

ANOTHER AMAZING YEAR



Ofsted Outcome



Bude Residential



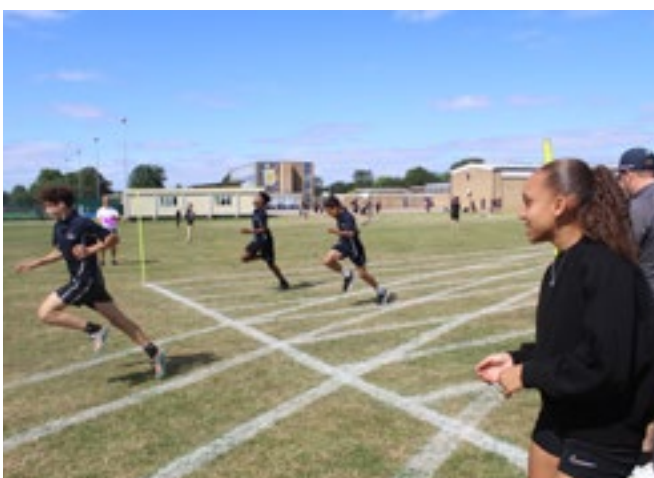
Mountfitchet Trip



Year Ten Scholars Programme



Year Seven Quiz



Sports Days

Principal's Introduction



July 2026

Dear Parents/Carers

What an incredible year 2025-2026 has been!

In the last few weeks, we have held four splendid achievement nights, Year 11 Prom, the Creative Arts Celebration Evening and two Sports Days just to name a few events. Tennis, cricket and athletics have been in evidence!

Sadly, we are once again seeing some super staff leave school. Last week, Dr Martinez left us for a job outside of education. He made an excellent contribution to both the science and computing departments during his two years at school. We also say goodbye to Julie Hubbins, one of our cleaners who retires at the end of term after many years' service. In addition, two of our Learning Support Assistants (Lily-Rose Monger and Eva Bywater) and Joshua Francis, (Music Technician) will also

finish at the end of term.

I am not going to report what is in our newsletter, but suffice to say, you will once again see how busy we have been! When I reflect on this year, my mind quickly goes to last year's splendid GCSE results and we were all of course delighted with the outcome of our recent Ofsted report. A true reflection of team Goldington's hardwork.

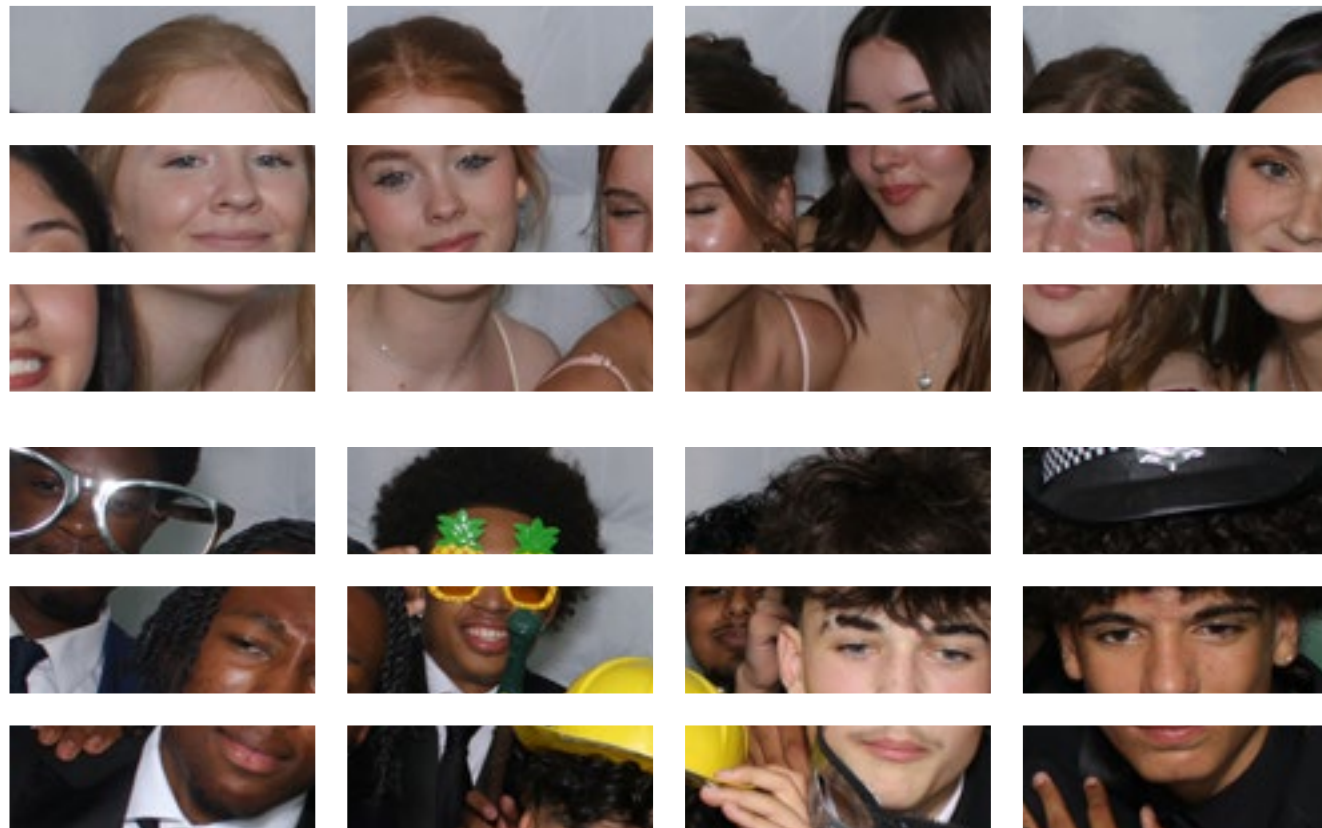
Finally to the summer holidays. Please keep your child active and take educational opportunities whenever they may occur. Most of all, keep safe. We are very much looking forward to welcoming your child back on **Thursday, 3 September**.

To all our families, I would like to wish you a very restful and enjoyable summer.

Best wishes

Ax Gullote

Year Eleven Prom 2026



Bude Residential

During the May half term, I had the opportunity to spend five nights in Bude, Cornwall. It was an amazing time filled with exciting activities, new experiences and lots of laughs with friends.

One of my favourite parts of the trip was the morning swim. Every day we would get up and head straight to the sea pool. Although the water was really cold, I made sure I went the next morning!

In the evenings, we had free time to relax and socialise. I really enjoyed spending time with my friends and enjoying the evening activities. One night there was a 5 a-side football tournament and my team won. I also got the chance to socialise with people I usually would not at school!

The activities throughout the week were definitely the highlight of my trip. My favourite activities included canoeing, caving and bodyboarding. Canoeing was exciting and chaotic; we spent most of the time in the water messing around. Caving was a unique experience that pushed me out of my comfort zone. It was hard to do but also very funny listening to my friends struggle! Bodyboarding was also brilliant, especially riding the waves!

Overall, my trip to Bude was an unforgettable experience. The memories made with my friends were special and we will continue to talk about them throughout our years at school! If I had the chance, I would love to do it all again!



Goldington Distinction Award

This term, a record number of our most motivated and ambitious Year Seven and Eight students have worked towards the Goldington Distinction Award. This series of tasks requires students to show creativity and critical thinking in activities such as:

- Writing a newspaper article
- Conducting an interview with an adult about their career
- Summarising a recent news event
- Designing a revision task that could be used in the classroom

Congratulations to the thirteen Year Eight students who have earned the Gold Award after two years of hard work.

Here is an extract of a play written by Livvy as part of her project.

(MR LINCOLN and MR GALBRAITH in front of the white curtain (that splits the stage in half), which has science-themed posters pinned to it, in hope of giving off the effect to the audience that it is a Science classroom door, the front lights are on to show their faces, but the backlights behind the curtain make it difficult to spot HOLLY ALBERT, who is lying dead of the floor.)

MR GALBRAITH: *(with a raised voice)* When did this happen?

MR LINCOLN: I'm not sure. It was already like this when I arrived.

MRS JONES: *(Concerned)* Is everything alright?

MRS MACARTHY-GARDNER: What's happened?

MR LINCOLN: Nothing's happened. Don't worry, everything fi-

MR GALBRAITH: *(With a serious tone)* The Science Corridor is

out of bounds, from now on until I say so.

