



# HOLYWELL SCHOOL

A CHURCH OF ENGLAND SCHOOL, CRANFIELD

Live life in all its fullness



## Prospectus 2021/2022

[holywellschool.co.uk](http://holywellschool.co.uk)

# Welcome

I am delighted to welcome you to Holywell School: a 9-13 Middle School with 720 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 that everyone in our community chooses to:**

**“Live Life in all its Fullness”**

**(John 10:10)**

**Inspired by the teaching of Jesus, the Good Shepherd, we choose...**

**to live our values, being the best we can be in the community.**

I am proud and privileged to be the headteacher of this amazing school. Since joining the school in September 2017, **I am constantly 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 always 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.





The last two years, learning and teaching through the Covid-19 pandemic, have been an incredible challenge for us all and I hope that prospective parents and students have all been safe, well and largely untouched by the virus. As a school community, we have worked hard to get through all of the challenges and Holywell has indeed shown that we can be resilient, resourceful and creative when faced by adversity. Our values of service, compassion, love and hope saw us through the lockdown months and we have started the year in kindness and community – grateful for family, friends and determined ‘to find a way’ through any blocks or hurdles we encounter.

What remains unchanged at Holywell is that determination to live our values, aspiring to be 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.

**Michael G Simpson**  
Headteacher



## Our Ethos



# A Learning Community

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.

In Year 8 students currently have an 'Option' lesson in their weekly timetable. Students choose from a wide range of subjects – eg. Sports Leadership, Art, Musical Theatre, Technology, and 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.

Students have the following allocation of lessons during the week:

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





“Students value the high quality of teaching, from which they benefit, and they welcome the wide range of extra-curricular opportunities available to them.”

  
(March 2018)



# 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 (Yr 7 History); Big Bang Science Fair (Yr 8 Science)
- There are also occasional 'themed' days – e.g. Extended PSHE 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 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

During the Covid-19 pandemic, many of these activities have had to be suspended and we are gradually (and cautiously) returning to our full programme of events.

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.





# 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. (Holywell School is in Central Bedfordshire. Wootton and Kempston are in Bedford Borough. Holywell remains the catchment school across this boundary. The Wootton family of schools has half of its population in each authority.)

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 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 these 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 provide a common approach to the Key Stage 3 – Years 7 and 8. 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.



# To treat others as we wish to be treated:

# 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. We ask everyone who joins our community to commit to these values whether you belong to a Christian faith, whether you have another faith or whether you have no faith. What binds us together is a belief in the Holywell values and a determination to be guided by those values in everything we do.

Our core set of Christian values are: **Kindness, Respect, Love, Peace, Courage, Hope, Community (Fellowship), Compassion, Care (Friendship), Equality, Faith, Forgiveness, Grace, Humility, Justice, Joy, Resilience, Responsibility, Self-Esteem (inc. Self-Worth and Self-Regulation), Service, Thankfulness and Tolerance.**

'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. Over the course of an academic year, 11 values are explored in detail 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 becomes 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 and we are proud to be a Values-based School. In our 2018 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."*

  
(March 2018)





“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.



Living Life in all its Fullness:

# Being a Church of England School

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 and grounded in our Christian values and we are committed to providing a distinctively Christian, community-focussed education. This distinctive educational approach is offered to the community as a gift and, 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. We serve the common good and we aim to be a place of hospitality, grace and love, welcoming and serving all.

## **Assemblies and Collective Worship**

Assemblies provide an opportunity for us to meet together in community. Our assemblies are guided and framed by our Christian values and the Church of England liturgical calendar, however, they are open to and inclusive of all faiths. Whilst they do include a Christian act of Collective Worship (which enables us to meet the legal requirement of every school to have a daily act of collective worship), we invite students of other faiths and no faith to join us in a moment of quiet, respectful reflection.

Where students do not have an assembly, collective worship takes place in tutor groups and we use our school prayer.



