



# Holywell

## A New Chapter



26<sup>th</sup> January 2026

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# 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



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- Background and where we are in the transition



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# 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



# 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



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# 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



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- What it will be like



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# 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



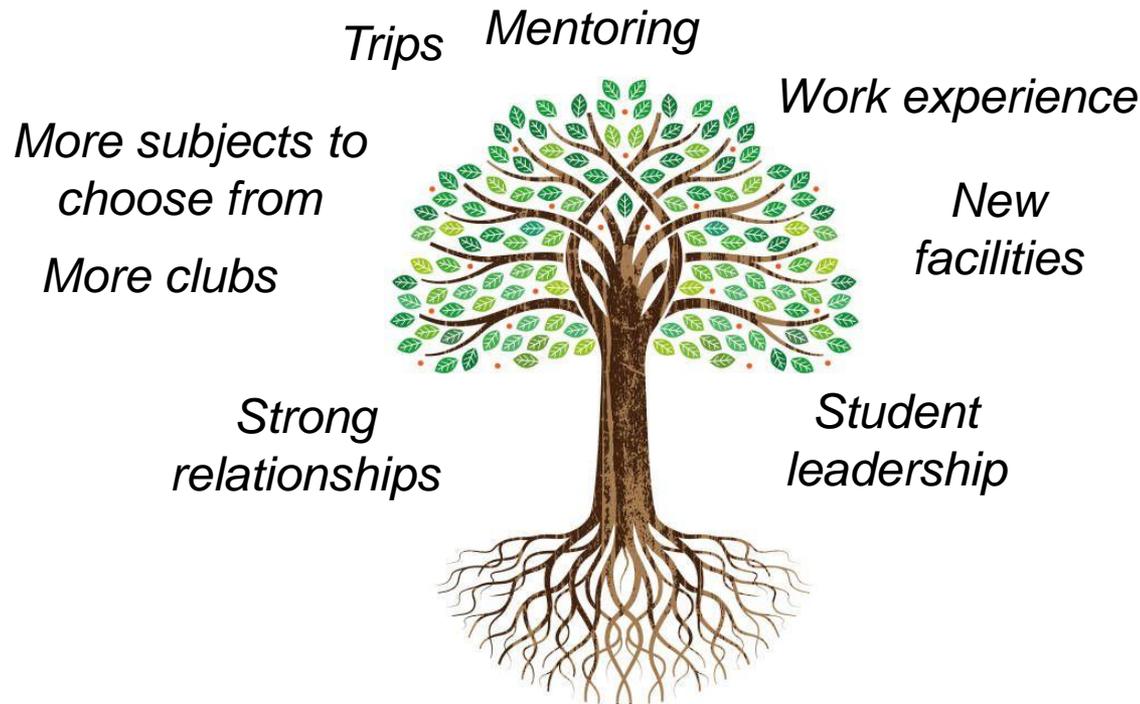
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# The Power of Growing Together

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.



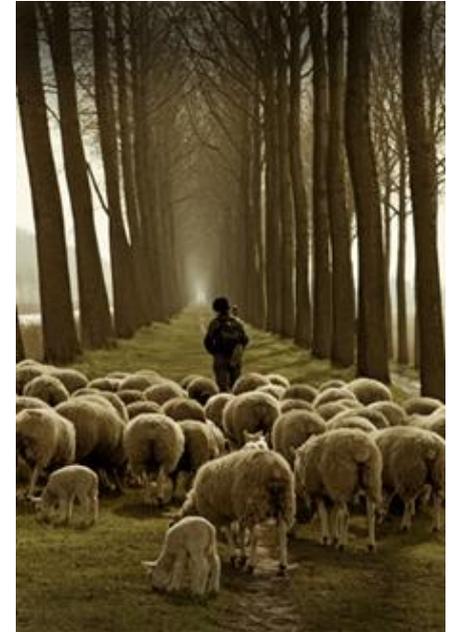
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# Our VISION will stay the same “Live life in all its fullness”

## The Good Shepherd

John 10, 10



We choose ...

... to live our values

... being the best we can be

... in community



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# 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



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# 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



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# 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



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# 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 |



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# 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 **By Easter**

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.

**A year in advance**



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## 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

### 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.

### 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

### 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



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

|                           |  |
|---------------------------|--|
| Links to future learning  | Issues evaluation – The pressures of the environment/conflict between development and conservation.<br>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<br>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.



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# 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.

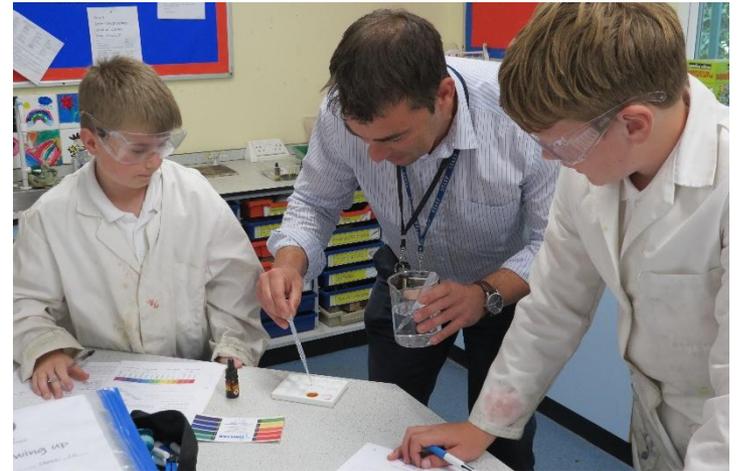


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- Transport



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# 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.