MRS JONES, MRS MACARTHY-GARDNER, MR HALL, MR PINKNEY: What! Why?! What's happened?

MR GALBRAITH: *(Raising my voice)* I said, the Science Corridor is out of bounds! No one goes there, looks in there, walks past there, ever again. I am the head of this school, what I say goes. Do I make myself clear?!

MRS JONES, MRS MACARTHY-GARDNER, MR HALL, MR PINKNEY: Yes, Sir.

MR LINCOLN: Sir, are you sure about this?

MR GALBRAITH: Mr Lincoln, no-one must ever know what happened, do you understand me?

(MR LINCOLN nods and gulps)

(All of a sudden, intense music begins to play, as different lights, coloured shades of red, white, and black, flash rapidly onstage. A crescendo builds up, until, suddenly, there is a thud in the music and a black-out, as MR ALBERT says his line offstage)

MR ALBERT: *(Screaming)* MY BABY!!!

(The lights come on, and the audience sees HOLLY ALBERT lying dead on the floor center stage, in the science classroom. The curtain has been drawn back during the black-out, so HOLLY ALBERT is now in front of it, allowing the rest of the actors to act out their lines behind the curtain, however the audience will only see their shadows.)



UK Maths Challenge

Many of Goldington's keenest mathematicians from Years Seven and Eight took part in the UK Mathematics Trust (UKMT) Maths Challenge. This national competition is designed to stretch and inspire students, encouraging logical thinking and problem solving.

Our students tackled challenging questions which were often posed in a style very different from the type that they encounter in regular maths lessons. Therefore, students had to use creative approaches to succeed with very unfamiliar mathematical puzzles. Could you tackle this question, which appeared on this year's paper?

The integers 1 to 20 are written on a board. Patricia erases three of the integers and replaces them with their sum. She repeats this process until only two integers remain. What is the sum of these two remaining integers?

Particular congratulations should go to those students who earned special recognition for their performance, achieving Bronze (35 students), Silver (24 students), and Gold (9 students). Additionally, Year Seven students, Abdullah, Nathan, Autumn and Sophia performed well enough to progress onto the prestigious second round of the competition, intriguingly named the "Junior Kangaroo".



Goldington Academy Family Challenge



Photographs used with permission



We were delighted to see so many of our highest-attaining Year Nine students and their families at the Year Nine Family Challenge evening, in which they battled through a series of tricky activities designed to test their intellect.

Working as a team, each family gained points by demonstrating their knowledge and problem-solving skills across a broad mix of challenges, ranging from sequences to spatial awareness, and from films to geography.

One of the most demanding tasks proved to be finding the hidden link between a series of quiz answers. Would you be able to work out what links these four things?

- What was the occupation of Galahad, Lancelot and Gawain?
- What is the nationality of people born in Prague?
- Freddie Mercury was the lead singer in which band?
- Une fourchette is the French word for what kitchen item?

Another tricky round involved students trying to establish the next item in a sequence, such as this one: Go, Old Kent Road, Community Chest,?

Many thanks to all families who attended, and to the staff who helped design the tasks and oversee the various sessions.

Year Ten Scholars Programme

A group of ambitious Year Ten students recently completed the Scholars Programme in order to develop the knowledge, skills and confidence to progress to the most competitive universities.

Over the past few months, they attended a series of university-style seminars delivered by PhD student, Michelle Michel, who is the world expert in her field of research. The scholars explored a range of evidence and theories which could explain how, and why, our modern version of Romeo & Juliet differs from Shakespeare's intended text.

The sessions examined how a combination of factors may have led to Shakespeare's original manuscript being accidentally,

or perhaps deliberately altered by the printing process. Is it possible that sections were omitted by the printers in order to save paper, time and money? Or perhaps human error was inevitable when operating printing presses in confined, candlelit conditions?

The programme culminated in students writing a dissertation (including formally referencing their sources) before 'graduating' on a trip to a Selwyn College, University of Cambridge. In an era of fake news and misinformation, they thoroughly enjoyed the opportunity to critically evaluate historical sources and reflect on the extent to which we can trust what is written down.

"The First Quarto is widely regarded as the least reliable version of the play. The play was likely created via memorial reconstruction (this meant the play was attempted to be recreated by actors or scribes that either performed or viewed the play at the globe theatre) rather than being Shakespeare's true work. This method naturally leads to inaccuracies, and the First Quarto displays many of them. It is noticeably shorter than the later versions by eight-hundred lines, which suggests that large sections were forgotten, summarised, or improvised; this can also be seen throughout the play as Romeo and Paris' lines are extremely coherent and flow flawlessly and others are not as strong, this could be due to the fact the actors were not on stage at all times and could only remember the lines of the people on stage with them, therefore resulting in guesswork to try and reconstruct other actors lines."

"The final theory that scholars have proposed for this quarto is that the play was intentionally shortened to use as a travelling version. Shakespeare's plays were performed around the plague outbreak, so actors were sent around to perform these plays to other areas. These plays likely faced difficulties due to practical theatrical constraints, such as smaller casts, shorter time schedules and unfamiliar performance venues, meaning that plays were possibly abridged. This concluded in compressed scenes, reduced runtime and simplified speeches, creating a sense of unreliability for the final prints."



Year Nine Locked Box Challenge

Goldington Academy hosted a Locked Box Challenge, in which Year Nine students from across Bedford competed to solve perplexing puzzles and crack cunning codes in a race to solve the mysteries of a heavily padlocked box.

The Goldington teams included students who had attended our lunchtime Puzzle Club, which requires excellent lateral thinking skills and an ability to tackle complex problems under tight time pressure.

The scenario facing the competitors was "a teenage sleuth had recently gone missing whilst investigating mysterious activity at a spooky, deserted mansion. The only clues to his whereabouts were a series of cryptic messages and a padlocked box. Can his friends track him down before something terrible happens?"



Year Nine

Year Seven Quiz

Goldington Academy recently hosted its first inter-school Year Seven quiz, welcoming teams from local schools to compete in a friendly, but challenging contest.

Students earned their place on the Goldington team through a series of trials held during the lunchtime Year Seven Quiz Club. The trials tested a wide range of topics, including general knowledge and identifying celebrities and important figures from British history.

The quiz featured nine rounds covering a variety of subjects, including geography, politics, film and sport. There were also some fun visual challenges, such as identifying everyday household objects from close-up photographs. One of the most exciting rounds was "Wipeout", where teams could win extra points but risked losing them all with an incorrect answer. This led to some tense moments as teams decided whether to take a chance or play it safe.

After a closely fought competition, Goldington Academy finished as overall winners. The event was enjoyed by all involved and gave students the opportunity to demonstrate their knowledge, teamwork and determination. Well done to everyone who took part and helped make the quiz such a success.



Year Seven



STEM News

Biology Challenge

Goldington Academy joined over 40,000 students worldwide in this year's online competition, stimulating their curiosity for the natural world. Questions were set on the school curriculum, but the competition also rewarded those students whose knowledge of the subject has been increased by reading books and magazines, watching natural history programmes, taking notice of the news media for items of

biological interest, and are generally aware of our natural flora and fauna. Students in Year Nine & Year Ten accepted the challenge and were rewarded with an e-certificate.

Top Five Biologists:

Finn F, Ethan B, Antoni I, Quentin M, Joel C

If I were an engineer

Congratulations to our Year Seven students who took part in this year's Engineering Awards competition.

Students were asked to look for problems they can solve, draw and annotate a solution to it and add a letter to an engineer explaining why it should be built.

This year we had students receiving merits and distinctions.

Further students were shortlisted for the finals awards, and received Highly Commended.

Well done to all the students who participated.



Moon Rocks

The Science and Technology Facilities Council (STFC) loaned the Year Eight & STEM Club their amazing lunar rocks and meteorites this term as part of their "Borrow the Moon" project. STFC's mission is to deliver world-leading national and international research and innovation capabilities and, through those, discover the secrets of the universe.

Hundreds of schools, colleges, universities, museums and astronomical societies throughout the UK have enjoyed the meteorite samples and NASA moon rock discs since the scheme began. Each "Borrow the Moon" box contained lunar samples presented in encapsulated discs that can be handled carefully, different examples of meteorites, larger pieces of meteorite that can be handled and a meteorite hunter activity featuring both earth rocks and meteorites.



