revising in Y10, definitely. Discuss it all with friends."

Grace, 12E

"A high is how you feel after an exam:
Amazing!"

"Revise the subjects you struggle with the most."

Tom, 12A

"Mocks usually stick to the stuff you've just learned, so make notes."

"...Especially Geography, flash cards help for case studies"

"I recommend a bedroom for revision."

Jack, 12B

"In my GCSE times, before the GCSE's came up I would try to get notes down, so that way when the GCSE's came up I wasn't rushing to write down notes. I'd say not to revise a week prior, because then it won't truly stick in your mind. Flash cards are also really good as well as it boosts your active recall and tests your brain."

You should also have friends and family members test you, alongside integrating revision into daily tasks, so you're not slacking at a desk the whole time and instead having fun. Try to keep distractions away, maybe music if you struggle to concentrate with it on."

INSIDE CALDERSTONES

- Revision space: Find a good place to work. It should be quiet and uncluttered.
- Revision timetable: Draw up a revision timetable - it's crucial. It should be realistic, cover all subjects and allow you time off to relax. We have included one in this booklet to help you.
- Make notes: Don't just read through your class work, make notes. One useful tip is to gradually condense your notes so they fit on the back of a postcard.
- Revision guides: Make sure you follow your teachers' advice and use them.
- Questions and answers: Write out some questions and answers to see how much you're actually remembering.
- Listen in: Try recording your notes and then play them back on your phone.
- Prompts: Put key words and phrases on sticky notes around the house, so you'll see them often.
- Seek help! Don't go it alone: They say a problem shared is a problem halved. So, get friends and family on board to help you revise.
- Past papers: they're a really good way of knowing what to expect in the exam.
- Relax: If you panic, you're lost! The exams are going to happen so you might as well give yourself the best chance of doing well by starting to revise early and keeping calm.



INSIDE CALDERSTONES

MEETING WITH KEIR STARMER



**Written by Mr Derbyshire
Subject Leader for History**

On Tuesday 19th September, Calderstones students were invited to a Q&A session with the leader of the Labour Party, Sir Keir Starmer. The Q&A session was held at the offices of the Liverpool Echo with a small selection of other 6th Form Colleges.

Students were invited to ask him questions on a variety of topics including his stance on forbidding Labour Party members to take part in picket lines, his priorities for the NHS, his stance on university tuition fees, multiculturalism in the UK and whether he regretted taking part in an interview with The Sun newspaper.

The questions prompted some robust discussions between our students and Sir Keir. Not only was this a fabulous opportunity to meet the potential future leader of our country, but it was also a useful insight into the mechanisms of Politics.

This type of extra-curricular activity has undoubtedly added weight to their understanding of the Politics course they study and should stand them in good stead for their upcoming exams, as well as being a thoroughly enriching experience.

We're so proud of our students for asking considered and challenging questions - with a brilliant one from Olivia featured in an article by the Evening Standard. The event was also covered by Liverpool ECHO.

INSIDE CALDERSTONES

FOOTBALL CHAMPIONS!

On Friday 6th October, our Year 11 boys' football team won the Liverpool (South) Cup, with an AMAZING performance from the whole team!

Photo of our awesome boys (although doesn't include Aaron P - our double goal scoring hero!!)

City wide finals dates to be announced very soon. Watch this space...



WATERSPORTS TRIP TO FRANCE (JULY 2023)

written by Miss Jackson



At the end of July 2023, 38 students and 5 members of staff went on a Watersports Adventurous Activity trip to Dordogne, France.

The students and staff took part in the following activities; canoeing down the picturesque Dordogne Valley; Kayaking, Sailing, Canoeing and Paddleboarding on a glorious mountain lake; visiting the historic clifftop village of Rocamadour and Climbing, Orienteering, Target Sports & Mountain biking at our Resort basecamp in the South of France.



Evenings were spent participating in quizzes, capture the flag games but mostly playing volleyball until dusk fell upon us. The trip was a huge success, with all students learning a new skill, developing their social skills by interacting with different year groups and creating new friendships which will last a lifetime.

