



HOLYWELL SCHOOL

A CHURCH OF ENGLAND SCHOOL, CRANFIELD

Enjoy, Achieve, Excel, Care.



Prospectus 2019/2020

Welcome



Michael G Simpson - Headteacher

I am delighted to welcome you to Holywell School: a 9-13 Middle School with 660 students in Cranfield, Bedfordshire. We are a caring, distinctively Christian, community-focussed Church of England School in the Diocese of St Albans. We aim to continue the historic tradition of Church of England Schools by providing a values-inspired education of the highest quality within the context of Christian belief and practice. As a school, we are a loving, supportive community with high aspirations for all. We promote inclusion, we are proud to belong and we value each individual. We look after each other, believe in second chances and aim to be the best we can be so we can serve and support the common good.

At Holywell our vision is TO LIVE LIFE IN ALL ITS FULLNESS (John 10:10)

We aspire to be an outstanding Christian learning community

- where everyone is valued as a unique individual
- and where everyone feels safe.

We aim to be the best we can possibly be,

- to treat others as we wish to be treated
- and to make a positive difference to our community and beyond.

We strive to be peaceful problem-solvers with open minds and hearts,

- living God's love
- and being kind.

I am proud and privileged to be the headteacher of this amazing school. Since joining the school in September 2017, I have been impressed by the wonderful students whose enthusiasm for learning is only equalled by their care and consideration for each other. They are polite, industrious, aspirational young people who constantly surprise and delight us with their ideas, creativity and achievements. The staff are superb professionals who create exciting, challenging and inspiring learning experiences to enable students to achieve high standards. This is all delivered within a framework of clear and high expectations. We are consistent, insistent and persistent in our endeavour to secure outstanding standards of behaviour, service, care, appearance and courtesy for all. We also have lots of fun! We are a happy school where everyone has the right to feel safe at all times. We deal with disagreements and issues in a solution-focussed, systematic, supportive and peaceful way, treating others as we wish to be treated; we resolve differences fairly and honestly, acknowledging our different perspectives and trying to find an assertive and satisfactory way forward.

We aspire to being the best we can possibly be and to make a positive difference to our community and beyond. We hope that you will join us on our exciting journey.



A Learning Community

“[Students] value the high quality of teaching, from which they benefit, and they welcome the wide range of extra-curricular opportunities available to them.” (Ofsted, March 2018)

For us at Holywell, the curriculum is the totality of student experiences and, through those experiences, we aim to enable all of our learners to be happy, successful and to be the best they can be.

We are committed to a deep and rich curriculum that enables students:

- to achieve high standards
- to be ready for the next stage in their education
- to be independent, curious learners
- to be ready to take on challenges with an open, positive and caring approach
- to be discerning, thoughtful members of their community
- to serve others
- to be grounded in strong Christian values so that they can make ethical and informed choices and decisions

We believe that the curriculum of the school:

- should be designed to enable our children to enjoy and achieve, to grow and prosper, and to be stimulated by learning
- must look to serve the full breadth of student ability and the variety of interests and skills
- must be coherent and well planned

Most subjects are taught in mixed-ability groups, however, English and Maths are taught in ability sets.

Schemes of Learning cover the National Curriculum Programmes of Study. Lessons are between 55 and 60 minutes long. Students have the following allocation of lessons during the week:

		RE	English	Maths	Science	Geography	History	Art	Technology	French	Music	PE	Drama	ICT	Option
Y8	Lessons	1	4	4	3	1	1	1	2	2	1	2	1	1	1
	Groups	6	6	6	6	6	6	8	8	6	8	6	6	6	6
Y7	Lessons	2	4	4	3	1	1	1	2	2	1	2	1	1	1
	Groups	6	6	6	6	6	6	8	8	6	8	6	6	6	6
Y6	Lessons	1	6	6	3	1	1	1	1	1	1	2	-	1	-
	Groups	7	7	7	7	7	7	7	7	7	7	7	-	7	-
Y5	Lessons	1	6	6	3	1	1	1	1	1	1	2	-	1	-
	Groups	7	7	7	7	7	7	7	7	7	7	7	-	7	-

