



HOLYWELL SCHOOL
A CHURCH OF ENGLAND SCHOOL, CRANFIELD

Live life in all its fullness



Prospectus 2024/2025

holywellschool.co.uk

Welcome!

I am delighted to welcome you to Holywell School: currently 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 have been regularly 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. Although we have 22 Christian values which underpin everything we do, our three guiding values are those of Kindness, Respect and Responsibility. 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. In our SIAMS report of January 2024, the inspector commented: “The Christian vision of Holywell School is a living reality for both pupils and adults. This is due to its effective outworking through values, aspiration and community.”



This year, Holywell is 51 years old and we are proud to continue the mission of Church of England schools to serve the students of our parishes. We are also proud to continue the legacy of service, care and high-quality education associated with Holywell School. Students joining us in September 2025 will be part of an exciting development in Holywell's history as we start our journey to transition to becoming a Secondary School. This is part of a whole cluster move to Primary/Secondary school organisation in Cranfield, Marston Moretaine and Wootton. Bedford Borough will start this transition in September 2025 which will see the end of our long association with Wootton Lower School. Students at Wootton Lower will stay at the school as it transitions to becoming a Primary School. Our new admissions policy will ensure all students at Cranfield Academy can continue their educational journey with us and we hope to welcome many students and families from the villages of Marston Moretaine and Lidlington. We hope that students joining us in September 2025 will stay with us through to Year 11 and we are excited about the prospect of supporting our students through to GCSE.

What will remain unchanged at Holywell is our 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



“The Christian vision of Holywell School is a living reality for both pupils and adults. This is due to its effective outworking through values, aspiration and community.”
(SIAMS 2024)

Our Ethos

Enjoy, Achieve, Excel and Care

Inspired by Christian Values



Safe Successful and Happy

Outstanding Opportunities for Learning



Inclusive, Proud to Belong and Everyone Valued as an Individual

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.

Groupings

KS2

English and Maths are taught in groups based on ability. We use KS1 data and start-of-year GL assessments to inform our groupings.

All other lessons are taught in tutor groups.

KS3

English and Maths are taught in groups based on ability. We use KS2 data and end-of-year-6 GL assessments to inform our groupings.

Computing, French, History, Geography, PE and RE are taught in Tutor Groups.

Art, Music, PSHE, Technology and Science are taught in smaller 'practical' groups.

In Year 8 students have an 'Option' lesson in their weekly timetable.

Students choose from a wide range of subjects – in 2024-2025, these options are: Sports Leadership, Eco & Sustainability, Art, Music Technology, Drama, Further Design, Applied Science and German. This prepares students for the very important choices they will be making about Options soon after arriving in Upper School.

Personal, Social and Health Education (PSHE) is part of the timetabled curriculum. This ensures full coverage of the new statutory curriculum for PSHE and Relationships and Health Education (RHE).

Students have the following allocation of lessons during the week:

		English	Maths	Science	Art	Computing	Drama	DT	Geography	History	MFL	Music	PE	PSHE	RE	Option
Y8	Lessons	4	4	3	1	1	-	2	1	1	2	1	2	1	1	1
Y7	Lessons	4	4	3	1	1	1	2	1	1	2	1	2	1	1	-
Y6	Lessons	6	6	2	1	1	-	1	1	1	1	1	2	1	1	-
Y5	Lessons	6	6	2	1	1	-	1	1	1	1	1	2	1	1	-



“Teachers use expert subject knowledge to help pupils learn. They give clear and exact instructions. Teachers provide well-structured examples to show how to compose responses. As a result, pupils complete learning tasks and progress through the curriculum.”


(July 2023)

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 last year included: Cranfield History Walk (Yr 5 History); LifePath (Yr 5 RE Trip); Whipsnade Zoo (Yr5); Wrest Park (Yr 6 Art and English), Harry Potter and the Cursed Child (Yr 6 Theatre trip); Other theatre trips (Christmas Carol for Year 8; Shrek for Music students)
- There are also occasional 'themed' days – e.g. PSHE Day (which includes elements 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

- 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.

“The curriculum and allied enriching activities are key to fulfilling the Holywell vision. Doing one's best is both a personal quest and also a way of serving the common good. Staff identify and teach material that deepens understanding and application of the values. Staff have high expectations of all pupils. They also offer strategies, support and resources to help those who find learning hard. Enriching activities are a daily feature and broaden pupil horizons. Regular extra-curricular visits are important to pupils as is the way that such activities are open to the widest range of pupils.”