STEM News

Royal Botanic Gardens, Kew

Fifteen lucky key stage 3 students were rewarded for their services to science this term and taken to visit the world-famous Kew Gardens, experiencing the beautiful botanic gardens and the most biodiverse place on earth. They discovered the world of science behind the botanical collections, with over 50,000 living plants found across the UNESCO World Heritage site, working tirelessly to help stop biodiversity loss and develop nature-based solutions to some of humanity's biggest global challenges.



Cultural Day

This term, we proudly celebrated World Day for Cultural Diversity, an initiative inspired by a former Year Eleven student who was passionate about promoting the richness of global cultures. We were delighted to carry on their vision and join in this celebration of diversity within our school.

Students engaged in a range of enriching activities that highlighted the importance of intercultural dialogue and

understanding. Students in Years Seven to Nine took part in specially designed lessons aimed at deepening their appreciation for the values of cultural diversity.

The day was made even more vibrant as many students arrived in traditional cultural attire, showcasing the beauty and variety of their heritage. A lively performance by the steel pans band added a joyful rhythm to the celebration, making it a memorable experience for all.



Physical Education

Sporting Success This Term

District athletics - Year Nine and Ten

We had a fantastic day at the District Athletics on Wednesday, 20 May, with all of our athletes representing the school brilliantly. We are incredibly proud of their performances and achievements:



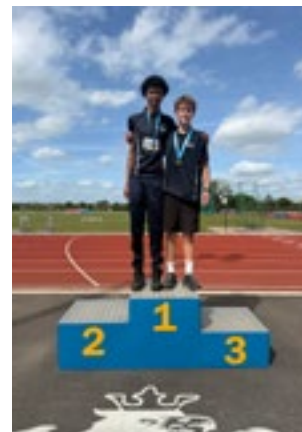
- Junior Boys Triple Jump – Gold
- Intermediate Boys 100m Hurdles – Gold
- Intermediate Boys 1500m Steeplechase – Gold
- Intermediate Girls Javelin – Silver
- Intermediate Girls Relay – Silver
- Intermediate girls 300m - Silver
- Intermediate Girls 100m – Bronze
- Intermediate Girls 200m – Bronze
- Junior Boys 800m – Bronze

District athletics - Year Seven and Eight

On Friday, 19 June pupils in Years Seven and Eight took part in the key stage 3 District Athletics Championships. Our pupils performed exceptionally well and represented the school brilliantly, despite the challenging heat throughout the day.

Some of the standout results included:

- 1st – Year 7 Girls' Discus
- 2nd – Year 7 Boys' Discus
- 2nd – Year 8 Boys' High Jump
- 2nd – Year 7 Girls' Long Jump



Physical Education

Sports Day

This year's Sports Day took place on Tuesday, 30 June for Years Eight and Ten, and Wednesday, 1 July for Years Seven and Nine. Pupils took part in a range of sporting activities, including rounders, football and athletics. Throughout both days, students demonstrated excellent teamwork, determination and sportsmanship, giving their best in every event. It was fantastic to see such enthusiasm and encouragement from both participants and their peers, making this year's Sports Day a great success. Well done to everyone who took part!

Hockey Success

Congratulations to Sophia P from Year Seven, Thea, G Jake G and Maya R from Year Eight, and Danny P from Year Nine who all competed for Bedford All Stars Hockey team at the end of last term. Their team won the tournament. Fantastic!

Cricket

The Year Seven and Year Eight boys' teams have enjoyed an outstanding season so far and remain unbeaten, progressing through to the next round of their respective competitions. Their performances have been excellent, and we look forward to seeing how far they can go.

The Year Nine and Year Ten boys' teams have also had a strong start to the season, playing three matches, winning two, and narrowly losing one. The boys have represented the school brilliantly and continue to develop as a team with each game.

Our U13 girls' cricket team, who achieved an impressive 2nd place finish at the "Padded Up" U13 girls cricket competition. The girls demonstrated excellent skill, determination and teamwork throughout the event and should be incredibly proud of their achievement.

Girls Football

Congratulations to the Year Nine and Ten girls who were District Champions this year, winning their group and having a convincing win in the final against Lincroft. Thank you to Mr Murray who managed the final.

Tennis

The tennis club each Thursday has run successfully this term, with many new pupils giving their tennis skills a go. Thank you to everyone who has supported this club over the summer. In addition, we have taken in the region of 40 Year Seven, Eight, Nine and Ten pupils to participate in tennis tournaments at Gordon Fields, Bedford School. It has been a pleasure to watch our pupils participate and a special mention to the Year Seven/Eight boys who came first and third respectively, and our Year Seven and Eight girls who finished third.



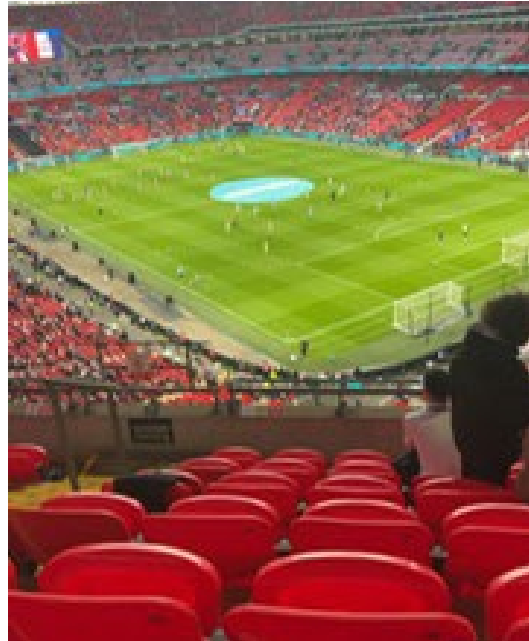
Wondrous Wembley

A few weeks ago, I was kindly invited to experience first-hand the English men's football team play Japan in a highly anticipated friendly.

After securing two free tickets from school, I was on my way to Wembley.

On arrival, I was amazed to experience the true scale of Wembley way and of course the stadium itself, and I was quick to start exploring the area and fanzones. Soon, after a 'Five Guys' and a few renditions of 'Sweet Caroline', we made our way through to the stadium.

At first, the crimson red of the Wembley seats bled throughout the ground, but by kick-off, the Lions' signature white plastered all of the stands (with the exception of a small patch of vibrant samurai blue in the away end). However, even before the start of the game, things were happening left and right,



including a DJ blasting tunes through the dozens of speakers, a really high technology QR-code based system, where you could show yourself and have a chance at reaching the big screen, and a really intricate pre-match light show.

The moment the match started, I began to understand why millions of people travel from all over the world to visit this stadium every single year - the entire stadium was united in the face of supporting their home. No arguing, no fighting - just 80,000 dedicated supporters all banding together to cheer on eleven men wearing their country's emblem on their chest. The atmosphere was like nothing I had ever experienced: Mexican waves getting the entire crowd off of their feet. Every chance causing stands of people holding their breath - hoping; believing. Each tackle cheered on by what felt like a nation. 'Sweet Caroline' echoing throughout the ground (for what must have been like the 20th time).

All in all, it was a brilliant experience and an amazing opportunity for people like me to soak in the utterly groundbreaking atmosphere of Wembley. Even though a strike from Japan's Kaoru Mitoma in the 22nd minute ended up being the only goal of the match, it was still easily one of the highlights of my Easter. A massive thank you to Goldington Academy for this fantastic opportunity and great experience. By Charlie G

Chess Success

Having joined the Bedford Chess club and the English Chess Federation (ECF), this Year Ten student now plays in competitions around the country and has rapidly developed his chess rating (ELO) to almost 1300 with the ECF. He recently played in the Northants Schools Stowe Championships NSCA Stowe Congress at Stowe School, placing highly in his division.



In addition, he is also progressing well at the Bedford Chess Club, competing against both strong adults and junior players. He recently defeated a player who had been undefeated in his division all season. Well done.

CONTACT DETAILS REMINDER

If you make any changes to your ParentMail account e.g. change of email/mobile contact details you must also contact the school office to inform the school of the changes, so your child's Bromcom account can also reflect those changes.



Second-hand Uniform Shop



Second-hand school uniform can be purchased at a discounted rate via email request. Please contact Mrs Catrambone (catrambonej@goldington.beds.sch.uk) with your requests, including size requirements, to find out what we have in stock.

