



Holywell

A New Chapter



26th January 2026

Holywell School
A Church of England School providing a values-based education
Kindness Respect ... Responsibility

September 2026

Start of the transition into a secondary school

- Background and where we are in the transition
- What it will be like
- Transport
- Process
- Questions



Background

A cluster and Central Bedfordshire / Bedford Borough decision to move to a two-tier Primary / Secondary structure.



The right schools
In the right places
Delivering the best education



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What is happening?

- Change of age range
- Change of status from Primary to Secondary
- Maintain 180 Pupil Admission Number (PAN)
- Change number of year groups on site to 5 year groups (7-11)
- Increase in numbers on site (900)
- Additional Buildings
- Change of feeder schools



Where we are in the transition?

- 2 consultations and decision to move ahead with the transition
- Approved by DFE – Holywell will be deemed a secondary school from September 2026
- Financial support from CBC
- Support from the Diocese
- Contractor assigned and planning process well underway



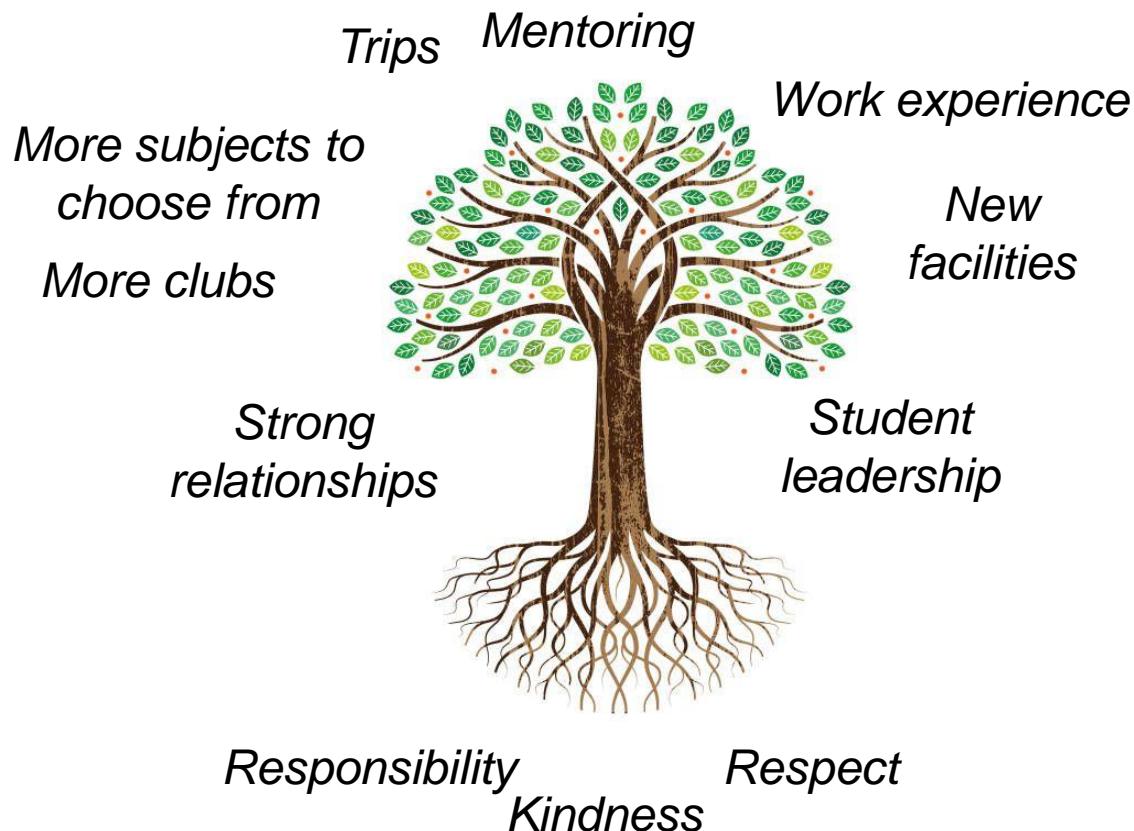
What will it be like?