## **The School Prayer**

Our school prayer was written by our students and is rooted in 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:

- 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
- 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

- 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. Topics taught are broadly similar to those taught in all schools, irrespective of their religious affiliation.

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.

”

“We serve the common good and we aim to be a place of hospitality, grace and love, welcoming and serving all.”



To be the best we can possibly be:

# Outcomes – How well do we do?

## KS2 Outcomes

Please note that due to the Covid-19 pandemic, KS2 SATs were cancelled in 2020 and 2021 – details [here](#) show our results up until 2019.

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 has been a key focus for us since 2019 – we have changed our approach to how we teach writing and we are confident that outcomes will be stronger in 2022. Outcomes at KS2 have been historically above the national average. We are ambitious for all of our students and build on the work done in their Lower Schools.

## SATs 2019

### READING

**HOLYWELL: 73%**  
NATIONAL: 73%

### MATHS

**HOLYWELL: 81%**  
NATIONAL: 79%

### WRITING

**HOLYWELL: 71%**  
NATIONAL: 78%

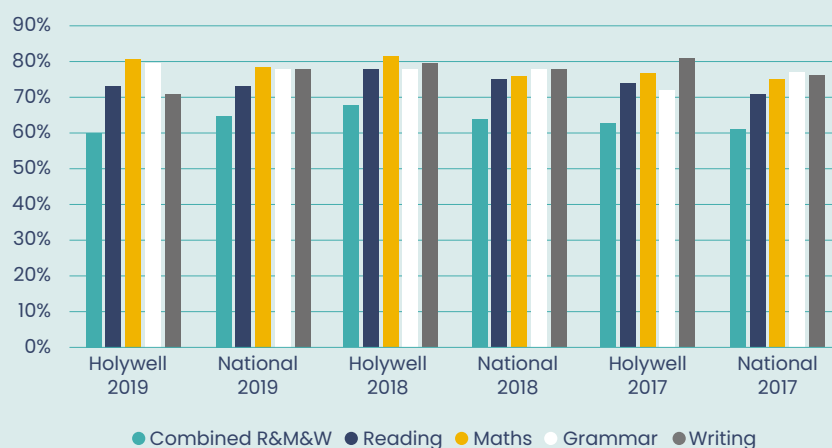
### R&W&M COMBINED

**HOLYWELL: 60%**  
NATIONAL: 65%

### GRAMMAR

**HOLYWELL: 80%**  
NATIONAL: 78%

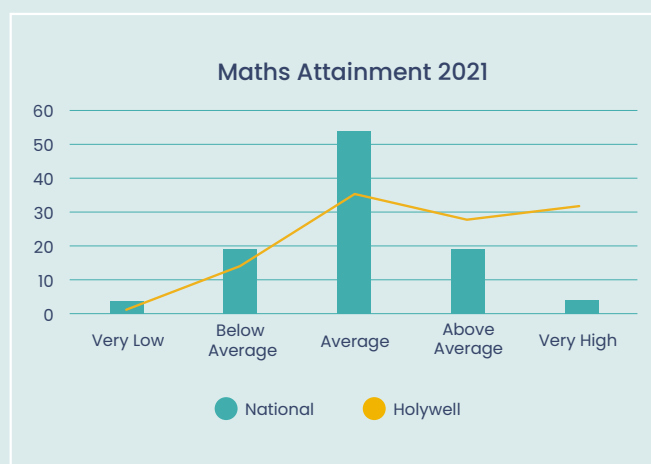
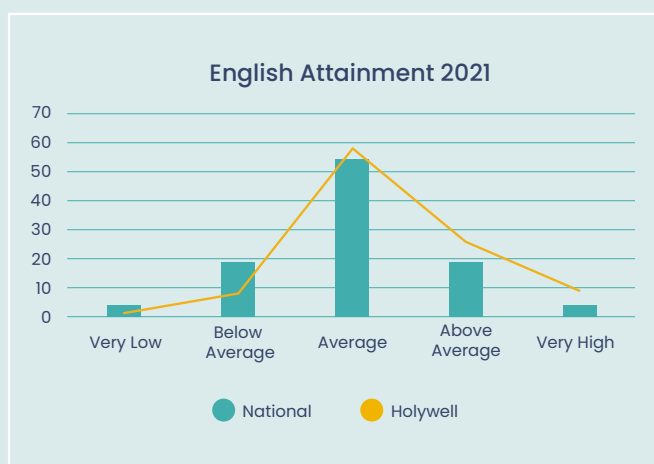
## SATs 2019–2017