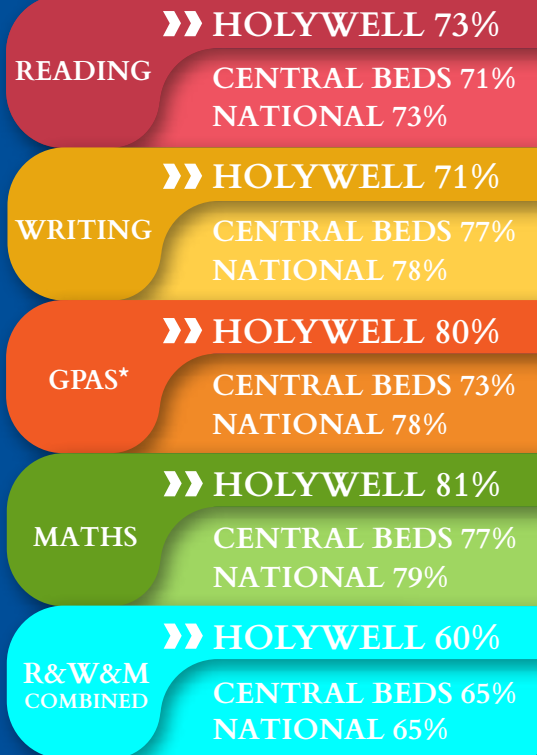
Personal, Social, Health, Citizenship and Careers Education (PSHCE) is taught by tutors and all students have two 20-minute sessions per week.

In Years 7 and 8 students have an ‘Option’ lesson in their weekly timetable. Students choose from a wide range of subjects – eg. Sports Leadership, Art, Drama, Technology, Creative Writing, Music Technology. This prepares students for the very important choices they will be making about Options soon after arriving in Upper School and adds some popular variety to our KS3 curriculum.

Outcomes

KS2

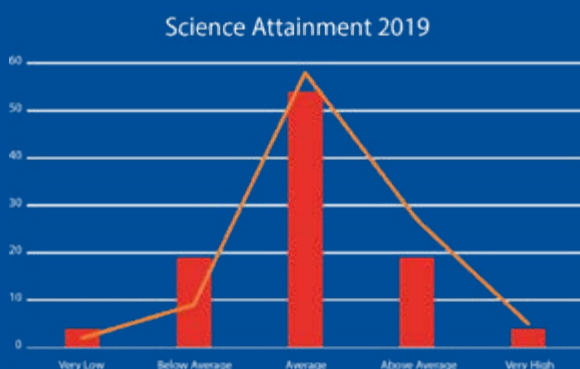
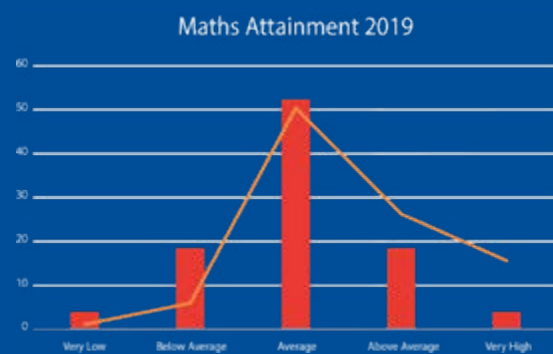
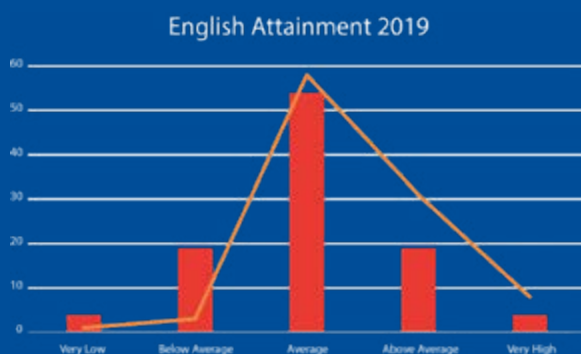
Our KS2 students achieved higher than national standards in their SATs in 2019 in Maths and Grammar and were in line with the national average in Reading. Writing was unusually below the national average and is a key focus for us in 2019-2020. Over the last three years, outcomes at KS2 have been above the national average and continue to improve. We are ambitious for all of our students and build on the work done in their Lower Schools.