We are still gratefully receiving any donations of school uniform/PE kit that are clean and in good condition. Items can be dropped off at reception or brought to Student Services by your child.

Brand new school ties are available to purchase via Student Services for £7.75. Please email Mrs Catrambone on the above email address.

School Uniform Expectations

We would like to take this opportunity to remind you of our uniform policy - please see below:

Pupil non-compliance

Teachers can discipline pupils for breaching the school's rules on appearance or uniform. This should be carried out in accordance with the school's published behaviour policy. A Principal, or a person authorised by the Principal, may ask a pupil to go home briefly to remedy a breach of the school's rules on appearance or uniform. When making this decision, schools need to consider the child's age and vulnerability, the ease and time it will take, and the availability of the child's parents.

This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the pupil's absence may be counted as an unauthorised absence. In either case, the pupil's parents must be notified and the absence should be recorded. If a school is considering excluding a pupil in response to breaches of uniform policy, then this must be in line with the legal requirements for exclusion.

Form Tutors and Heads of Year will routinely check the uniform and equipment of students in their year group/form group and will follow the procedure outlined below when challenging non-compliance with the academy uniform and equipment policy.

Unacceptable items of uniform/dress:

Trousers with decorative items, such as buttons or embroidery are **NOT** permitted. Trousers should be tailored and **NOT** be made of stretch, lycra, skinny or highly fashionable in style, nor should they have cargo or jeans style pockets. Dark grey shorts do not form part of the school uniform and therefore they should not be worn.

- Jewellery other than that listed below is **NOT** allowed:
 - ◊ One small plain stud in each ear
 - ◊ One ring permitted on each hand
 - ◊ Bracelets on the grounds of religious or medical needs
- Please note - piercing retainers are not allowed to be used as a substitute for piercings. Any student attending school with piercings that are not permitted will be asked to remove them, once they have healed. No other visible body piercing is acceptable. A watch may be worn provided it is marked with the owner's name.
- The wearing of wrist bands and bracelets is not permitted, unless for religious purposes.
- Only badges provided by the school are to be worn.
- Hair styles should **NOT** include unnatural colours, patterns or designs. Any student wearing unnatural colour in their hair will be asked to remove it immediately.
- No tramlines or patterns should be shaved into hair or the eyebrows.
- Hair bands should be discreet and plain in colour e.g. black, blue etc. Fashion type hair bands should not be worn in school.
- Trainers should not be worn during classroom-based lessons, unless otherwise agreed by the Academy Principal. If trainers are to be worn for an agreed reason, they should be black and discreet.
- Light make-up may be worn e.g. concealer, mascara. However, students may be asked to remove make-up if it is deemed to be inappropriate or too heavy e.g. foundation.
- Nail varnish should **NOT** be worn. Any students who are found to be wearing nail varnish will be asked to remove it. Continued wearing of jewellery, nail varnish will result in a referral to the Head of Year and may result in a consequence such as loss of break/lunch time.

Pupil Premium

Free School Meals (FSM) changes – could your child be eligible?

The Education Act 1996 places a duty on maintained schools, academies and free schools to provide free school meals (FSM) to pupils of all ages who meet the criteria. This means pupils get a choice of healthy, hot meals, with cultural, dietary and religious requirements catered for, every school day, at no cost to the family.

Some schools also offer reduced rates for school trips, clubs, after school care, holiday activities and uniform to children who receive free school meals.

Free school meals are worth around £500 per year, per child, and they are known to help children thrive as well as:

- help children be ready to learn, contributing to improved behaviour and learning
- boost attainment and attendance
- help children achieve their potential and increase a child's lifetime earnings
- offer the child the opportunity to develop social skills by sitting with friends whilst they eat
- help families save on food costs
- improve diet quality and helps combat childhood obesity, saving the NHS money in the long term

Changes for 2026/27

From the start of the 2026 to 2027 academic year, all children from households in receipt of Universal Credit in maintained schools, academies and free schools will be entitled to receive a free meal. This means that many more families will now qualify, even if they have not been eligible before.

Transitional protections ending

Transitional protections for free school meals have been in effect since 1 April 2018; this has meant that pupils that were eligible for free school meals under the previous benefits-based criteria historically retained their entitlement until end of phase, even if their household circumstances changed. However transitional protection is ending; pupils who are currently eligible under transitional protection will only keep this entitlement until the end of the 2025/26 academic year. Households must meet the FSM eligibility criteria from the start of the 2026 to 2027 academic year to continue receiving provision.

Who is eligible for benefits based free school meals?

From the start of the 2026 to 2027 academic year, the government is expanding FSM eligibility to all children from households in receipt of Universal Credit regardless of household earnings.

Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- Universal Credit
- support under Part VI of the Immigration and Asylum Act 1999

A pupil is only eligible to receive a free school meal where both:

- a claim for this support has been made
- their eligibility has been verified by the school where they are enrolled or by the local authority

Households may also be entitled to a meal if they:

- are in receipt of income-related Employment and Support Allowance
- receive the guarantee element of Pension Credit
- meet criteria set out in separate guidance for families with no recourse to public funds

New FSM claims

Many families will become eligible for the first time under the expanded FSM criteria. **To ensure that your child is eligible to receive free meals from the start of the 2026/27 academic year, then a quick application is needed via the Bedford Borough auto-enrolment scheme: [Apply for free school meals - Contact Information - Section 1 - Bedford Borough Council](#).**

Why this is important?

If your child is eligible for Free School Meals:

- They will receive free, nutritious meals every school day.
- The school will receive additional funding (Pupil Premium) to support your child's education, wellbeing and wider enrichment. This funding helps us provide extra support such as interventions, resources and enrichment opportunities.

Auto-enrolment

Bedford Borough Council have been working on implementing an auto enrolment scheme for Free School meals, where they automatically check families' details to determine whether they are eligible for Free School Meals. All families of pupils currently eligible to benefits related free school meals, at Bedford Borough schools, will have their entitlement re-checked over the summer.

What you need to do to check eligibility?

We kindly ask all parents/carers to complete a quick online application through Bedford Borough Council.

CLICK HERE FOR THE ONLINE APPLICATION FORM: [Apply for free school meals - Contact Information - Section 1 - Bedford Borough Council](#). This allows Bedford Borough to check whether your child is eligible for free school meals.



Pupil Premium

Although Bedford Borough will carry out regular auto-enrolment eligibility checks, there may be occasions where some families need to apply for free school meals between checks, for example:

- if your circumstances change unexpectedly
- if you move into Bedford Borough
- if you think your child might be eligible but you have not heard from Bedford Borough

If you think that your child might be eligible and Bedford Borough checks may not have found this, you will need to complete an application.

When you apply, you can opt in to the automatic eligibility checking service.

This means:

- Your eligibility will be checked regularly
- Your child will be automatically registered if your circumstances change
- This ensures you never miss out on support you are entitled to

Registering allows the school to receive additional funding to support your child now and in the future.

Need help?

If you would like support with Free School Meals or Pupil Premium, please contact Mr Roopnarain: roopnarains@goldington.beds.sch.uk.

TEDx

In July, we hosted our second TEDx event, during which a number of student speakers shared their ideas in the style of TED Talks. Centred on the theme "Forces that shape us", the presentations explored a diverse range of topics, including the meaning of success, the price of poverty and a debate between fear and love.

Parents, staff and governors were invited to attend and were highly impressed by the exceptional standard of the talks. Each presentation was mature, engaging and thought-provoking, showcasing both the confidence and insight of our students.