"We seek to build confidence in a fun and friendly environment through the development of Urban dance styles"

**cody
urban
dance**



STREET DANCE CLASSES FROM AGE 3+

***All classes Covid-19 (Coronavirus) secure with class "bubbles" in place.*

**TO BOOK A PLACE CONTACT GILL
07762 805 140**

**EMAIL
CUDLiverpool@gmail.com**

LOCATION

**LC Sports in Liverpool
College North Mossley Hill
Road Liverpool
L18 8BG**

**All classes are based on ability, ages stated are a rough guideline.*





WHY IS OUR PHYSICAL HEALTH SO IMPORTANT?

Written by Mr Johnson
Subject Leader for PE

Calderstones has a high regard for students' physical health. That's why we timetable more PE than most secondary schools in Liverpool, run lunch/after school clubs and even support recreational sports on the yard at lunch time.

Taking part in physical activity in your daily life can lead to the following health benefits:

- Improves cardiovascular health
- Maintains a healthy weight
- Improves bone health
- Improves self-confidence
- Develops new social skills

Did you know?

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
- All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.

What can I do?

Moderate intensity physical activities will cause children to get warmer and breathe harder and their hearts to beat faster, but they should still be able to carry on a conversation

- Bike riding
- Walking to school
- Playing on the yard at lunchtime
- Vigorous intensity physical activities will cause children to get warmer and breathe much harder and their hearts to beat rapidly, making it more difficult to carry on a conversation.
- Fast running
- Sports such as swimming or football
- Activities to strengthen bones and muscles
- gymnastics
- football
- jumping
- martial arts
- sit-ups, press-ups and other similar exercises (for young people)



CALDERSTONES CULTURE FESTIVAL (JULY 2023)

Written by
Dr Lancaster,
Miss Edwards and
Ms York

Last July, the Calderstones community was ablaze with the brilliance of the Culture Festival, a grand celebration of diversity. A symphony of students and departments crafted magnificent displays and activities that illuminated the 'mosaic' that is Calderstones. With open arms, we welcomed parents, carers, and visitors into our realm to share in our common heritage. The air was thick with excitement and pride, as we revelled in the essence of our community.

Each department was graced with the presence of enthusiastic students, who shared their cultures with others and learned about new ones. The festival was a tapestry of Chinese calligraphy, aromatic food and treats from across the world and melodic music that drifted across the site, imbuing all with knowledge of the vibrant backgrounds of our students and their families. The wider community also joined us in this celebration, with the Liverpool Arabic School, Chinese calligraphy students, and Nazeen, a performing artist from Gambia, gracing us with their presence.

Throughout the day, students engaged in various activities, from Chinese dragon dancing to workshops on young people's stories and animation. The atmosphere in each session was one of acceptance and tolerance, with students immersing themselves in new ways of life.

The students attended in their own clothes, proudly displaying their cultural heritage through their dress, flags, and football shirts. This sense of self is integral to our community, where diversity is celebrated and accepted, and young people can be themselves in a shared experience of being part of Calderstones.

For more photos, please scan the QR code or click on 'SCAN ME' if accessing on a phone/tablet:



SCAN
ME



ALTON TOWERS TRIP (JULY 2023)



written by Mr Leadbetter
Head of Year 7

After all students had been prepared in assembly by Mr Leadbetter and their Heads of Year, the military operation of getting 276 students to Staffordshire began. Rumours of rain did not dampen people's enthusiasm, with discussions of which was the best ride to head for aplenty.

As the coaches arrived in Alton Towers at 10am, it became clear that it was due to be a busy day. In true Calderstones fashion, students were prepared with their tickets, ready to get off the coach and run, with the only message they needed to remember, "Be back at the entrance for 5pm or you may have to walk home."

Despite the rain at points, As staff made their way around they were met with the faces of students who were having a brilliant time.