### KS3 Outcomes

Our KS3 students take nationally benchmarked tests for English and Maths (GL Assessments). We have continued to use these assessments throughout the pandemic. In spite of the challenges of remote learning, results demonstrate that students performed in excess of the national averages – which has been typical of our KS3 outcomes over the last few years.



Everyone feels safe:

# Support for Students

Student safety and safeguarding 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 is small or awful".**

## Year Teams

All students belong to a year-specific Tutor Group. We have Heads of Year who are supported by senior pastoral leaders. 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 lead students in our regular community time discussions and focuses, 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.

## House Teams

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.

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.







*"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."*



(March 2018)

**Comments from students as part of our focus group reviews in Summer 2021 included the following:**

*"Holywell is a school where everyone feels safe. Everyone is one big, happy family where everyone is willing to help each other out." (Year 8)*

*"Holywell is very welcoming; everyone feels happy when they're here and safe. Anyone can learn just as well as anyone else." (Year 8)*

*"Holywell is a really happy place. It's a safe place for students to come." (Year 8)*

*"The teachers are so kind." (Year 5)*

*"Holywell is very welcoming – they took me in with open arms. My experience has been amazing so far." (Year 5)*

*"Holywell is a great place to be." (Year 5)*



## Our House Teams

St George



St Patrick



St Andrew



St David



Everyone feels safe:

# Support for Students

## **Student Wellbeing and Safeguarding Team**

Holywell is very proud of its provision for student wellbeing and safeguarding. We have two Designated Safeguarding Leads (DSL) and two assistant DSLs – one of whom has a focus on student support and one who has a focus on family support.

## **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 the school website or on request from the school office.

## **Pupil Premium – supporting financially disadvantaged students**

The school receives additional funding to provide additional support for students identified as pupil premium (mainly those students who have been in receipt of free school meals or who are financially disadvantaged). 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 extra-curricular experiences, to provide help with school uniform and to provide before-school care.





### Partnership and Communication with parents

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 agreements – written as a series of commitments – describe the roles and responsibilities of everyone involved in the learning process.





Together we can achieve more:

# The Holywell Commitments

## 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.
- 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 use social media responsibly and will not post content online which is damaging to the school or any of its staff, students or parents.
- 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.
- 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 using official school procedures: There is nothing so small or awful that I/we can't talk about with someone.
- I/We will use social media responsibly and will not post content online which is damaging to the school or any of its staff, students or parents.
- 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.
- Treat all members of our community with dignity and build relationships rooted in mutual respect.
- 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 use social media responsibly and will not post content online which is damaging to the school or any of its staff, students or parents.
- 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'.



# Communication:

## We can talk with someone about anything, even if it is small or awful

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 on the school website ([www.holywellschool.co.uk](http://www.holywellschool.co.uk))
- Newsletters
- Parent consultation evenings
- Subject specific / Year group specific meetings

The half-termly editions of **Holywell News** keep parents up-to-date with what happens in school; activities, term dates, invitations to events, Parents' Meetings etc. Newsletters are posted on the school website

in the last week of each half-term as well as sent home via our online communications platform – WEDUC. WEDUC can be downloaded as an app and messages are sent as both emails and notifications. During Lockdown, there were regular update letters and we have continued this more frequent communication with parents since our return in September.