Debate Club



Interschool debate

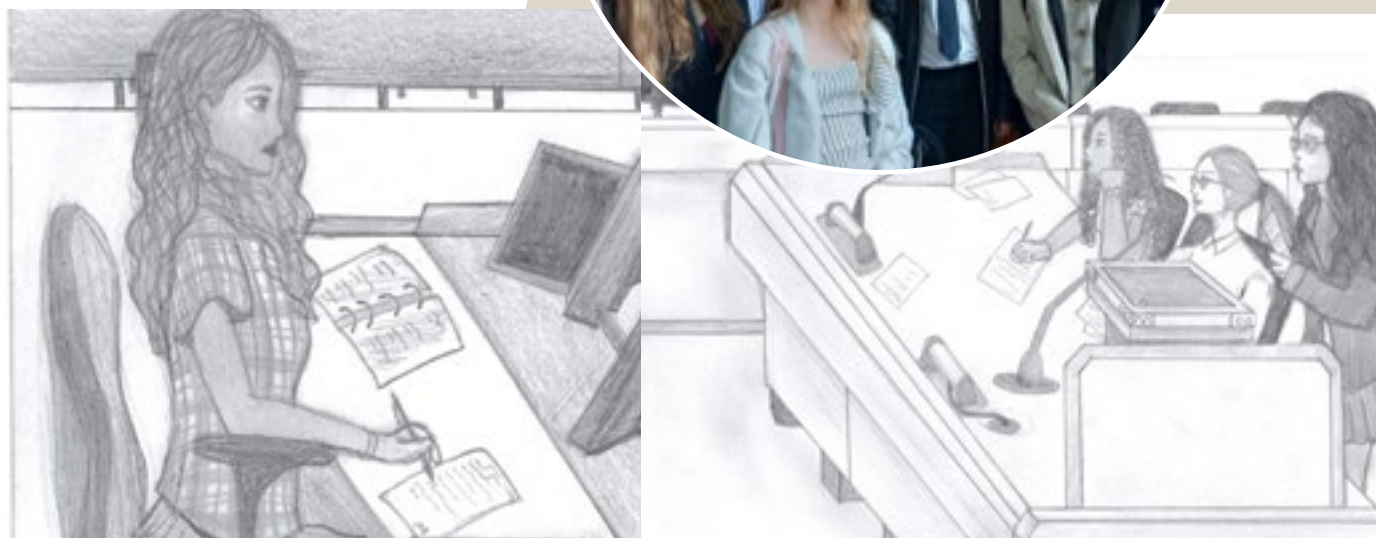
On Monday, 11 May, we had a debate against Bedford Girls' School (BGS) when we debated two separate topics. The first was, "Should politics be taught in schools as a core subject?" The proposition (BGS) declared this was essential, as a core subject is one necessary for day-to-day life, skills you would struggle significantly if you did not have, and politics controls so many aspects of our lives on a daily basis it is doing an injustice to people not providing a substantial level of education from an early age. Equally, the opposition (Goldington) countered that confronting children with complicated political ideas too early could permanently put them off, create a lasting impression of boredom, confusion and helplessness – being too educated could also suppress their sense of idealism, their creativity. Ultimately, Bedford Girls provided a more convincing argument.

However, in the second debate, Goldington Academy's team won. They proposed that jury service should be optional, highlighting the personal injustice of not having a say in your life, the financial insecurity inflicted upon those selected, and how a willing jury would be more engaged, and better reflect a modern, adapting society that values people as individuals. BGS opposition responded with the fact that the vast majority of people have the stability to do jury service, and we should focus on them, not a specific minority. They also said it would be limited to a very specific type of person, in very specific circumstances who chose to do it, and would therefore not represent the overall population.

It was a very fun and interesting debate, exploring the controversial topics against Bedford Girls' School, who did great research and prepared amazing arguments. On both sides, the POIs were well thought out and to the point. We all really enjoyed this debate and hope to do another one soon.

Mock trial regional final

We were delighted to have won a place in the Regional Final of the Mock Trial competition, held at Croydon County Court. Taking place at the start of June, the day proved to be an incredibly rewarding experience. The team rose to the challenge of tackling a brand-new case, developing fresh lines of questioning, crafting persuasive speeches, and deepening their understanding of another area of law. They were also fortunate to see working courtrooms, where serious cases are handled on a daily basis, and to hear from sitting judges who generously shared their expertise and answered students' questions. The team performed exceptionally well once again, demonstrating confidence, skill, and teamwork throughout and were thrilled to win both of their cases.



Awards Evenings

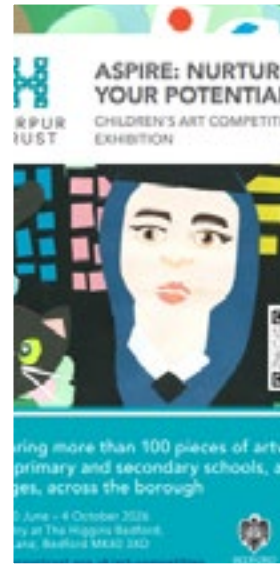
During June and July Award Evenings were held for Years Seven, Eight, Nine and Ten. They were a wonderful opportunity to celebrate the success and effort of many of our students throughout this academic year. Here are some of the proud winners and nominees.



Art

Harpur Trust

We are thrilled to have two of our Year Nine students' work displayed in the Higgins Gallery. Congratulations to them both. One of the student's work also features on the main posters for the exhibition. The girls worked with artist, Amina Pagliari, to produce collages based on their aspirations for their futures. The work can be viewed at The Higgins gallery until 4 October.



Mindful Art Club

Members of Mindful Art Club have been learning a new technique of 'Dry Needle Felting'. They have been creating insects, blending colours and creating their own patterns. A great crafting project!



KS3 artwork

Year Sevens have been researching patterns and artwork from different cultures. They have then created a 'Mark Heard' inspired bird. Year Eights have been using Modroc to create Giacometti inspired sculptures. Year Nines have been working with mixed media techniques focused on the theme 'organic'. Well done everyone, great work!

Primary School Printmaking

We have loved seeing the creations of students from Hazeldene in their printmaking workshop, inspired by our 'Keep going, keep growing' mural. Students printed apples, strawberries, flowers and insects and even produced a collaborative class prints. We were so impressed with the work!

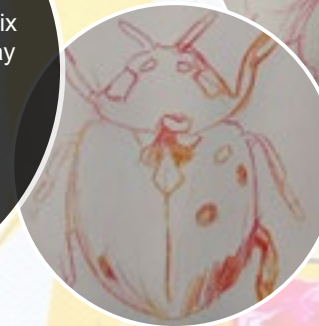


Art

Transition Day

workshops

Well done to all the Year Six students on their transition day for your fantastic oil pastel mono prints. We are so excited to see what you create next year!



Creative Arts Celebration Evening 2026

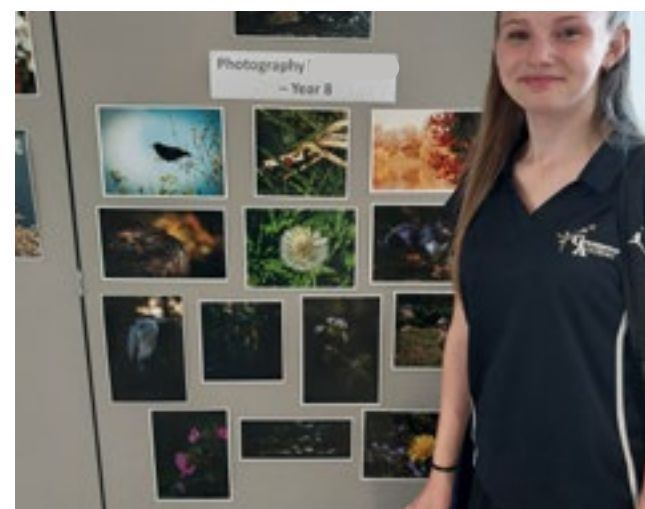
Thanks to all who attended our KS3 exhibition, Grimm's Tales performances and garden music. We are thrilled with the quality of the performances and artwork this year. Every single student in KS3 contributed to the artwork or performances. Well done to all. What a wonderful way to celebrate a dedicated year to the arts! Take a look at some of the artwork exhibited and set design (created by students with the help of Ms Fone).



A picture paints a thousands words - key stage 3 artists



Used with permission



Dance

On Thursday, 9 July, we proudly held our very first Dance Showcase at the University of Bedfordshire Theatre, and what an incredible evening it was! Performing to a sold-out audience, our students showcased the hard work, dedication and passion they have demonstrated throughout the year.

After months of rehearsals, every dancer took to the stage with confidence and enthusiasm, delivering performances they should all be incredibly proud of. It



was wonderful to celebrate their progress and talent in front of such a supportive audience.

A huge thank you to all the families, friends, staff and members of our school community who came along to support us. Your encouragement helped make our first showcase such a memorable occasion.

We are incredibly proud of all our dancers and are already looking forward to making next year's Dance Showcase even bigger and better!