*Grammar, Punctuation & Spelling

KS3

Our KS3 students take nationally benchmarked tests for English, Maths and Science (GL Assessments). These graphs show that they performed well in excess of the national averages.



“Pupils value the enhanced support that they are now given by teachers to improve their work and this has had a marked and positive impact upon their progress.”

– Ofsted 2018

Values-based Education

Our curriculum is underpinned by our Values-based Education. The fundamental guiding values for Holywell stem from our character as a Church of England school.

“Which commandment is the most important of all?”

“Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength. The second most important commandment is this: ‘Love your neighbour as you love yourself.’” Mark 28-31

Simply put: we aim to treat others as we would like to be treated.

‘Values-based Education’ moves away from a presumption that we simply catch and acquire our values somewhere in our lives. Instead, Values-based education takes a systematic approach to developing a deep understanding of a core set of values. At Holywell we have identified a core set of Christian values. The values are: Appreciation, Compassion, Courage, Creation, Empathy, Endurance, Equality, Fellowship, Freedom, Friendship, Forgiveness, Happiness, Honesty, Hope, Humility, Joy, Justice, Kindness, Love, Patience, Peace, Respect, Responsibility, Reverence, Self-Esteem, Sense of Community, Service, Simplicity, Thankfulness, Thoughtfulness, Tolerance, Trust, Wisdom.

Over the course of an academic year, 11 values are explored in detail - one value each month. We encourage all members of our school community – including parents and staff – to explore the real meaning of each value and to shine a spotlight on each one in turn through our ‘Value of the Month’. The Value of the Month is shared with families through the school newsletter and through the Student Organiser. Families are thereby enabled to continue the discussions and reflections outside of the school day.

Research shows that when a school seriously develops the moral and spiritual aspects of the curriculum (that is, those that positively contribute to the inner world of thoughts, feelings and emotions of the teacher and the student), the school community become more reflective and harmonious. The effect on individual students, of developing Values Education, is that students take greater personal responsibility for their learning and behaviour. This has certainly been our experience at Holywell School and we are proud to be a Values-based School. In our recent Ofsted inspection, the lead Inspector commented: “You are rightly proud of the impact of your school’s values-driven philosophy. Your values, including tolerance, forgiveness and kindness, are displayed prominently around the school site and they permeate the school’s ethos through assemblies, charity work and roles such as values ambassador. Pupils speak very proudly of the impact of these values on both themselves and the school. They say that the school’s values make them think and act more thoughtfully and positively as well as making the school a better place.” (Ofsted, March 2018)



House Structure

The celebration of student achievement is centrally delivered through the House system. House Points are awarded for good work and effort. All students are placed in a House on entry into the School. The Houses are named after the four patron saints of the British Isles:

St Andrew



St David



St George



St Patrick



Each House has its own colour which is incorporated in the School badge. When a student has a sister or brother already in the School s/he is normally placed in the same house. Requests can also be made by parents who are ex-students. Parents who are ex-students of Holywell, who would like their child to be in the same house, should make this known when returning the Student Information Sheet, which will be distributed to parents as part of the Welcome Pack at the beginning of the summer term.

There is a wide range of Inter-House sporting activities - Netball, Hockey, Soccer, Rugby and Cross-Country run in the Autumn and Winter; Athletics, Rounders and Cricket during the Summer Term and trophies are awarded for these competitions.

House Points are used to recognise good behaviour, effort and service. Students collect House Points which contribute to the whole House Point total each half term as well as a recognition of personal achievement and effort. There are special House Point Awards for demonstrating the school values, service awards for contributions to school life and Senior Leadership Awards for exceptional work. Every time students achieve 100 house points, they are presented with a certificate and they take part in our very popular 100-Club Rewards afternoons which take place on a half-termly basis.