(SIAMS, January 2024)



Continuity of Education

Students growing up in this part of Bedfordshire have benefited from a strong partnership of schools across the boundary of the two authorities. Holywell School is in Central Bedfordshire – as are Cranfield Academy, Thomas Johnson Lower School and Marston Moreteyne Lower School; The Wootton family of schools is in Bedford Borough. Over the next few years, we look forward to developing the educational provision for Central Bedfordshire students in this area as we transition into a Primary/ Secondary model.

We will continue to work closely with all schools in the area and we have a series of meetings through the year with colleagues from our local schools – ie. Wootton Upper, Marston Vale Middle School, Shelton, Broadmead, Marston Moreteyne, Houghton Conquest and Thomas Johnson.

This will ensure that we work on the transition process together, enabling a good continuity of learning and personal development.

Transition from Year 4 -> Year 5: We have 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 and to provide additional time for Year 4 students to familiarise themselves with Middle School life. Our Year 8 Sports Leadership students help with the organisation and delivery of these visits.

This close liaison and its effectiveness in terms of progression of learning was noted in our Ofsted inspection:

“Leaders liaise with lower schools to understand what pupils should know. They discuss what pupils need to know to transition successfully to upper school. They use these considerations to plan, in detail, what pupils need to know and when. Leaders have broken broad learning aims into small, logically ordered pieces. As a result, what pupils learn builds on what they have been taught before.”

(Ofsted, July 2023)



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.

We have 22 Christian values which underpin all that we do at Holywell: **Kindness, Respect, Responsibility, Care (Friendship), Community (Fellowship), Compassion, Courage, Equality, Faith, Forgiveness, Grace, Hope, Humility, Joy, Justice, Love, Peace, Resilience, 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. As a result of this, the Lead inspector of our most recent Ofsted inspection noted:



"Pupils are tolerant and respectful of each other's differences. They understand that everyone is an individual. They know it is unacceptable to be unkind because someone is different. Bullying is not tolerated, and cases are rare. If it does happen, pupils know they have someone to talk to and are confident it will be dealt with."

Ofsted (July 2023)

This was also mirrored by our SIAMS inspector in January 2024:

"Pupils and adults flourish as they are helped to live out the vision through the school's values. There is a culture of aspiration, of being the best one can be, in all aspects of personal and communal life. Pupils and adults often refer to Holywell as a team, emphasising the tangible sense of togetherness."



“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 local parishes 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-focused 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.

"Pupils at Holywell School attend a school with values rooted in its Christian ethos. They are welcoming and friendly. They take on responsibilities that make their environment and community richer and more rewarding."
(Ofsted, July 2023)

"The Christian vision inspires a notably cohesive and supportive community based on mutual respect and kindness."
(SIAMS, January 2024)

Collective Worship

Collective Worship provides an opportunity for us to meet together in community. Our worship is guided and framed by our Christian values and the Church of England liturgical calendar, however, we are open to and inclusive of all faiths. Whilst our worship includes 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.

"There are many opportunities in collective worship for pupils to engage meaningfully with the vision, the Bible and prayer and reflection."
(SIAMS, January 2024)

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.

"Pupils thrive in religious education (RE) due to its balanced and engaging curriculum and its carefully crafted assessment practice."

(SIAMS, January 2024)



"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?