Some staff stayed in the café providing a useful (dry) base for students whilst Dr Turner, Mrs Denson, Mr Ahmed, Miss Cameron, Mr McDonough and Mr Dore showed team Science spirit to go on Rita several times. I myself went on Wicker Man with Mr Deveney and Mr Freeman and, should you ever be at Alton Towers, I highly recommend it!

A fantastic trip, with outstanding behaviour from all involved to end a memorable year.

A RIVETING ADVENTURE: GCSE GEOGRAPHY STUDENTS EXPLORE RIVER ALYN IN NORTH WALES

written by Mrs Levy
Subject Leader for Geography

In July of 2023, a group of 150 GCSE Geography students embarked on an educational expedition to the River Alyn in North Wales.

Over the course of four days, they had the opportunity to explore the river's geographic features, experience dynamic weather conditions, and conduct various measurements and assessments, all while demonstrating impeccable behaviour.

The students' measurements of the river's velocity, cross profile, and sediment size provided an opportunity for real-life observations, which added depth to their understanding of river dynamics. Despite intermittent heavy showers on the second day, the students remained enthusiastic and committed to their studies, persevering through the inclement weather to continue their measurements and assessments.

Overall, the students' dedication to the program and their studies was commendable, and we congratulate all of the Year 11 Geography students on their successful expedition.



MUSICAL SPOTLIGHT: BINDER

interviewed by Ruby Rampton & Leigh Bevan

“During lockdown there wasn't much to do, so I started making a load of songs with my dad on my computer [...]. I actually started because of a homework task [...] and then just did more and more.”

Xander

We spoke to Year 11 Calderstones band legends 'binder' (lowercase 'b'!) about their music, influences, and their ambitions together, and solo.

When did you start playing your instruments?

Felix: When I was 5 I asked for a drum-kit for Christmas. Then I got lessons and it went on from there - I've played drums for 9 or ten years.

Xander: I did guitar lessons in year 3 for a week and then went 'nah that's not for me' and then did drums for some reason and that was better, so I basically just did that but not very mindfully ... and then in Year 8 I started playing guitar again for some reason, and then I started making music all the time, and then it sort of became my thing.

Evan: I got a guitar for Christmas when I was 7, I learnt a few chords and then got lessons in school and have been doing that ever since.

“I'm that kid with the Metallica bag”

Evan



Xander, Felix and Evan at Open Evening

How would you describe your sound?

Xander: Just sort of a mix of things, whatever we feel like doing really

Felix: We don't really restrict ourselves

Who are your biggest influences?

Evan: Well I'm that kid with the Metallica bag, so, yeah! I also like some metal bands like Mastadon, Gojira, Meshuggah, Deftones. Xander likes Deftones as well.

Xander: I'd also say Death Grips, Steve Albini, Queens of the Stone Age and some dance music like The Prodigy and Altern-8

Felix: QOTSA, Nirvana, Slip Knot, System of a Down, Rage Against the Machine, Led Zeppelin, Black Sabbath.

How do you write your music, what's the process, who comes up with it, how does it work?

Felix: Usually, one person brings a riff or an idea or something, and then plays it to the other people and then they make something up to go along with it.

Xander: I'm the ordering man, I decide the verse, the chorus...

Evan: You deal with the structure and everything. You often write lyrics as well.

Xander [to Evan]: Well you write lyrics as well.

How many songs have you written?

Xander: That's a tricky question. There's probably around 7 that are decent, and then 10 which are just ideas.



What do you love most about being in a band?

Felix: I wanted to join a band because before that I hadn't really played with anyone. At the start it was just for fun, and then we started writing songs, and then it turned into this band now. And its fun to play and hang out but also to write stuff and perform - just all of it.

Xander: Are you talking about Death Bats?

Felix: Ok so, this band, before it was binder, it was called Death Bats...

Evan: and it was me and Felix and another guy who left, and then 2 others who left, so we needed a new bass player. Xander joined and it turned into binder...

Xander: but you didn't actually want me because every band I'd been in had fallen apart so they thought that I would break the band, but I basically said if you don't let me join I'll turn up at every practice until you let me!