### Parent/Teacher Consultation Evenings and Reports

Through the year there are a range of important reporting moments to parents, running far ahead of the government requirement to provide a single annual report. We have three main updates on attainment and progress for each year group:

- Tutor Evening: this is a short meeting during the Autumn Term with your child's tutor to give an update as to how they have settled into school. The Year 5 Tutor Evening is at the end of the first half term.
- Subject Teacher Evening: this is an opportunity to meet with some of your child's subject teachers.
- Full Report: this is a full written report on what students have achieved and what they need to do to make further progress.

### Parents, Teachers and Friends Association (PTFA)

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



# Essentials

## 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 – 2:05	Lunch
2:05 – 2:35	Registration, Worship and Community Time
2:35 – 3:35	Lesson 5
3:35 – 3:40	End of school day

## Getting to and from school

### By Bus

Students who live in Wootton, Wharley End or Bourne End may travel to School on one of the free buses contracted 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 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, parents who drive their children to school are asked not to bring their cars on to the School site at the beginning or end of the school day. We have very limited car parking which is taken up fully by staff cars and school buses.

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 or Scooter

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.



# Essentials

## 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 Technology Rooms – one equipped for resistant materials and the other for textiles and food
- two ICT suites, laptops, tablet computers and iPads
- 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
- 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.

## Hairstyles

It should be noted that the school does not accept extreme haircuts or 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.





## 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.

<b>Blazer</b>	Black
<b>House Badge*</b>	For blazer
<b>Trousers</b>	Plain grey, not cords or denims
<b>Skirt</b>	Plain grey, below the knee
<b>Jumper/Cardigan</b>	Plain grey, 'V' necked
<b>Shirt</b>	White
<b>School Tie*</b>	Black and gold clip-on
<b>White polo shirt</b>	Summer term only
<b>Socks</b>	White, grey or black (no trainer socks)
<b>Tights</b>	Plain black or grey
<b>Shoes</b>	Black, no boots, trainers or heels higher than 4cm
<b>Coat</b>	Any plain style

## Sports

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

Items marked with \* are available from school

## Parental Feedback 2020–2021

*"I feel that my daughter has settled really well into the school. She loves coming into school. I have seen a big difference in her and she is definitely developing well."; "Really pleased how much the teachers care. Very impressed so far." (Year 5 parents)*

*"We just wanted to email to say thank you for our daughter's first 3 days at Holywell. She has been really settled and come home with a smile and lots to talk about. We really appreciate your time at the end of the last academic term to support us. It's made a real difference to us as a family." (Year 5 parent)*

*"My son is VERY happy and progressing EXCEPTIONALLY well at Holywell." (Year 7 parent)*

*"We wanted to take this opportunity to say a huge thank you for all of your support over the past 4 years. The last 18 months have been the most challenging and we are grateful to you for your ongoing determination and leadership throughout. Our daughter has thoroughly enjoyed her time at Holywell School and will take with her fond memories. Please pass on our gratitude to all of the staff at Holywell School." (Year 8 parents)*

## Student Feedback 2021

*"Holywell is friendly and full of people (children and adults) who make your day amazing. People don't judge you no matter how unique you are. Can't is not an option." (Year 6 student)*

*"Holywell is a school where everyone feels safe. Everyone is one big, happy family where everyone is willing to help each other out." (Year 8 student)*

*"Holywell is very welcoming; everyone feels happy when they're here and safe. Anyone can learn just as well as anyone else. (Year 8)*

*"Holywell is very welcoming – they took me in with open arms. My experience has been amazing so far." (Year 5)*





## Ofsted 2018

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.



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

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'.



## 2021-2022 Reflection

### We find a way

Like water Through spaces  
Between gaps Over blocks  
We find a way

We find a way  
Together like water We power through  
We flow between We move over  
We find a way

We find a way  
Like water Through hope  
With faith We are filled with the spirit  
And we find a way  
We find a way  
To live life in all its fullness Living our values  
Being the best we can be In community  
Like holy water  
We find a way



## Contact us

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