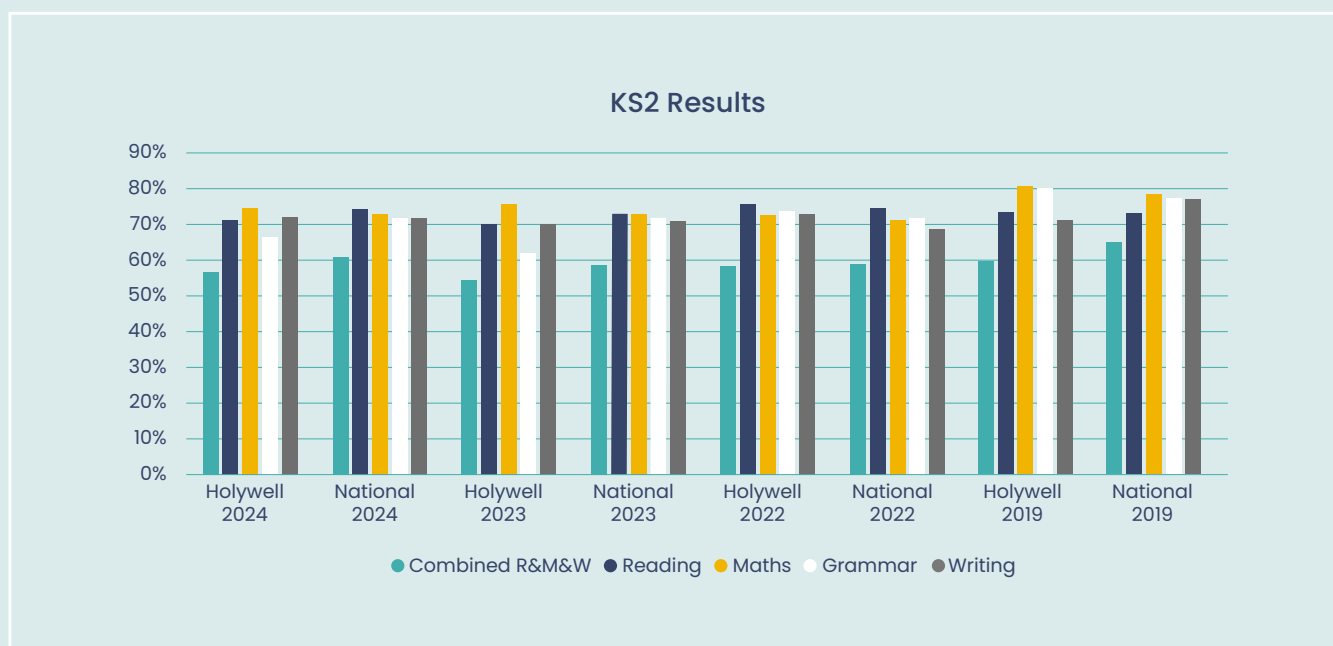


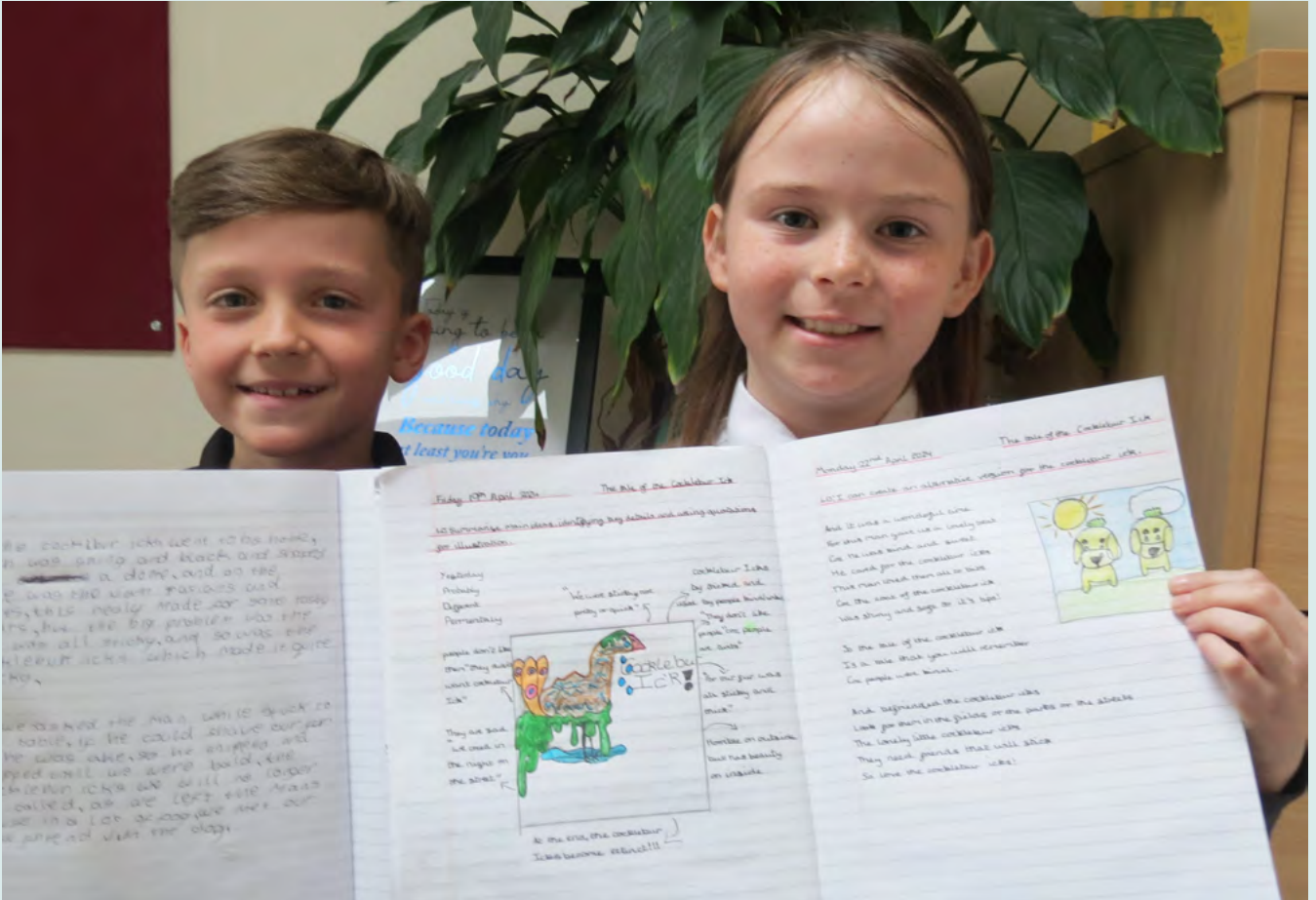
Year 6 create their own SATs monsters as part of a mindful Art Unit of Work. The SATs monsters look after the students during KS2 SATs and absorb any worries they might have.