- It will be very familiar because the DNA of the school will not change
- We will grow and transition together
- It will be how we create it together



The Power of Growing Together

Being part of a growing school legacy



A tree grows by staying rooted — just like us. We're not starting over. We're growing taller, stronger, together.



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providing a values-based education*

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Holywell School

Our VISION will stay the same

“Live life in all its fullness”

The Good Shepherd

John 10, 10

We choose ...

... to live our values

... being the best we can be

... in community



What we will provide as a secondary school

- local secondary schooling for local students
- a community-focussed Church of England secondary school providing a Values-based education
- a traditional curriculum delivered by secondary subject specialists where every student is unique, known, safe and supported to be the best they can be



What's Changing and What's Not

What's changing

More year groups

More opportunities

New subjects

New spaces & buildings

What's staying the same

Friendly teachers and staff
who care for you

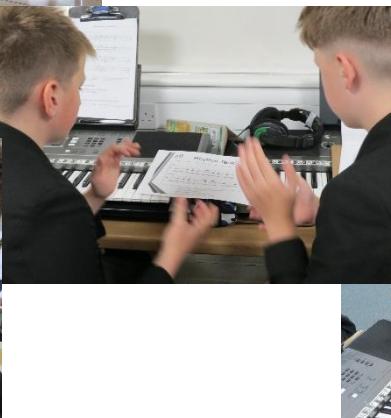
Same core values:
Kindness, Respect,
Responsibility

Friends

Our community



Secondary Curriculum: What will it be like?



High quality specialist
teachers



Specialist provision

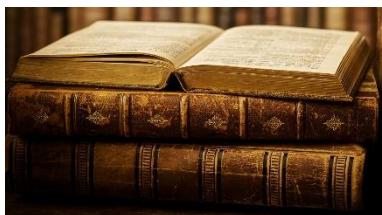
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Curriculum

- KS3 curriculum in line with the national curriculum (Year 9 curriculum will be similar to the current Year 8 curriculum)
- KS4 curriculum:
 - Core subjects (English Language and Literature, Maths, Science)
 - Core curriculum requirements: PE, PSHE/RSE, RE
 - Options (GCSE and Technicals) – flexible to allow for student choice and specialisation & also meeting government requirements



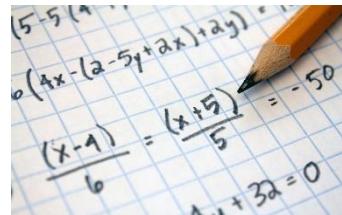
English Literature



English language



Mathematics



Science (Combined and Triple)



French



Business Studies



Geography



Computer Science



German



History



Music



Performing Arts



PE GCSE & Sports Studies



Religious Studies



Option Blocks

Every year we will ask students for their GCSE choices to create a timetable and good option blocks which work for their year group, this is so we can build blocks like below which work for the individual year group and the subjects they enjoy.

Example (NOT set blocks)

Option A	Option B	Option C	Option D
French	German	German	Geography
Business Studies	History	Geography	History
PE GCSE	Sport BTEC	DT	Art
Computer Science	Performing Arts	History	Food
Music	Geography	PE GCSE	Business Studies



Our timeline



- Ensure all new staff in the last 4 years have deep GCSE knowledge and experience, CPD and training for all Exam boards and subjects researched and chosen GCSE Curriculum Overviews carefully considered and planned
- Year 9 Curriculum planned to support stepping into GCSE
- All lessons and resources planned with adaptation for differences
- All planning will be completed a year in advance to ensure staff focus on the students in Year 11 and time is used efficiently to ensure students achieve their very best.

By Easter
A year in advance



Sports Studies (Cambridge National) 603/7107/9

The Sport Studies course is designed to provide students with a comprehensive understanding of the sports industry, focusing on both practical skills and theoretical knowledge. This course aims to equip students with the knowledge, skills, and attributes necessary for success in a wide range of careers in sport, fitness, and recreation.