Drama

On Thursday, 4 June, some of our drama students enjoyed an exciting trip to The New Vic Theatre in Stoke-on-Trent to watch Laura Eason's adaptation of "Around the world in 80 days", our GCSE set text. The production brought Jules Verne's classic adventure vividly to life through inventive staging, energetic performances and creative storytelling. Students were captivated by the fast-paced action and impressed by the actors' ability to portray multiple characters throughout Phileas Fogg's epic journey around the globe.

Experiencing the play in a professional theatre setting provided valuable insight into how the text can be interpreted for performance, helping students develop their understanding of characterisation, staging, design and theatrical conventions. The trip also gave students plenty of ideas to support our GCSE drama students in their studies and exam preparation. Most importantly, everyone thoroughly enjoyed the experience and represented the school brilliantly throughout the visit.



Our Year Seven and Eight production of "Grimm Tales" is shaping up to be a truly magical event, as part of our Creative Arts Evening. With around 80 students involved, the production brings a collection of much-loved fairy tales to life, including "Hansel and Gretel", "The Golden Goose" and many more. Students have been working incredibly hard to create a vibrant and entertaining evening of theatre, showcasing their creativity, confidence and teamwork.

Performances took place on our school field, providing a unique outdoor setting for these timeless stories. The project has been a fantastic example of collaboration across the school, with staff from a range of departments, including English and geography, supporting the drama department throughout the rehearsal process. We have also been fortunate to have the support of our talented Year Ten directors, who have worked closely with the younger students. Special thanks must go to the art and DT departments for their outstanding work on the set. It was a fantastic evening for all involved!



Dance

Congratulations to Dotty (Year Nine) who was selected to proceed to the next round of UK Dancers award this year. She also gained outstanding results in her last

two dancing exams gaining 91/100 for Grade 6 Tap and 95/100 for Grade 6 Modern. Well done.



Music



The summer term is traditionally a busy time for the musicians at Goldington, with events like the "Fiddle Fiesta" and our summer "Arts Evening" giving our students opportunities to display their talents.

The biggest musical evening of all is the Summer Concert, at The University of Bedfordshire theatre, which provides our school ensembles and selected soloists with the chance to play in front of a hugely appreciative audience, in a professional venue. This year's offering included performances from both our gospel and community choirs, string group, steel pans group and four of our key stage Four rock bands. In addition, there was a flute choir, superstar DJ sets, percussion ensemble and an array of



outstanding solos and duets. Huge thanks to everyone who contributed to such a memorable night of quality, diverse music-making, with special mentions to Ms Luck, Mr Francis, Mr Anand and Mrs Lopez, along with Alex Perry, at the theatre, for having us again. Although it is a vibrant celebration of music, this concert is tinged with sadness, as we say goodbye to our wonderful Year Eleven musicians; as always, they went out on a high!

I would also like to take this opportunity to thank our peripatetic instrumental teachers for their hard work this year. If you are planning on attending the upcoming River Festival, on 18 and 19 July, some of our "Bandits" groups, our gospel choir, and our steel pans group, will be taking to the Bedford Music stage, across the weekend.



Aspire Awards 2026

Congratulations to two members of our staff who were recently nominated for the "Aspiring Teacher" category at the Aspire Awards 2026. The school was also nominated for "Aspiring School".

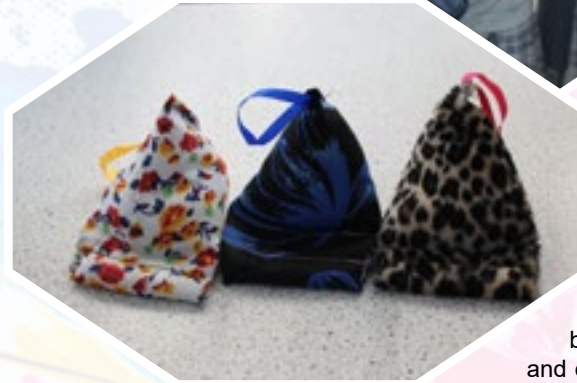


Design & Technology

At **key stage 3** D&T club this term, pupils have been exploring textiles by learning about fabric patterns and design. They have developed their practical skills using sewing machines to create their own soft fabric phone stands. Pupils thoroughly enjoyed the speed of the process but also soon learnt about the frustrations of changing the bobbins!

Everyone showed great enthusiasm as they selected fabrics, planned their designs and carefully constructed their products. They quickly built confidence with the sewing machines, demonstrating accuracy and creativity throughout the process.

The finished phone stands are really cool and work with most phones!



Year Seven

Pupils have been designing and creating vibrant mood lights inspired by the work of Yinka Ilori.

This exciting project has allowed pupils to explore colour, pattern and creativity while developing a range of technical skills.

Working with thermoforming plastics (HIPS), students used the vacuum forming process to shape their designs, producing bold and eye-catching forms. They also learned basic electronics, confidently soldering circuits to bring their lights to life.

Throughout the project, pupils have shown great enthusiasm and engagement, enjoying the opportunity to experiment with new materials and techniques. The combination of practical making and creative design has resulted in a collection of unique and expressive mood lights.

It has been fantastic to see students developing both their technical skills and creative confidence — while clearly having a great time in the process! Some quotes from external persons:

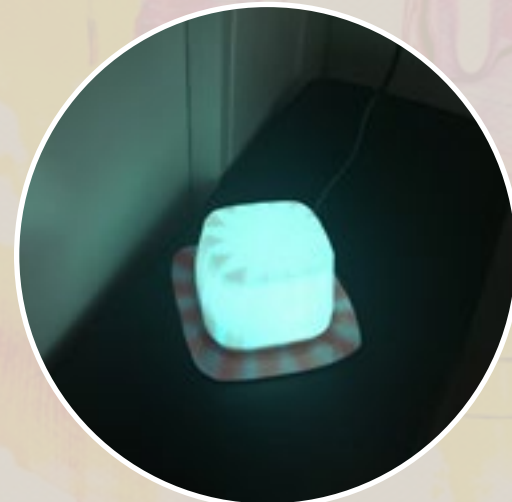
"My mum keeps calling it a lava lamp but I think she likes it"

"My sister loves it and is trying to steal it for her room,"

" Well Done! I like all the different colours your mood light makes, very clever!" - Dad's comment.

"WOW!!! I want to make one of those" - little sister's comment.

We have continued on our electronics journey and are now experimenting with coding and lots of LEDs and (unfortunately) buzzers!



Design & Technology

Year Eight

Pupils have been exploring architecture and design by creating shelters for displaced people, inspired by the work of Zaha Hadid. Students began by developing their own ideas independently, producing initial designs and small-scale cardboard prototypes.

They then worked collaboratively in groups, combining and refining their concepts to create more developed shelter models. This process encouraged creativity, problem-solving, and teamwork as pupils built on each other's ideas.

Throughout the project, students reflected on their designs, considering both practicality and visual impact. Each group presented their final models to the class, confidently explaining their design choices and improvements.

The project has been a fantastic opportunity for pupils to engage with real-world design challenges while developing their creativity and communication skills. Well done, Year Eight!



Year Nine

During the second rotation, Year Nine pupils have been creating a their pewter-cast pendants and keychains. Pupils explored the properties of metals and the importance of mould design, using CAD software to produce accurate moulds for casting.

Working in the workshop, pupils followed safety procedures carefully, using appropriate PPE throughout the process. They showed great responsibility and focus while completing their pieces. We then moved on to textiles, designing and sewing fabric pockets to store their creations. They learned how to use the blanket stitch, developing precision and confidence. For some pupils, this was their first experience of sewing, and they really enjoyed the opportunity to learn a new

skill! Great job everyone.

Our next unit is our 3D initials you will have to check out our social media for updates!

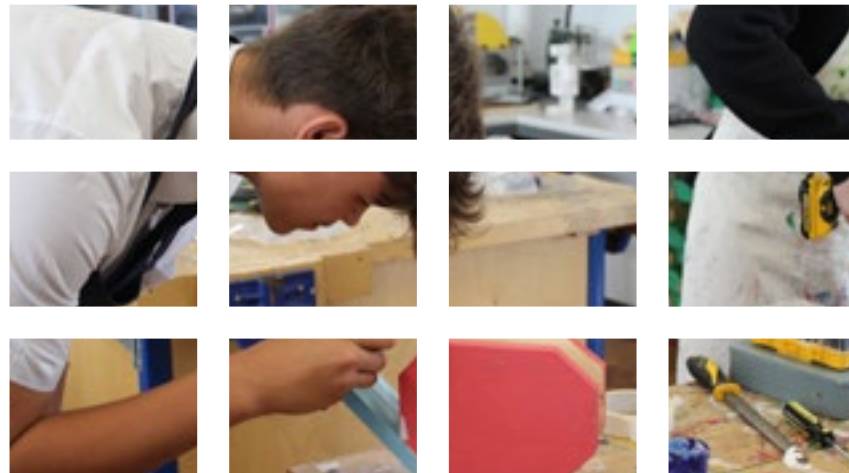


Design & Technology

Year Ten students have been busy designing and making their own animal-themed lamps this term. Using CAD software, pupils developed and refined their ideas before moving into the workshop to manufacture their designs.