KS2 Outcomes

Outcomes at KS2 have been historically above the national average and this was again the case with Maths in 2024. We are ambitious for all of our students and build on the work done in their Lower Schools.

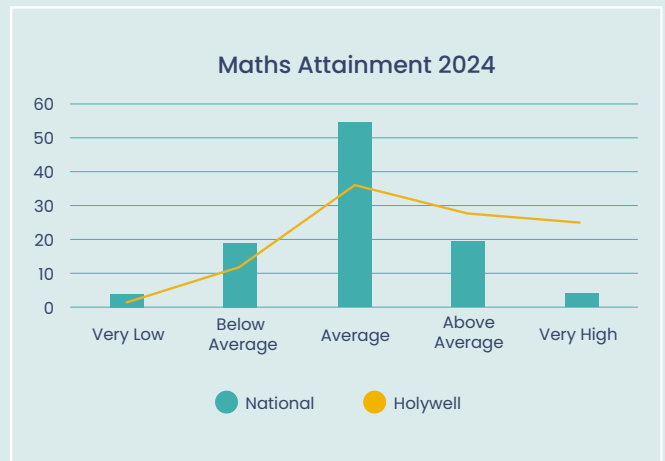
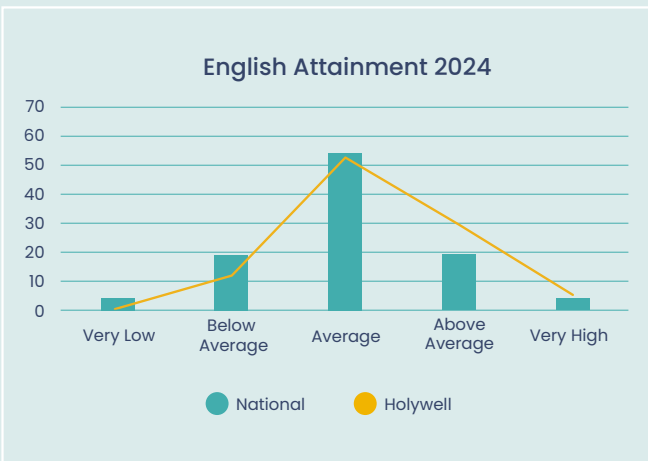
This graph shows our KS2 results from 2019 to 2024 (NB. There were no SATS in 2020 or 2021).





KS3 Outcomes

Our KS3 students take nationally benchmarked tests for English and Maths (GL Assessments). We continued to use these assessments throughout the pandemic so that we could track the progress of our students. In spite of the challenges of the last few years, results demonstrate that students have continued to perform 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. There are awards when students collect 50, 100, 200 and 300+ house points.





"Pupils feel safe. They know there is always an adult to talk to if they are worried about something. Leaders ensure that pupils learn how to stay safe, including from any specific local risks."

Staff are courageous advocates for ensuring students are safe and will go 'the extra mile' to support families:

"Staff are vigilant in identifying and swiftly reporting pupils who may be at risk. Leaders respond quickly. They are tenacious when working with external agencies to get the support that pupils and their families need."


Ofsted
(July 2023)



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 an assistant DSL. We provide support both for individual students as well as families.