Felix: We started 12th November 2021, and then Xander joined 7th October 2022 - almost a year now

Has COVID and the pandemic had an impact on your music or getting into music?

Felix: I would say lockdown helped me get into music more. I was into music, but not as much as I am now. I had a lot of free time so I listened to it loads.

Xander: Yeah I think lockdown probably did, well, because there wasn't much to do, so I started making a load of songs with my dad on my computer (because I use cubase to programme electronic music as well). I actually started because of a homework task I'm pretty sure, and then just did more and more.

So you all study music at GCSE - do you want to continue studying it at A level and after?

Xander: Yeah, I wanna try and get into LIPA.

Evan: I'm not sure what I wanna do yet

Felix: Yeah. My dad works at the University of Liverpool and there's a course that that is music and maths so I think I might go there

What is your greatest strength as a band?

Xander: Felix is probably like the best drummer that I've met or heard of in real life. Well I know that people are real, but you know what I mean.

Felix: Yeah, someone you know personally

Evan: Xander is just very good at like, writing stuff, recording stuff, mixing stuff and basically doing all the stuff

Xander: Evan is also insane at guitar!

Evan: Well I write lots of the parts accidentally, and then I go "yeah, that's good!"

What's your biggest achievement or most memorable experience as a band?

Felix: We played the Cavern!

Evan: Yeah, that was for Calderfest

Felix: [Calderfest] is a great opportunity

Xander: and we pretty much brought our entire friendship group whether they're at the school or not, and they were all screaming their heads off at the front

Who would be your dream band or artist to collaborate with?

Xander: Steve Arbini - I wanna get an album produced by Steve Arbini

Evan: Doing anything with Death Grips!

What's next for binder?

We're gonna be posting a demo which we'll put on our YouTube and Instagram channels: [@binder_band](#)

“**At the University of Liverpool there's a course that is music and maths so I think I might go there**”

Felix



binder at the Cavern club



Scan the QR code to watch a video of binder live at the Cavern.

(tap on it if viewing on a phone/tablet)

INSIDE CALDERSTONES

Written by Mr Sheard
Subject Leader for Music

CALDERFEST@THE CAVERN



On 12th July 2023, The Live Lounge at the Cavern Club hosted our annual 'Calderfest' as usual. It was brilliant to see new Year 7 pupils get up and perform, having not done anything like this before.

It was also great to see some new bands that had formed and some old 'regulars' coming back to delight the near capacity crowd.

This is a wonderful event that showcases how lucky we are as a school to have such talented pupils. For the first time ever, we had a Polish folk song and not to be left out, the staff band even put down their red and green pens for the evening and reunited to wow the spectators!

Having been part of the school calendar for years, it has to be said that this was one of the best gigs we have had, as the pupils, staff and parents that made up the crowd really showed the 25 acts that played their appreciation.

Do not miss **Calderfest@The Cavern '24** if you can!

SUMMER CONCERT



Despite having been sunny for most of June, the weather conspired against us a little on Monday 17th July and was raining as we started to set up for our annual Summer Concert. Being in Quarry Hall did not deter us and once again, our pupils amazed the audience with some fine performances.

This concert sees our regular clubs such as orchestra, choir and junior woodwind perform interspersed with some solos and ensemble. The programme showcased a wide variety of styles and songs from Classical to Jazz, Leonard Cohen to Dua Lipa and musical theatre to film music. Once again it was great to have year 7 – 13 involved from those for whom it was their first concert and to those for whom, sadly, it will be their last. Fingers crossed for a sunny evening next year!!

KNOWLEDGE ORGANISERS



written by Mr O'Hanlon
Assistant Headteacher

In today's fast-paced world, educational tools are evolving at an unprecedented pace. At Calderstones School, we understand the importance of keeping parents engaged and informed in their child's education.

One of the valuable resources we offer is the Knowledge Organizers, **conveniently available on our school website**. These tools are not just for students and teachers; they also play a vital role in helping parents actively participate in their child's learning journey.

What are Knowledge Organizers?