The project has involved a range of practical skills, including soldering, sanding and careful assembly. Students have shown great attention to detail and pride in their work.

Many pupils have also successfully applied the iterative design process, making improvements at each stage to achieve high-quality outcomes. The final lamps are both creative and functional, showcasing an excellent combination of digital design and traditional craftsmanship.



Year Eleven

We may not be able to reveal the final outcomes just yet... but here are a few sneak peeks to spark your curiosity. Can you guess what they might become?

Behind every piece is a huge amount of creativity, problem-solving and persistence — not to mention plenty of sweat, tears and determination along the way. Our Year Elevent students have worked incredibly hard to bring their ideas to life, and these glimpses are just a hint of what's to come.

Let's hope all that effort pays off this summer.

Wishing the very best of luck to Year Eleven; you have earned it!



Chester House Visit



On Friday, 19 June, Year Eight students traded their usual textbooks for an immersive, hands-on day exploring archaeology at the Chester House Estate. The workshops gave us a unique opportunity to experience how historians use physical evidence to reconstruct 10,000 years of local human history.

Our first adventure started with an interactive talk led by leading osteoarchaeologists, focusing on human health in the past, then pieced together a replica of a human skeleton.

Then we headed over to a live excavation where we had a tour of the site and the exciting experience allowing of handling finds, whilst different archaeological excavation techniques were explained. I was fascinated to learn that the area was once a Roman village discovered using geophysical survey which successfully located the footprint of the heavy town walls and the internal network of Roman streets, giving clear evidence of past activity on the land.

Then we washed some of the artefacts discovered in this excavation. Although we got a bit muddy, the hands-on

experience was a firm favourite. During this workshop, we were challenged to use our identification skills to consider the age, material, and origin of each fragment, such as pieces of Roman pottery and ancient roof tiles. We discovered how these small, everyday objects could help us piece together the daily lives of the people who lived in the Roman village centuries ago.

To round off our day, we explored the modern Archaeological Resource Centre (ARC) on site. We used microscopes to examine, compare and identify seeds, small bones and charcoal, giving us a taste of real environmental archaeology. Lastly, we handled real artefacts, interpreted them, and drew conclusions about the lives of the people living in Roman Irchester.

Overall, our immersive day at the Chester House Estate was an unforgettable experience. It proved that history is not just found in the pages of our school textbooks, but right beneath our feet. We left the estate with muddy hands, a much deeper appreciation for local heritage, and a fascinating insight into the real-world science of archaeology.

Mountfitchet

On Monday, 1 June, we took the majority of our Year Seven students on a visit to Mountfitchet Castle in Stansted. With two coaches filled, and the weather being kind to us, we departed at 9.00 am, all looking forward to the day ahead.

During the course of this year, Year Seven have studied Norman England and the castles built during that time, so this trip was a fantastic chance to connect their classroom learning with a real historical site. The castle, which acts as a living museum, gave students a vivid sense of what life might have been like during the Norman period.

While exploring the site, pupils listened to animatronic figures describe aspects of daily life in the castle. There were also interactive experiences — some students discovered how tiring it was to grind flour by hand, others curiously examined old torture devices (though only lightly!), and a few even experienced what it was like to be locked inside the castle's jail.

Overall, the visit was a great success and gave Year Seven a memorable insight into the past. We are already looking forward to organising another trip next year.



Attendance Figures

We have been really proud of the efforts made by our pupils to be in school as much as possible this term. Whilst our attendance figures are significantly above national figures, we would like to take this opportunity to encourage good attendance amongst our pupils. Our current percentage is 94.3% and our school target is 96%. In September, please ensure that your child comes to school on time as regularly as possible. We appreciate that illnesses present themselves

throughout the year, but minor illnesses can be managed in school. If you are unsure, please contact Student Services.

Please remember that the day starts at 8.50 am and ends at 3.40 pm. Students need to be onsite by 8.50 am.

Please be aware that we are unable to authorise absences for family holidays.

Condition	Absent for
Chicken Pox	Until all vesicles are crusted over
Impetigo	Until lesions are crusted/healed or 48 hours after starting antibiotic treatment
Measles	4 days
Scarlet Fever	Child can return 24 hours after starting appropriate antibiotic treatment
Sickness and/or Diarrhoea	48 hours after symptoms stop
Conjunctivitis	None
Head Lice	None
Mumps	5 days
Tonsillitis	None

Anti-bullying & Restorative Justice

Well done to this year's anti-bullying ambassadors and restorative justice ambassadors. These ambassadors have played a vital role in our anti-bullying ethos through this peer-led initiative.

Year	Anti-Bullying	Restorative Justice
Seven	Elvis, Zoe, Martyna, Ariana, Riley	Samuel, Zorawar, Max, Rayhan, Elliot
Eight	Kataleja, Andy, Amber, Tilly	Nessfa, Melody, Thea, Ethan, Zak
Nine	Emilie, Danny, Seth, Mahi, Mati	Ruqaiyah, Layomi, Arlie, Millie, Nina
Ten	Harry, Sulaiman, Mehraj, Chloe, Evie	Alex, Jacob, Gabriella, Caitlin, Tristan
Eleven	Deeran, Mahro, Liam, Aleeza, Madeea	Divjot, Andrew, Ololade, Vanshi

Need help?

The numbers below are for services which could help you should you have any worries or concerns at any time:

- **Bedfordshire Police HQ** (non-emergency) - 01234 841212

In an immediate emergency always dial 999

- **NSPCC** - 0808 800 5000 (24 hour helpline)

- **Integrated Front Door** team (safeguarding) - 01234 718700 (office hours) or ring 0300 300 8123 (out of hours)

- **National Domestic Abuse Helpline** – 0808 2000 247

- **Report abuse in education** call 0800136663 -

- **Bedford Borough Early Help** call - 01234 718700 - EarlyHelpHub@Bedford.gov.uk

- **NSPCC** - <https://www.nspcc.org.uk/about-us/our-services/nspcc-helpline/>

- **National Bullying Helpline** - 0330 3230169

- **Young Minds** - <https://www.youngminds.org.uk/>

- **CAMH SELF Referral** - <https://www.elft.nhs.uk/user/login?destination=camhs/self-referral-form-bedford-north-bedfordshire-camhs>

Special Education Needs & Disability Update



SEND identification:

According to the Code of Practice, "a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Teachers are responsible for every pupil including those with SEND.

Teachers are responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEND, is high-quality teaching, scaffolded for individual pupils.

Some pupils may need additional help to access the curriculum to make expected progress. These pupils may have SEND.

Not every pupil making slower progress has SEND.

Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning.

Teachers regularly assess the progress of all pupils and work with the SENDCo to identify whether a pupil has SEND. Some factors to consider are the following:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their classmates
- Widening the attainment gap

Pupil Passports:

Strategies and bespoke approaches for SEND students are shared with teaching staff via Pupil Passports. This document is co-produced with students, parents and the SEND team. Parents have the opportunity to meet with the SENDCo on a termly basis and review the provisions on a student's pupil passport. Changes can be made at other points in the school year by contacting Miss Johnstone to discuss (johnstonec@goldington.beds.sch.uk) if this is the case.

SEND consultation meetings:

Termly SEND consultation meetings will continue into the summer term. If you wish to book an online consultation, please look out for correspondence via Parentmail for the next round of appointments. These appointments are bookable using the usual online booking system. If you haven't already met with Miss Johnstone, this would be a great opportunity to review your child's provision in readiness for the next academic year.