Pastoral Support

Student safety is a primary concern at Holywell. Where students feel safe, happy and cared for, they thrive and learn. As a 'Protective Behaviours' School' we believe that:

“Everyone has the right to feel safe all the time”

and

“We can talk with someone about anything, even if it feels small or awful”.

“Pupils are unanimous about the fact that they are safe at school, as are all of the staff and parents who responded to the Ofsted surveys. Pupils say that, on the rare occasions it happens, bullying is dealt with swiftly and effectively. They state that they attend a caring school and that there is always someone to help them if needed.” (Ofsted, March 2018)

Year Teams

All students belong to a year-specific Tutor Group. The Year groups are led by Heads of Year and there is a team of tutors who support students on a day-to-day basis. The tutors provide the direct pastoral care for their tutees, they are the main home-school link, they teach students for PSHCE (Personal, Social, Health and Citizenship Education) and they deal with rewards and sanctions. The team of Year 5 tutors specialise particularly in looking after students on transfer from Lower School. From Years 6-8, the Form tutor will, where possible, remain with the tutor group throughout their time at Holywell.

Religious Education

Church of England Schools are part of a long history and tradition of the Church providing education for the children of the parish. As a Church of England School, we are required:

- To preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level
- To serve our community by providing an education of the highest quality within the context of Christian belief and practice
- To encourage an understanding of the meaning and significance of faith and to promote Christian values through the experience we offer to all our students.

We are rooted in our two parishes of Cranfield and Wootton and we are also part of the Diocese of St Albans. Our ethos, practices and policies are driven by and grounded in our Christian values. Whilst we are proud and unapologetic about our Christian ethos, values and vision, we are welcoming of all faiths and people of no faith. We ask every member of our community to commit to observing our Christian values and, whilst our approach to collective worship and prayer is invitational, we ask everyone to be respectful of our faith practices. Assemblies do include a Christian act of Collective Worship (a legal requirement of every school) and we invite students of other faiths and no faith to join us in a moment of quiet, respectful reflection. We serve the common good and we aim to be a place of hospitality, grace and love, welcoming and serving all.

The School Prayer

Our school prayer was written by our students and was inspired by our Christian-values led teaching and practice.

Heavenly Father
Thank you for our school.
Fill our classrooms with learning and love,
Fill our hearts with kindness and care.
Lord Jesus
Help us to find peace when we are angry,
Compassion to forgive when we are wronged
And courage to try again when we fail.
Holy Spirit
Guide us in our darkest moments
And lead us towards your Light.
Amen.

RE Lessons

RE lessons are a key part of our curriculum provision. The aims of Religious Education in Church schools are: (a) To enable students to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that shapes British culture and heritage; (b) To enable students to know and understand about other major world religions and world views, their impact on society, culture and the wider world enabling pupils to express ideas and insights; (c) To contribute to the development of students' own spiritual/philosophical convictions, exploring and enriching their own beliefs and world views.

The Scheme of Learning has been written in line with the local SACRE (Standing Advisory Council for Religious Education) which has representative from all faith groups to ensure that the curriculum is both age and faith appropriate. In each year, students cover three units of work: a Christian-based unit of work; a study of a world religion; a thematic unit of work exploring key concepts across a range of faiths. Our curriculum not only prepares students with the necessary skills and knowledge to succeed at GCSE, it also gives them the life skills to understand, respect and value one another, irrespective of race, creed or religion.





Our School Facilities

Holywell has excellent facilities together with a highly experienced and motivated staff, combining to give students the best possible education.