Knowledge Organizers are comprehensive, subject-specific documents designed to condense key information and concepts into a user-friendly format. These documents serve as a roadmap for students, guiding them through the essential topics, terminology, and skills required for their courses. These are a powerful tool that can help parents stay connected with their children's learning process.

Why Should Parents Use Knowledge Organizers?

- Enhanced Understanding:** By using Knowledge Organizers, parents can gain a deeper understanding of what their children are learning. These documents provide an overview of the curriculum, which can assist parents in making informed decisions about their child's education.
- Effective Support:** Parents can provide more effective support for their children's studies when they know what topics are being covered. This can include finding additional resources, setting up a conducive study environment, or helping with homework in a targeted manner.
- Communication:** Knowledge Organizers also facilitate communication between parents and teachers. If a parent has questions or concerns about the content their child is learning, they can discuss these with the teacher more effectively with the Knowledge Organizer as a reference.
- Exam Preparation:** These resources can be particularly useful in the run-up to exams. Parents can use Knowledge Organizers to assist their children in revision planning, ensuring that they focus on the most critical areas.

How to Use Knowledge Organizers

Accessing Knowledge Organizers is easy; simply visit the Calderstones School website. Once you have the document for your child's course, here's how you can make the most of it:

- Review It Together:** Sit down with your child and go through the Knowledge Organizer. Discuss what they are learning and ask if they have any questions or need any help.
- Set Goals:** Use the Knowledge Organizer to set specific learning goals with your child. Break down the content into manageable sections and track their progress.
- Resource Search:** If your child is struggling with a particular topic, use the Knowledge Organizer to identify additional resources or external support that might be helpful.
- Stay Updated:** Check the Knowledge Organizer regularly to keep up with your child's progress and stay informed about upcoming topics.



IF YOU NEED AN EXPLANATION ON ANY
KEY TERMS/ACRONYMS USED BY US
IN THIS PUBLICATION/WEBSITE/LETTERS
THEN SCAN OR CLICK BELOW:

SCAN
ME



INSIDE CALDERSTONES

MEET OUR NEW TEACHING STAFF

We welcome some of our newest teaching staff members who have joined our school for 2023-2024. Find out some interesting facts and information below about them!

MR DEVENEY



Subject PE

Fave Food Mr Wither's homemade blondies

Special Skill Goalie for staff footie team

MR LAWLER



Subject Science



MRS BRACK



Subject KS4 Lead French & Spanish

Enjoys Watching son play football, taking dog Barney for walks, going on holiday & going to Spas

MR JONES



Subject Psychology/Sociology

Fave Food Italian

Fun fact Has a law degree from University of Liverpool

MISS MCARTHUR



Subject Spanish

Enjoys Travelling, going to concerts and shows at the theatre

MRS IQBAL



Subject Maths



MISS CARCENAC



Subject MFL

Enjoys I love sports, especially playing tennis and going to the gym. I also love to read books!

I've worked in schools in Liverpool and Sefton and am really excited to be working at Calderstones.

Mrs Brack

The thing I really liked about Calderstones at my interview was how friendly the school seemed to me. It felt like a place that both students and staff liked being, which is why I decided to join the team.

Mr Jones

I was born in the South of France and I moved to the UK a few years ago. Last year I lived in Spain. I am passionate about foreign languages and cultures and I love sharing it with people.

Miss Carcenac

I qualified as a teacher in 2021 before heading over to America to complete a masters degree [...] Caldies is a great school and I have been given a warm welcome by all staff. I'm most looking forward to helping pupils develop [...] and keep lots of clean sheets for the staff team.

Mr Deveney

I am really excited to be working in a new role at Calderstones and looking forward to teaching in a different part of the city compared to where I have taught before. The opportunity to teach A level is also a thing I am looking forward to in the future.

Mr Pattison

INSIDE CALDERSTONES

MRS CONNOR



Subject Maths

Fave Food Mexican Cuisine

Enjoys Camping, water sports & reading

MISS GEORGE



Subject History



MR BARRY



Subject DT

Fave Team LFC Season Ticket Holder

Special Skill Plays 6 musical instruments

MISS WILLIS



Subject Religious Studies



MR BALLARD



Subject History

Enjoys Reading, archery & trying new restaurants

MRS SMITHIES



Subject Maths



My true passion in life is music. My favourite band is The Beatles, my idol is Paul McCartney and I've travelled all around Europe to see him in concert.