The curriculum promotes an active, healthy lifestyle and encourages students to engage in physical activities that improve their fitness, teamwork, leadership, and communication skills. Through practical assessments, students will develop hands-on experience in sports coaching, fitness training, and event management, while learning the theoretical foundations of sports science, psychology, and nutrition.

Students will explore key areas such as the role of sport in society, the importance of physical health and well-being, and the business aspects of the sports industry. They will gain valuable insights into how sports organizations operate, from grassroots level to professional sport, and understand the importance of governance, ethics, and sustainability in the sector. By completing the course, students will develop critical thinking and problem-solving abilities, enhancing their ability to analyse and evaluate sports performance and improve their personal and professional growth. The course also provides a strong foundation for further study in sports-related fields, such as Sports Science, Sports Management, or Coaching, and opens up pathways into a variety of careers in the sports and leisure industry.

Overall, the BTEC Sport Studies course is designed to nurture students' passion for sport, empower them with practical and theoretical knowledge, and prepare them for future success in both further education and sports careers.

What will students learn?

In the Sport Studies course, students will learn a blend of practical skills and theoretical knowledge that prepares them for further study or careers in the sports and fitness industries. Here's a summary of the key areas they will study:

Contemporary Issues in Sport (R184)

Why people take part in sport — and what stops them
How sport promotes values like teamwork, respect, and fair play
The role and impact of big sporting events like the Olympics or World Cup

How governing bodies (like the FA) support sport in the UK

Performance and Leadership in Sport (R185)

Improve your skills and performance in two sports (one team, one individual)

Learn how to plan, lead and review a sports session for others

Develop confidence and leadership through practical coaching

Sports and the Media (R186)

Discover how sport is shown on TV, in newspapers, and online

Explore how media affects how we see sport and athletes

Look at the positive and negative influence of media on sport

How will students be assessed?

Unit R184: 1 hour 15 minutes 40% of the total grade:

Contemporary Issues in Sport

Unit 185: 40% of the total grade: Performance and Leadership in Sports Activities

Unit R186: 20% of the total grade Sports and the Media

What careers or jobs could this course lead to?

Sports and fitness careers, Health and wellbeing, Sports Science and Research, Outdoor and Adventure careers, Media and Communications

Many of these careers contribute significantly to the UK's economy, particularly in the growing sectors of health, fitness, and sports tourism. The UK's sports industry alone contributes billions of pounds annually to the economy, providing employment, boosting tourism, and promoting public health initiatives.

What areas of further study could this lead to?

A-Level Physical Education or BTEC Sport
Sports Science

Sports Coaching and Management

Physical Therapy and Rehabilitation

Ultimately, the course equips students with the knowledge and skills needed to pursue a wide range of exciting and rewarding careers in sports and health.

Additional information:

All coursework is externally moderated by Cambridge National. Enjoying PE lessons and being willing to participate in practical work and team tasks is important.

GCSE Equivalency:

Level 2 Distinction* = GCSE 8/9 (A*)

Level 2 Pass = GCSE 4/5 (C)

Level 1 Pass = GCSE 1 (F)

For each GCSE we have selected our exam board after visiting other schools and reviewing their curriculum.

We have carefully considered job opportunities in the local job market needs. This approach ensures students are aware of potential career paths relevant to their local area and can make informed choices about their GCSEs, potentially leading to better post-16 pathways.

To support students with selecting their GCSEs we have very clear details on what students will learn and how they will be assessed.



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Curriculum Overviews

Our planning

Key Stage 4 Curriculum Overview Geography

AQA Level 1/2 GCSE (9-1) in Geography QAN

Curriculum Intent

Geography seeks to enable students to make sense of their world and to understand the processes, (both physical and human), and to recognise the interaction between them. Overall our main aim is to give our students the opportunity to develop a coherent understanding of what places are like and an appreciation of how the various geographical features of places are inter-related, using the core elements of the subject-place, space and environment.