Specialist facilities include:

- Two well-equipped Science Laboratories and a new 'multi-use' Science-Technology-Engineering-Art-Maths (STEAM) room
- Two ICT suites and a pod of class laptops, eleven class size banks of tablet computers and a further class bank of iPads - giving 270 networked computers for student use amongst 660 students
- Sports Hall (opened December 2018), Gymnasium and a flood lit all-weather Multi-Use Games Area (MUGA)
- Large sports fields
- Music Room and suite of 5 practice rooms for instrumental lessons and break-out work
- Well-equipped Library
- New 6 classroom teaching block and well-equipped classrooms

The final part of our expansion programme was completed in Spring 2019. We would like to acknowledge and thank Central Bedfordshire Council who have made this investment of £2.1 million to further extend and improve our provision at Holywell.

Wider Curriculum Opportunities

The curriculum at Holywell benefits from a wide range of additional activities and events to support students' learning. We consider it important to offer all our students a wide range of activities, linked both to the School Curriculum and extra-curricular wider opportunities. These activities may take place during the school day, after school or at weekends. The three main types of activities are:

- Curriculum-linked trips, visits and experiences
- Extra-curricular wider opportunities
- Additional extras

Curriculum-linked trips, visits and experiences

- Examples include: Cranfield History Walk (Yr 5 History); LifePath (Yr 5 RE Trip); Wrest Part (Yr 6 Art and English); Mountfitchet Castle Visit (Year 7 History); Big Bang Science Fair (Yr 8 Science)
- There are also occasional 'themed' days – e.g. Widening Opportunities Day (which is part of our Careers Education and Wellbeing provision); Values Day; RE Day. These days allow students to explore a cross-curricular topic for an extended period of time.

Extra-curricular wider opportunities

- There are clubs at lunchtime and every afternoon after school in addition to the frequent sports matches

Additional extras

- Year 6 Osmington Bay Outdoor Activities Trip
- Year 8 French Residential
- Bi-annual Ski Trip

To enable us to continue with these essential 'extras' we do have to ask for voluntary contributions from parents. We are pleased to be able to say that we have never had to cancel an activity due to lack of contributions and the staff appreciate the whole-hearted support we always receive from parents. We also appreciate the help of parents who join us on school journeys and those who are able to transport team members to away fixtures. Help can be offered to those parents who are unable to afford an activity linked with the National Curriculum.

Special Educational Needs (SEND)

Holywell School provides a broad and balanced curriculum for all students. When planning, teachers set suitable learning challenges and respond to students' diverse learning needs. Some students have barriers to learning that mean that they have special educational needs or disabilities and require particular and additional support from the school.

Our SEND Team is led by Mrs J Davies (SEND Co-ordinator) and Mrs C Brightman (Assistant SEND Co-ordinator). Holywell School has a graduated approach to providing help for students with Special Educational Needs, as recommended by the Code of Practice. Students will be kept under review for potential inclusion onto the SEND roll or in respect of the level of additional support needed. Students with identified SEND will have a plan giving targets for achievement.

The expertise of outside agencies such as the Educational Psychologist, Speech and Language Therapist, Hearing Impaired Unit, School Nurse, Social, Emotional and Behaviour Support Service is sought and used to benefit students with SEND. All of our classrooms are accessible to all students, including students with a physical disability or needing a wheelchair.

A copy of our SEND policy is available on request from the school office or on the school website.

Student Welfare Co-ordinator

Holywell is very proud of its provision of a full-time Student Welfare co-ordinator: Mrs Bennett. She provides support to students (and families) for a wide range of issues.

Pupil Premium – supporting financially disadvantaged students

The school receives additional funding to provide such additional support as it judges will support children who have been in receipt of free school meals during the past six years. We commit large amounts of resources to reducing class sizes in English and Maths throughout the school, especially for the less able. We prioritise access to additional intervention/small group tutoring for these students and keep their progress under particularly careful review. We have also used this funding to enable these students to participate in residential trips, to provide help with school uniform and to provide after-school care.

The School Day

8:55 - 9:00	Registration
9:00 - 10:00	Lesson 1
10:00 - 10:55	Lesson 2
10:55 - 11:15	Morning Break
11:15 - 12:10	Lesson 3
12:10 - 1:05	Lesson 4
1:05 - 2:10	Lunch
2:10 - 2:40	Registration, PSCHE and Worship
2.40 - 3:40	Lesson 5
3:40	End of School Day

Getting to and from School

By Bus

Students who live in Bedford Borough (ie. Wootton, Wharley End, Bourne End, etc) have transport provided for them by Bedford Borough. Details of timing, picking up places and bus passes are issued by the Local Authority.