“Wellbeing is understood as a key indicator of ‘fullness of life’. Personal development lessons and tutor time sessions emphasise that everyone should have someone they trust to talk to. An off-timetable day on wellbeing offered useful strategies for pupils to develop resilience in and out of school. A wellbeing committee for staff makes practical suggestions on how to aspire to be the best one can be within sensible boundaries. The staff are positive and resilient.” (SIAMS, January 2024)

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. *“Leaders have the same high aspirations for pupils with special educational needs and/or disabilities (SEND) as they do for everyone else.” (Ofsted July 2023)*

Our SEND Team consists of our SEND Co-ordinator, an Assistant SEND Co-ordinator and an experienced team of teaching assistants. We have a graduated approach to providing help for students with Special Educational Needs, as recommended by the SEND Code of Practice – with interventions at whole-class, small-group and individual level. Students are 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.



“The impact of the vision-inspired values is seen very clearly in the ways pupils and staff live, learn and behave.”
(SIAMS 2024)



Together we can achieve more:

The Holywell Commitments

The School Commitment

Values:

- We will 'live life in all its fullness'; We will live our values and we will be the best we can be in community. We will also encourage everyone in our community to live 'life in all its fullness'.
- 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 treat others as we would like to be treated.
- We will be kind to one another in word and deed.
- We will keep each other safe: "Everyone has the right to feel safe at all times".
- We will support all members of the community to enjoy, achieve, excel and care.
- We will be inclusive: we will respect our differences and celebrate our diversity
- We will be respectful and polite.
- We will be proud of our school and we will do everything we can to uphold the school's high standards of behaviour and conduct, promoting a positive school ethos and image both in school and in the community.
- We will be caring.

Learning:

- We will do everything possible to ensure all students keep the focus on learning and to enable them 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 can (and will) talk with someone about anything, even if it feels awful or small.
- 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.

The Home Commitment

Values:

- I/ We will encourage my child to 'live life in all its fullness': living the school values and being the best we can be in community.
- I/ We will model, promote and support the development of the school values.
- I/We will not abuse members of staff and will treat all members of the school community as I/we wish to be treated.

- I/ We will treat all members of the school community with dignity and build relationships rooted in mutual respect.
- I/We will be kind in word and deed.
- I/We will keep members of the school community safe: "Everyone has the right to feel safe at all times".
- I/We will be inclusive: I/we will respect our differences and celebrate our diversity.
- I/We will be respectful and polite.
- I/We will be proud to be a member/members of the school community and I/we will do everything we can to uphold the school's high standards of behaviour and conduct, promoting a positive school ethos and image both in school and in the community.
- I/We will be caring.
- I/We will support my child to enjoy, achieve, excel and care.

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 support my child to keep the focus on learning.
- 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: We can (and will) talk with someone about anything, even if it feels awful or small.
- Where I/we have concerns or issues, I/we will communicate these as soon as possible using the school referral system – the first point of contact is the form tutor or class teacher. Where informal concerns have not been resolved, I/we will use the School Complaints Policy and Process.
- 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.

The Student Commitment:

Values:

- I will 'live life in all its fullness'; I will live our values and be the best I can be in community.
- I will treat others as I wish to be treated.
- I will be kind to others in word and deed.
- I will keep myself and others safe at all times: "Everyone has the right to feel safe at all times".
- I will be inclusive: I will respect people's differences and celebrate other people's diversity.
- I will support all members of the community to enjoy, achieve, excel and care.
- I will be proud of our school and I will do everything I can to uphold the school's high standards of behaviour and conduct, promoting a positive school ethos and image both in school and in the community.
- I will look after the school environment and will move around school in a sensible, calm and polite manner.
- I will be caring.

Learning:

- 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 have a growth mindset.
- I will do my best at all times in the classroom in word and deed.
- I will attend school regularly, be on time and be punctual.

Communication:

- I will be respectful and polite.
- I can (and will) talk with someone about anything, even if it feels awful or small. 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.

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)
- Newsletters
- Messages on our social media platforms
- 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 – 'Reach more parents by WEDUC'. WEDUC can be downloaded as an app and messages are sent as both emails and notifications. There are regular update letters and we have a social media presence on Facebook (Holywell School Bedfordshire) and 'X' (@HolywellCoE).

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 the 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 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.