The AQA GCSE Geography specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

Name of course: GCSE Geography

Examination Board: AQA

Specification Code: 8035

GCSE Method of Assessment

There are three papers:

Paper 1 – Living with the Physical Environment (1 hour 30 minutes – 35% of GCSE)

Paper 2 – Challenges in the human environment (1 hour 30 minutes – 35% of GCSE)

Paper 3 – Geographical Applications (1 hour 30 minutes – 30% of GCSE)

Question Structure – multiple choice, short answer, level of response, extended prose

Geography Paper 1 – Living with the Physical Environment

What's assessed?

Section A – The Challenge of natural hazards
Section B – The Living World (Cold Environments)
Section C – Physical landscapes of the UK

Geography Paper 2 – Challenges in the Human Environment

What's assessed?

Section A – Urban Issues and Challenges
Section B – The Changing Economic World
Section C – The Challenges of Resource Management

Paper 3 – Geographical Applications

What's assessed?

Section A – Issues Evaluation
Section B – Fieldwork



Paper 1 – Physical Landscapes of the UK – Coasts 3.1.3 (12 hours)	<p>Main Focus: Cold environments (polar and tundra) have a range of distinctive characteristics, create opportunities and challenges and are at risk from economic development.</p> <p>By the end of the unit, students will have learned:</p> <p>What are the physical characteristics of a cold environment? How are climate, permafrost, soils, plants, animals and peoples interlinked? How do animals adapt to the physical conditions? What are the issues relating to biodiversity? What are the development opportunities in cold environments? Why might it be challenging to develop cold environments? What is the value of cold environments as wilderness area? Why should these fragile environments be protected? What strategies should be used to balance the needs of economic development with conservation.</p> <p>By the end of the unit students will be able to:</p> <p>Identify challenges of the cold environment Explain the impacts of development on the indigenous communities and how they are resisting it. Evaluate the extent to which cold environments provide opportunities, explaining the positives and negatives. Explain the value of the cold environment and why it should be protected. Explain the different strategies used to balance the needs of economic development and conservation. Discuss the impacts development has on Indigenous communities.</p>
Evidence of learning	Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess. Exam questions Analysis of resources.
Links to prior learning	Physical Landscapes of the UK (Rivers) Year 8 – Coasts Year 8 – Rivers

Links to future learning	Issues evaluation – The pressures of the environment/conflict between development and conservation. Resource Management – Use of energy and the impacts on the environment.
Careers links	DEFRA, Conservation Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer, Planning Officer, Energy Advisor
Protected characteristics	Cultural Diversity Economic Inequality within a country

For each unit of learning in every GCSE we have broken down the topic. We reviewed how long we should spend on each topic in the course which is dependent on the marks that unit is worth within the whole GCSE. For example the Physical landscapes unit (Coasts and Rivers - Paper 1) is worth 30 marks out of 88.

We have also carefully planned the timing of units across subjects. In Science the students learn about Climate Change and Global Warming, in Geography we teach the same topic towards the end of Year 11 which supports the students with revision for Science and is time efficient for Geography.



Site Development

According to the feasibility studies completed on behalf of CBC, in order to accommodate the additional students and to provide the facilities necessary for a 6 Form-of-Entry Secondary school, there will need to be additional buildings.

There will be a new ‘super block’ which will include a 2-storey teaching block and a new assembly/gym space, a studio and some internal remodelling of rooms.



Transport

The policy criteria from CBC and BBC is 'catchment or nearest school', so if a student's closest or catchment school is Holywell, by available route and is more than 2 miles for children under 8yrs or over 3 miles for children over 8yrs (inc. paths, bridleways etc), the student will receive school transport. If another school is closer to the student's home address and/or is the catchment school, then the student would not receive transport to Holywell.



Transport

Bedford Borough Council confirmed in March last year that there would be no 'paid for' school transport service from Wootton to Cranfield for students in Years 9 and above.

There will still be transport for students in lower years, until such time that they transfer to Wootton Secondary School in Year 9. In this interim time (September 26 – July 29), there will be some transport from Wootton to Cranfield and there is the possibility of families 'purchasing' spare places.