There are also several commercial routes which are available to students who travel in from Marston, Kempston, Elstow and Wilstead. Students travelling to and from these destinations will have to pay for their journey as they are not coming from within the school's catchment area.

As a school, we see the school buses as an extension of school. We expect the same high standard of behaviour and safety on the bus as we do in school. Specific concerns or enquiries about the service and incidents at the bus stops and on the buses should be made to the operator concerned and to the School Transport section at Borough Hall.

By Car

For the safety of our students, we do not allow drop off or pick up from the school car park at the start or end of the day. We have very limited car parking and we cannot accommodate additional cars on site at these busy times.

Red Lion Close and the High Street near the School also get very congested at the beginning and end of the day, so please be considerate to our neighbours and to other road users. Walking, scooting or cycling to school is always preferable!

On Foot

A zebra crossing is sited near the Cross Keys Pub. Students who have to cross the High Street should cross at this point. All students should respect residents' property on their way to school.

By Bicycle

We have a secure bicycle and scooter park at the front of school. Students making use of this facility will be expected to follow the guidelines provided for safe cycling to and from school.

Uniform

Parents and staff are rightly proud of the high standards of dress achieved by the students at Holywell. All students are required to wear uniform.

Hairstyles

It should be noted that the school does not accept highly fashionable or extreme haircuts and colours. Patterns and track-lines should not be cut into hair. Hair should not be cut shorter than a no 2. If you are in any doubt about the validity of a hairstyle, please contact the school before getting the hair cut.

Jewellery and Make-up

To avoid any dangers or loss or accident to the wearer or other student, expensive items must not be worn. No necklaces or bracelets are permitted unless they are part of your religious faith. One plain ring is allowed. Earrings - plain studs, only one in each earlobe, these must be removed for PE/Games lessons. Make-up is not allowed.

Mobile Phones

We operate a non-smart phone policy at school. Students are allowed to bring non-smart phones into school and these must be switched off and not used on site at all times. They are purely there for emergency use before and after school. The phones are the responsibility of the student – school takes no responsibility for loss or damage to mobile phones. Unauthorised and inappropriate use of mobile phones will result in the phones being confiscated and kept safe until collected by a parent. The full mobile phone policy is available on the school website or on request.



Girls' Uniform

Blazer	Black
House Badge*	For blazer
Skirt	Plain grey - knee length (no stretchy material or tight-fitting styles)
Trousers (optional)	Plain grey – not cords, denims, leggings
Jumper/Cardigan	Plain grey, 'V; necked
Shirt	White
School Tie*	Black and gold clip-on
White polo shirt	Summer term only
Socks	White, grey or black, (No trainer socks)
Tights	Plain black or grey
Shoes	Black, heels no higher than 4cm; no boots or trainers
Coat	Any plain style

SPORTS

Games skirt	Black
Shorts	Black
Sports shirt*	With school logo*
Fleeces*	Black with school logo
Socks	Knee length black* and short white
Trainers	(not basketball boots)
Football boots	
Track Suit (optional)	
Towel	
Shin Pads	

Boys' Uniform

Blazer	Black
House Badge*	For blazer
Trousers	Grey, not cords or denims
Jumper/Cardigan	Plain grey, 'V; necked
Shirt	White
School Tie*	Black and gold clip-on
White polo shirt	Summer term only
Socks	White, grey or black, (No trainer socks)
Shoes	Black, no boots or trainers
Coat	Any plain style

SPORTS

Rugby Shirt*	Black/Gold reversible*
Shorts	Black
Sports shirt*	With school logo*
Socks	Knee length black* and short white
Trainers	(not basketball boots)
Football boots	
Track Suit (optional)	
Towel	
Shin Pads	