Mr Barry

I completed my PGCE this summer gone [...] It's been lovely getting to know everyone and becoming part of the team.

Miss George

I have a masters degree in history from Hong Kong University and a bachelors degree in politics. I worked in senior positions at Google and several startups before deciding to pursue a career in teaching.

Mr Ballard

MR PATTISON



Subject Maths

Fave Team Liverpool FC

Enjoys visiting different walking routes with my dog called Jurgen!

In my extremely rare spare time [...] I like to channel my inner artist and dabble in dot art. It's like connecting the dots in my life, one masterpiece at a time!

I started my teaching adventure back in 2002, rocking the math world. But eventually, I got lured back into the aquatic allure of the oceans, decided to don my academic snorkel, and embarked on a Master's journey in environment and climate change.

Mrs Connor

I am looking forward to getting to know new students and staff, and getting to experience some fun trips.

Miss McArthur

IMPORTANT INFORMATION

One of the most common questions we are asked is regarding admissions and how students can join our school.

Because Calderstones is a maintained school, these places are allocated to the school by the City Council's Admissions Team. There is a priority ranking system based around these 5 points:

Priority 1 - Looked After Children

Priority 2 - Exceptional medical / social needs

Priority 3 - Single sex education

Priority 4 - Sibling at Calderstones

Priority 5 - All others based on proximity (this distance can vary year-on-year)

If you want more information, you can visit <https://www.calderstones.co.uk/schooladmissions/>

Liverpool City Council's Admissions website contains details of how to apply for a place in Year 7. Visit <https://www.calderstones.co.uk/How-to-Apply> or scan the QR Code below:



UPCOMING EVENTS

Year 13 Parents Evening: Thursday 23rd November

Year 11 Parents Evening: Wednesday 13th December

Carol Concert (held in All Hallows Church):

Wednesday 20th December



TERM DATES FOR 2023-24

Autumn Term 2023

Monday 30th October to Friday 3rd November:

Half term break

Friday 22nd December: End of Autumn Term

Spring Term 2024

Monday 8th January: Start of Spring Term

Monday 29th January: INSET Day 4

(students do not attend)

Monday 12th to Friday 16th February: Half term break

Thursday 28th March: Ends of Spring Term

Summer Term 2024

Monday 15th April: Start of Summer Term

May Day Bank Holiday: Monday 6th May

Monday 27th to Friday 31st May: Half term break

Friday 19th July: End of Summer Term for students

Monday 22nd July: INSET Day 5

(students do not attend)

KEY STAFF (AS OF SEPTEMBER 2023)

HEADS OF DEPARTMENT

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: Miss J Carolan
Child Development Co-ordinator: Mrs L Withers

Geography

Head of Department: Mrs S Levy
KS3 Co-ordinator: Mr M Ellis

History

Head of Department: Mr K Derbyshire
KS3 Co-ordinator: Mrs A Halliday

Modern Foreign Languages

Head of Department: Mrs F Conn
KS3 Co-ordinator: Mrs R Roberts
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: Dr J Lancaster

Social Sciences

Head of Department: Mrs M Carlin
Religious Studies Co-ordinator: Mr S Jones

HEADS /ASSISTANT HEADS OF YEAR

Year 7: Mr Leadbetter (HOY) Ms Hengler (AHOY)	Year 8: Mr Spruce (HOY) Miss Rowlands (AHOY)	Year 9: Mr E Jenkins (HOY) Ms Williams (AHOY)	Year 10: Mr Fitzgerald (HOY) Ms Blower (AHOY)	Year 11: Mr Davies (HOY) Mrs Gharooni (AHOY)	6th Form: 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.

The Festive Afternoon Tea

AT BEAN THERE COFFEE SHOP

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