Transport

Uno Connect will run a 'public' bus as an additional school route from September 2026 from Wootton to Cranfield for Year 9 students and anyone else not eligible for transport. This route has been confirmed.

The drop off / pick up point for the bus arriving/departing in Cranfield will be at the end of Red Lion Close outside and opposite the Cross Keys Public House. There is a zebra crossing and a public footpath adjacent which students can safely use to access the bus stops and the school.



Transport

The pick up and drop offs in Wootton will be confirmed.

Parents will be able to purchase reduced priced tickets termly or half termly and they are working on a system to ensure those who have bought tickets are guaranteed their seat. The priority of this new route will be Holywell students.



Transport & CBC

CBC are currently working on an ‘exception’ rule for their current ‘nearest school’ policy to enable more students in our catchment to be eligible for school transport as we become a secondary from September 2026.



Process

- Application was necessary if you wanted to go to another ‘Upper’ school (inc. Wootton, Redborne, etc)
- This was the same for additional Year 7/8 places made available at Wootton.
- NB. There is no application for current Holywell students as all current students are guaranteed a place if they want one.



Process

- Application for 'in-year place' on or before 31st May 2026 for anyone external to Holywell wanting to join in September 2026.



Curriculum questions prior to the evening

Holywell will be developing a new curriculum – won’t Wootton be doing the same?

There are new GCSE specifications for all schools for students currently in Year 7 so all schools will be revising their curriculum plans in line with these. Holywell will be adapting to having new year groups (Years 9-11) as will Wootton (Years 7-8). At Holywell, we will be investing all we can to support our students through to GCSE – they will be ‘trail-blazers’ and pioneers ... it will be an honour for us to guide them through to being the first Year 11 and GCSE cohort.

How can you offer 2 PE GCSE options if knocking down the gym?

The Gym is being replaced by a new Gym / Assembly space – it will be a better provision. We will also have the current Sports Hall which was designed to meet the needs of secondary provision.

What are the sixth form options for the pupils of Holywell? / What are the sixth form/college links for Holywell?

Holywell will not offer sixth form provision. We will work with all the local sixth form providers (Kimberley College, Bedford College and other local schools with Sixth Forms) to ensure students have a clear pathway. **Sixth forms do not have entry criteria related to location - any student can apply to any Sixth Form/college.**



CBC / Building questions

Will the change definitely be going ahead due to it being postponed previously? Funding for the Cranfield Cluster transformation was agreed by the Council in February 2025. Council members have agreed that this transformation is scheduled to start in September 2025.

Have Central beds thought of everything? Parking? They seem quite vague! A comprehensive feasibility study has taken place which takes into account all of the necessary issues including parking, planning and a travel plan re: access. Holywell and CBC are in discussion around many areas of development and exact details will be worked out with the contractor.

If building work will take 2/3 years, will we be 'making do' rather the children get the best experience.

We will have a temporary secondary Science block for September 26 & a super block with Science, IT and other classrooms ready for September 27. The current Science rooms will be converted into additional Art, DT and teaching rooms ready for September 26.

Will the building work only be finishing during their GCSE year?

A full schedule of works with timescales has been agreed with all classrooms to be ready for September 27.



Admissions

My children live in lower Shelton, will they get a place because they are already here?

All children who are currently at Holywell are guaranteed a place in Year 9

If we apply to Wootton and change our mind, would Holywell still be an option for our child?

Yes

Will the SEND provision expand as the school grows?

The SEND provision will expand according to the number of SEND students

Miscellaneous

Will the school be financially secure even if numbers decrease? Will the school have growth funding whilst the transition happens?

The school will have growth funding as we expand – growth funding is provided by the council for any new school places created (i.e. Year 9)

Will you be providing an after school provision?

This is something we will consider if there is demand



You are the first to walk this path in our new chapter. That makes you trail-blazers and pioneers. That means your voice, your pride and your kindness will help shape what's next. Let's grow this future — together.