Items marked with * are available from school

Parents, Teachers and Friends Association

The PTFA enables parents to become involved in the social life of the school as well as raising significant amounts of greatly appreciated additional funds. There are a number of events through the year – please support your PTFA and consider how you could join or help the committee in all its great work. Over the last few years PTFA fundraising has contributed to the purchase of:

- Our school minibus
- An adventure playground
- Y5 canopy covered recreation area
- Canopy for the Library school yard
- Netball posts
- 20 all-weather colourful playground benches
- Games for lunchtime use in the playground
- 10 Picnic tables

Communication

Communication is an essential part of our partnership with parents and families. We encourage parents/carers to contact a member of the school team immediately if there is anything we may need to know – positive or negative – from out-of-school successes to family issues, from small niggles to major concerns. The first point of reference will be the form tutor or the Head of Year. However, if you are unsure as to who might be able to help, please contact our Office Staff as they are very adept at making sure your enquiry/concern is dealt with appropriately.

We communicate with parents in a range of formal and informal ways: letters; phone calls; face-to-face meetings; text alerts; messages and policies on the school website (www.holywellschool.co.uk); newsletters; parent consultation evenings; and subject specific / year group specific meetings.

The half-termly editions of Holywell News keep parents up-to-date with what is happening in school – from activities and events to term dates and an insight into our values work. The Holywell News is posted on the school website in the last week of each half-term.

Through the year there are a number of formal reports to parents. There is a termly data report and a full written report sent out towards the end of the year. There are also formal opportunities to meet with staff. There is a Tutor Evening (a short meeting with your child's tutor) and a Subject-based Teacher Evening with an opportunity to meet with your child's subject teachers. You are always welcome to make an appointment to see either a subject teacher or the form tutor if you have any concerns or successes to share.



Continuity of Education

Students growing up in this part of Bedfordshire benefit from a strong partnership of schools across the boundary of the two authorities – Bedford Borough and Central Bedfordshire.

We work closely with our linked Lower Schools, notably but not exclusively Cranfield and Wootton. We have a series of meetings through the year with colleagues from these and other local Lower Schools in the Cranfield-Wootton family – Shelton, Broadmead, Marston Moreteyne, Houghton Conquest and Thomas Johnson. There is a well-established programme of meetings in the Summer term to ensure each child transferring to Holywell benefits from excellent personal, pastoral and academic care on transition. During July Year 4 children visit Holywell for two days; familiarising themselves with the school, our teachers and our routines. We also have a series of sports afternoons at Holywell for students from our linked Lower Schools in order to benefit their PE experience, the experience of our Year 8 Sports Leaders and to provide additional time for Year 4 students to familiarise themselves with Middle School life.

We work closely with Wootton Upper and Marston Vale Middle to ensure continuity of curriculum provision and to ensure that students have a seamless transition to the next stage of their education. There is a range of meetings through the year involving our subject leaders with teachers from these partner schools.

During Year 8 we have a series of visits from Wootton Upper staff, starting in September, to prepare students for transfer to Upper School. Subject co-ordinators meet with their counterparts from Wootton Upper School to pass on records of work and attainment. In July, Year 8 students spend three days at Wootton Upper School to prepare them for transfer.

Partnership and Commitment

An essential aspect of support for our students is the partnership we have with our parents. If we are to be successful as a school community, we, and our students, need the support of parents. It is essential that students, staff and parents know what is expected of them and work together to secure outstanding outcomes – in terms of learning and behaviour. Our Home-school partnership agreement describes the roles and responsibilities of everyone involved in the learning process.