Important SEND information and documents:

Local offer: we subscribe to the Bedford Borough Local Offer which offers a variety of services for young people that include behaviour support, parental support, etc. See link for the services offered: <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

SEND information report: information published on the school website about how the school's SEND policy will be implemented. The latest report is available here: <https://www.goldington.beds.sch.uk/ckfinder/userfiles/files/SEND/SEND%20Report%202025-26.pdf>. We invite feedback for review and feedback of the current document and consequent update of these for September 2026.

Would you like to join us?

We are always on the lookout for Learning Support Assistants or volunteers to support effective learning in the classroom and beyond.

Contact us

We are always here to support you and your child. If you have any questions, would like to discuss your child's needs, or simply want to talk through anything SEND related, please don't hesitate to get in touch.

You can reach Miss Johnstone (SENDCo) by email at johnstonec@goldington.beds.sch.uk.

If you prefer to speak to someone, please call the school office on 01234 261516, and they will be happy to pass your message on.

Ofsted – May 2026: "Leaders have established clear and robust systems to ensure pupils with special educational needs and/or disabilities (SEND), or those who are disadvantaged, are fully included in the life of the school."

Bedford Borough SEND Review Jan 2025:

"Academic outcomes for SEN learners are excellent - targets that are set are aspirational."



Geography

Eco Club

On Tuesday, 19 June 19 key stage 3 students from the Eco Club and geography club went and visited Balliol Primary School to coordinate different activities for their Reception and Year One students to promote the understanding and interest in the environment and the importance of it.

Our Eco Club members independently created activities and led a range of engaging eco-themed activities. Working collaboratively, they supported the younger pupils in learning about sustainability through hands on tasks such as an animal-themed Bingo, recycling challenges to create a bug hotel and an environmental themed story and colouring session. This helped to create a discussion about caring for the environment. The afternoon not only helped to raise environmental awareness but also allowed our students to develop their leadership and communication skills, making it a positive and memorable experience for everyone involved.

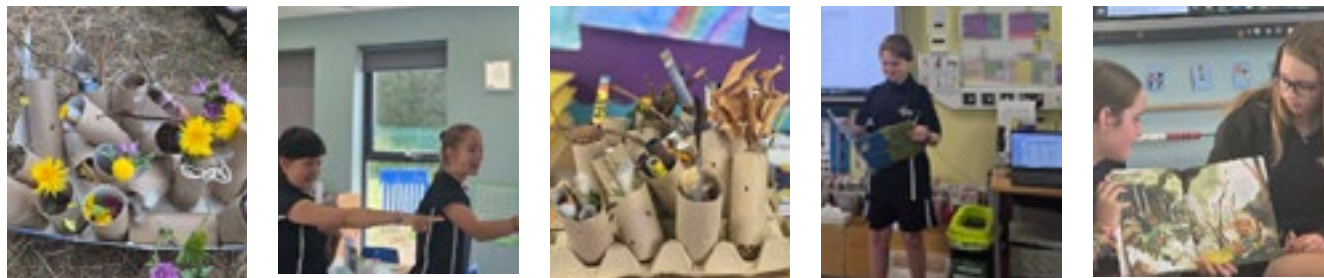


A quote from Balliol Primary School:

"The children from Goldington academy really did a wonderful job of sharing the eco information with reception and year one. Please pass on another thank you and well done from us here at Balliol. Please also let them know that both classes had a lovely afternoon and were so excited to show their certificates to their parents as well as tell them all about their eco events. Many thanks again!"

We are very proud of all the Eco Club members for representing the school to such a high standard. The primary school have already mentioned that they are looking forward to organising a workshop again for next year.

We will be submitting our application for the Eco-Schools award before the end of term, and we look forward to hearing our outcome in September. Well done to all Eco Club committee club members this year and we look forward to seeing you all again in September.



Geography Club

Welcome to Geography Club I have attended Geography Club since September 2025. Here we create projects out of rubbish, recycled material like plastic bottles and cardboard. We do this to raise awareness of local and

global environmental issues and Climate Change. We do this every Tuesday at lunch from 1.00 pm – 1.30 pm. It is run by Mrs Morgan and Mrs Percival who give us inspiration to decide what projects to do and they encourage us to think big.



Geography

The Giraffe Planter

I chose to create a plastic bottle giraffe planter for my project based on one of the ideas shown on the PowerPoint. It was designed to hold one small planet. I overcame several challenges like weighing the legs with stones to stabilise them and waterproofing the body, so thankfully water wouldn't leak when watered. Earlier in the year, I also completed a Christmas project, where I built a snow globe by upcycling old material and scrap paper.

The Cardboard Boat

I built a boat out of cardboard; it was very fun, and I was encouraged by my teachers to. I thought it turned out to be a nice boat, although I am not sure it is seaworthy!

In the future, for the start of 2026, we are currently planning to create a large sculpture to show our school letters 'G A' with the aim of staying on the theme of recycling. Watch out for our progress in the next edition.

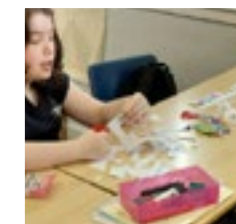
Well done geography clubbers! Another great term of creating curiosity, positivity and fun. I also wanted to congratulate them on the completion of two collaborative projects they worked on during the final term. They teamed up with the drama department by making props for the Year Seven summer production of Grimm's Tales: Hansel and Gretel, see pictures below. Some of other geographer clubbers joined forces with Eco-club to led workshops for Early Years and Year one students at Balliol Primary school, (see the Eco-club section to find out more about this). I am already looking forward to next term with excitement to see what amazing work they will do. #geogrocks

Animal Aid

Year Ten GCSE Geography students recently attended a thought-provoking presentation by Carrie Webb from the charity Animal Aid.

During the session, Carrie examined three key geographical issues: the impact of animal farming on wildlife and biodiversity, the use of natural resources such as land and water and its contribution to climate change. Students learned about links between livestock production and deforestation in tropical rainforests, water pollution in rivers such as the River Wye and greenhouse gas emissions from the agricultural sector.

The presentation encouraged students to think critically about food production systems and their environmental consequences. The session sparked excellent questions and debate among



students, linking closely to GCSE Geography topics studied including sustainability, resource management and climate change.

We would like to thank Carrie and Animal Aid for delivering such an engaging and informative presentation.

Teaching and Learning - Summer Study

What is summer learning loss?

Summer learning loss is when students return to school at a lower academic level than the end of the last school year. This happens when your child does not use or practise the skills they have learned at school, during the summer break.

The facts on summer learning loss

A recent review of 13 studies which looked at over 50,000 students suggested that they experience an average summer learning loss estimated to equal about one month of the academic year.

What can you do?

Reading - Encourage your child to read either with you or alone. Reading does not have to be time consuming to make a difference, as research conducted by the National Literacy Trust found that "reading for just 10 minutes a day is

enough to have an impact on a child's learning".

Did you know that it is free to join the Bedford Library to access a variety of reading materials? You just need proof of address. This is the link to join the virtual library -

http://virtual-library.culturalservices.net/bedfordshire/vlib/0.beds_libraries/joining_library.htm

Here, once you are a member, you can download e-books, listen to audio books, read e-magazines and download music. This is the link to the virtual library.

<http://virtual-library.culturalservices.net/cgi-bin/vlib.sh>

There are a variety of resources on our school website for students to study. Each year group has their own page on our school website with information and websites relevant to that particular year. You can find this information by clicking on the 'FOR PUPILS AND PARENTS' drop down option.

Years 7-9

Useful Links

- [Maths Genie](#)
- [MathsWatch](#)
- [AccessIT - Goldington Academy](#)
- [GCSEpod - Goldington Academy](#)
- [BBC Teach](#)
- [Oak Academy KS3 Resources](#)
- [BBC iPlayer](#)
- [BBC Bitesize KS3](#)
- [Unifrog](#)

Years 10-11

Useful Links

- [GCSEpod - Goldington Academy](#)
- [Unifrog](#)
- [Maths Genie](#)
- [MathsWatch](#)
- [Physics & Maths Tutor](#)
- [Savemyexams](#)
- [Seneca Learning](#)
- [AccessIT - Goldington Academy](#)
- [BBC Teach](#)
- [Oak Academy KS4 Resources](#)
- for Citizenship, Computing, French, Maths, Religious Education, PSHE, and Spanish only
- [United Learning](#)
- for English, History, Science, Geography and Art only
- [BBC iPlayer](#)
- [BBC Bitesize GCSE](#)