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# Transport – Wootton families

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. If the students remain at Holywell they can use the Uno Connect bus.



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# Transport – Wootton & Marston Moretaine families

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.



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# Transport – Wootton & Marston Moretaine families

The pick up and drop offs in Wootton & Marston Moretaine 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.



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# 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.

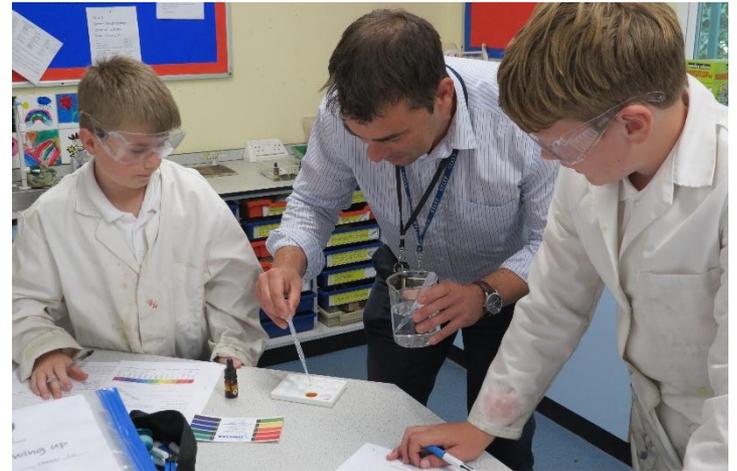


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- Process



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# 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.



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# Process

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

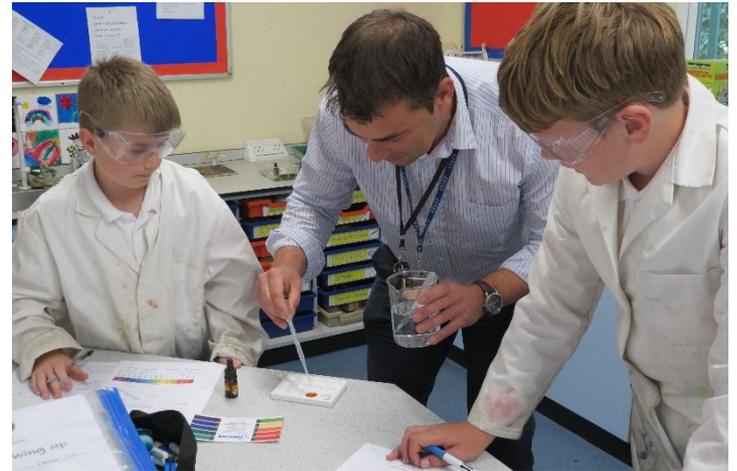


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- Questions



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## Curriculum questions

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.



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## 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.

CBC have committed to making sure that Holywell has all it needs to deliver the curriculum.

Mitigations may need to be made initially, but CBC will ensure that we have the facilities required to deliver the curriculum.

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

A full schedule of works with timescales has yet to be agreed.

What are the plans if the building work doesn't go to plan? What will the curriculum offer be if buildings doesn't go to plan?

There are always contingency plans and mitigations as part of the building programme. Our previous builds were completed on time and we will do all we can to work with the contractors to ensure this is the case again.

Our faith in Central beds is not very strong. Can you ensure that they know our concerns?

We will pass on parental concerns. Please raise any concerns with local councillors directly too.



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## Transport questions

Will there be busses available? But they are not free? Can we buy a seat?

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 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.

We are actively working with a local coach company to explore a paid-for option – please complete the survey at the end of this presentation.

Will they provide transport for Year 8 for free? What is the cost moving forward?

Transport is provided until students finish Year 8. An estimated cost is £6.00 per day – CBC do operate a 'travel anywhere for £1' travel card: [LINK](#) - geographical limits - The YP Card is valid on local bus journeys starting and/or finishing within Central Bedfordshire. You can also use the card to travel to or from the following destinations, providing your journey is direct and starts or finishes in Central Bedfordshire: C1 or C10 from Cranfield to Bedford Bus Station. Please contact [Central Beds](#) directly if you have any questions.

Will the transport be provided only to the nearest school rather than catchment school?

Both Councils have a 'nearest-school' policy. Cranfield, Marston and Wootton remain catchment areas for Holywell.

If Wootton don't give us a place, would we be able to then get free transport to Holywell?

It is only if a school is oversubscribed that transport to the next nearest school would be provided.

Will the survey allow us a way of coming together to organise transport as a collective? If 80 of us from Wootton wanted to stay?

Yes – once we know who is interested, we will help to facilitate discussions between parents and the coach company.



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## 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 (ie. Year 9)

Will you be providing an after school provision?

This is something we will consider if there is demand



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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.