THE SCHOOL COMMITMENT

Learning:

- We will do everything possible to enable every student to be the best they can be
- We will provide inspiring, challenging learning experiences
- We will challenge barriers to learning in all forms
- We will promote a growth mindset

Communication:

- We will be clear about our values, vision and expectations
- We will acknowledge and celebrate achievements and effort
- We will deal with issues communicated to us effectively, efficiently and expediently
- We will communicate any concerns related to behaviour and attendance and support students and parents to address any underlying issues

Values:

- We will value and respect everyone as an individual
- We will treat all members of our community with dignity and build relationships rooted in mutual respect
- We will model, promote and support the development of the school values
- We will support all members of the community to enjoy, achieve, excel and care
- We will encourage everyone to live 'life in all its fullness'

THE HOME COMMITMENT

Learning:

- I/We will work in collaboration and partnership with the school to ensure that my child can be the best they can possibly be
- I/We will take an active interest in the development of my child
- I/We will read, explore and learn with my child
- I/We will promote a growth mindset

Communication:

- I/We will communicate effectively, efficiently and regularly: There is nothing so small or awful that I/we can't talk about with someone

- I/We will let the school know of any other planned absences well in advance (for example, dental or hospital appointments)
- I/We will take an active part in school consultations, events and parents' evenings
- I/We will ensure my child attends school regularly, is on time, is correctly dressed and is equipped for work

Values:

- I/We will support my child to enjoy, achieve, excel and care
- I/ We will model, promote and support the development of the school values
- I/ We will treat all members of our community with dignity and build relationships rooted in mutual respect
- I/ We will encourage my child to 'live life in all its fullness'

THE STUDENT COMMITMENT

Learning:

- I will do my best at all times in word and deed
- I will keep the focus on learning and behave well
- I will be ready to learn: have the correct equipment; be correctly dressed; and have a learning attitude
- I will attend school regularly, be on time and be punctual
- I will have a growth mindset

Communication:

- I will be polite and respectful
- I will communicate effectively, efficiently and regularly: There is nothing so small or awful that I can't talk about with someone
- I will ask for help when I need it
- I will follow adult instructions
- I will accept responsibility for my own conduct

Values:

- I will treat others as I wish to be treated
- I will be kind and forgive
- I will support all members of the community to enjoy, achieve, excel and care
- I will uphold the school values
- I will keep myself and others safe at all times.
- I will look after the school environment and will move around school in a sensible, calm and polite manner
- I will try to 'live life in all its fullness'
- I will accept responsibility for our own conduct
- I will behave at all times in a way that shows respect for each other
- I will create an environment which allows students to learn and teachers to teach
- I will take part in the prayer life of the school

“You are rightly proud of the impact of your school’s values-driven philosophy. Your values, including tolerance, forgiveness and kindness, are displayed prominently around the school site and they permeate the school’s ethos through assemblies, charity work and roles such as values ambassador. Pupils speak very proudly of the impact of these values on both themselves and the school. They say that the school’s values make them think and act more thoughtfully and positively as well as making the school a better place.

Pupils are well behaved and have very positive attitudes to learning. They are proud of their school and they are excellent ambassadors both in and out of the classroom. They value the high quality of teaching, from which they benefit, and they welcome the wide range of extra-curricular opportunities available to them.

Pupils are unanimous about the fact that they are safe at school, as are all of the staff and parents who responded to the Ofsted surveys. Pupils say that, on the rare occasions it happens, bullying is dealt with swiftly and effectively. They state that they attend a caring school and that there is always someone to help them if needed.

Pupils’ positive views of the school are shared both by their parents and your staff.

An overwhelming majority of staff who completed the Ofsted questionnaire state that they are proud to work at the school, while a very high proportion of parents say that the school is well led and that they would recommend it to others.

- Ofsted 2018

“The importance attributed to all individuals is especially sharply seen in the excellent success the school has in supporting children who have particularly challenging lives and those who have been excluded from other schools. The transformation they experience is the outworking of a Christian commitment to their worth and to a willingness in everyone to ‘go the extra mile’.

Central to the school’s Christian ethos is the worth it attributes to every individual. This means pupils’ progress is carefully tracked and appropriate, well-targeted support is provided as necessary. Many attain standards higher than the national average. A wide range of sport, music, drama, residential and day trip opportunities is made available to engage and excite everyone. In addition, to build self-confidence and a sense of responsibility pupils have, and enjoy, many chances to accept leadership positions.”

- SIAMS 2016 (Statutory Inspection of Anglican and Methodist Schools)

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