Parental Feedback

"We just wanted to send you a quick email to thank you for your time and support over the last four years. Our daughter and the rest of the Year 8s have had quite an unusual journey. This year especially we have really seen her grow not only academically but also in character and confidence. She has loved her time at Holywell, and we feel very lucky that she has had the opportunity to thrive as much as she has." **(Year 8 parents)**

"I want to say a huge thank you to the school. Both our boys were really nervous about starting a new school but came home really happy last night and could not wait to get to school this morning" **(Year 5 parent)**.

"Really pleased how much the teachers care. Very impressed so far." **(Year 5 parent)**;

"I cannot thank you enough for all you and your team do. Our experience of Holywell has been so very special. The love, care, teaching, encouragement and generosity of compassion our children have been blessed with has meant the world to us. So, a huge thank you! Keep doing what you are doing because you are doing an amazing job!!! And you are making an eternal difference!" **(Year 8 parents)**

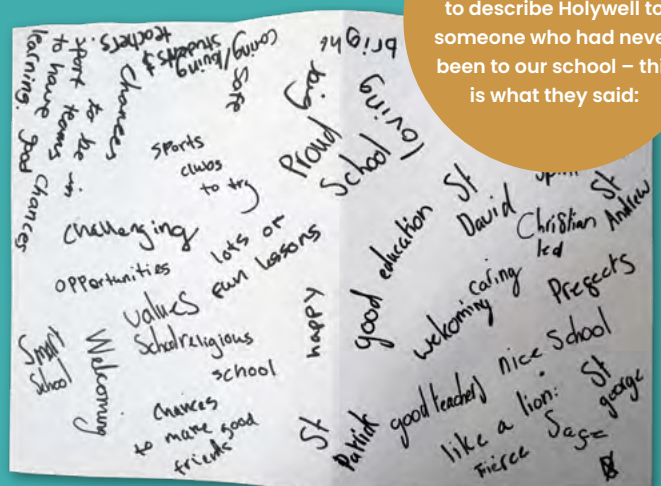
Student Feedback

"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." **(Yr 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." **(Yr 8 student)**.

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

Student Council students were asked to describe Holywell to someone who had never been to our school – this is what they said:



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.

Blazer	Black
House Badge*	For blazer
Trousers / Tailored Short Trousers	Plain grey, not cords or denims
Skirt	Plain pleated grey
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, no boots, trainers or heels higher than 4cm
Coat	Any plain style

Sports

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

Items marked with * are available from school



Ofsted 2023

Pupils at Holywell School attend a school with values rooted in its Christian ethos. They are welcoming and friendly. They take on responsibilities that make their environment and community richer and more rewarding.

Pupils are tolerant and respectful of each other's differences. They understand that everyone is an individual. They know it is unacceptable to be unkind because someone is different. Bullying is not tolerated, and cases are rare. If it does happen pupils know they have someone to talk to and are confident it will be dealt with.

The majority of pupils behave well and have a positive attitude to their learning. They know that their teachers want them to do well. Pupils respond to these aspirations by staying focused and working hard.

Staff feel valued and respected and are proud to work at the school. Leaders have planned the personal social health and economic programme well. Pupils learn how to maintain healthy lifestyles and relationships. The programme helps them understand different cultures and lifestyle choices. The careers programme embeds aspiration and prepares pupils for the next phase of education.



SIAMS 2024 (Statutory Inspection of Anglican and Methodist Schools)

The Christian vision of Holywell School is a living reality for both pupils and adults. This is due to its effective outworking through values, aspiration and community. The impact of the vision is felt throughout the school, particularly in warm relationships and unity of purpose. Pupils and adults flourish as they are helped to live out the vision through the school's values. There is a culture of aspiration, of being the best one can be, in all aspects of personal and communal life. Pupils and adults often refer to Holywell as a team, emphasising the tangible sense of togetherness.

Leaders, inspired by the vision, ensure that the curriculum is relevant and they find ways for all pupils to have the chance to achieve. Staff have high expectations of all pupils. They also offer strategies, support and resources to help those who find learning hard. Enriching activities are a daily feature and broaden pupil horizons.

The Christian vision inspires a notably cohesive and supportive community based on mutual respect and kindness.



Reflection 2024-2025:

Take a Step

Take a step
Make a move
Follow the path
Live a best life
And if no-one takes too much
There will always be enough

Take a step
Make a mark
Open the door
Risk on purpose
And if the rain falls down hard
Put on your boots and dance

Take a step
Be the difference
Walk humbly
Be kind, respectful and responsible
And, when the way is unclear
Find the Holywell path...
...and take a step



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