

WHAT HAS BEEN HAPPENING THIS TERM?



Lightroom Trip



Design and Technology



High School Musical Jr Production



Sporting Success



Pineapple Dance Studio



Esquires

Principal's Introduction

Dear Parents/Carers



This week, I have thrice seen our production of "High School Musical Jr" at The Place theatre. It really was a fabulous four nights. Thank you to Mrs Millington, and the large team involved, for this wonderful experience for our students.

I am going to let this newsletter speak for itself. It covers a huge amount of sport, science, art and culture within its pages, and I am really looking forward to the summer term.

Good luck to the Year Elevens with their revision this Easter. Remember the balance. Rest and relaxation is key, but so is a timetable of when your child will do some studying.

Have a wonderful Easter break and we look forward to seeing your child back on **Tuesday, 14 April 2026.**

Ax Gullitt

Goldington's Got Talent

Goldington's Got Talent has become a real highlight of the school calendar and this year was no different. For this year's grand final, the judges were all in agreement that the talent on display was the best we have ever seen. It also featured some of the most diverse acts we have ever had, with a magician, a band, pianists, singers and dance acts, making up the final few.

Congratulations to everyone who participated in the audition process and the finalists who made it to the end. We would also like to give a big thank you to the GGT team, made up of students, along with the hosts and technical team on the night. One thing is sure; Goldington certainly does have talent!



Photo used with permission



Debate Club

Our Year Ten debate team achieved an impressive victory in the local heat of the Rotary Club's Youth Speaks competition and progressed to compete in the District Final. Their debate focused on the motion of whether gambling should be made illegal. We are also delighted to share that our chairperson was awarded "Best Chair" on the day. The competition provided a valuable and enriching experience, bringing together schools from across Bedfordshire, Buckinghamshire and Hertfordshire.

Our Key Stage 3 debate team has spent this term preparing for a Mock Trial competition at Milton Keynes Magistrates' Court. Students stepped into every role you'd find in a real courtroom—magistrates, lawyers, witnesses, legal advisors, the usher and even the defendant. This engaging, hands on experience gave them a practical insight into the legal system and culminated in an unforgettable day inside a functioning courtroom. Their dedication truly shone through as they secured awards for Best Prosecution Lawyers, Best Magistrate, and were crowned Overall Winners of the day. We now look forward to doing it all again at the Regional Finals in May!



History

HET visit:

In January, we had the honour of welcoming Michael Bibring, a second-generation speaker from the Holocaust Educational Trust, to speak to Year Nine about his late father's experience as a Holocaust survivor. Students had the opportunity to look at primary sources from Harry Bibring, Michael's father, who had escaped to the UK in March 1939 aboard the Kindertransport, and hear first-hand testimony through videos he had recorded. This testimony was invaluable in helping Year Nine students to fully understand some of the events of the Holocaust, a topic they have studied in depth this year, and how it has impacted the world. Students also got the chance to ask questions of Michael, and it was great to see so many young historians engaged and wanting to know more.

History Club:

Our History Club members have had an exciting term researching topics that have interested them and preparing presentations on them. We have had pupils researching a wide variety of topics, from research into the Wars of the Roses and Elizabethan England, to people researching into the history of Metallica! These young historians have shown great enthusiasm to find out about the past, and we are already looking ahead to our next term of exciting projects.

IWM visit:

On 26 March, we took 64 Year Nine students to the Imperial War Museum at Duxford. Students had the opportunity to take part in the Documentary Challenge where they made mini documentaries on people and objects that they thought the world should know about. Students also got the chance to explore this historic airbase, discovering iconic aircraft and historic objects along the way.

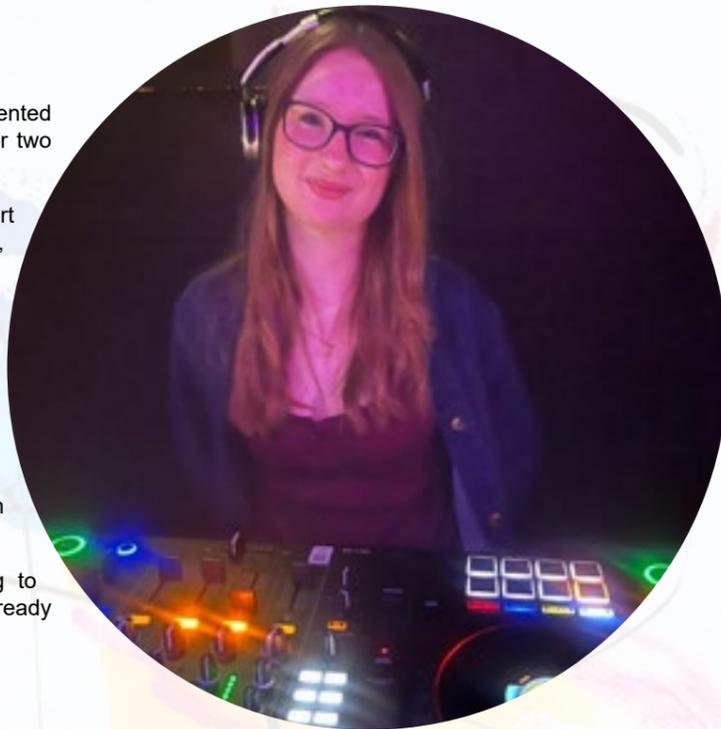
Music

In February, more than twenty of Goldington's most talented musicians took to the stage at the iconic Esquires, for two nights of Bedford Breakthrough.

Now in its fifth year, this event has become a major part of our performing arts calendar. As in previous years, we had rock bands performing on both stages, with acoustic acts in the bar, along with some of our DJing students providing DJ sets. Well done to everyone who took part!

It is always a joy to see students given the opportunity to perform in a professional music venue, in front of an encouraging and appreciative crowd, made up of their peers, friends and family. In addition to our current crop of rock stars, it is also a real pleasure to see Goldington alumni continuing their musical journeys.

Thank you to Bedford Music Service for continuing to organise this fantastic celebration of music. We are already looking forward to the next one.



Music

A number of our GCSE musicians attended a Bedfordshire Symphony Orchestra rehearsal, at Bedford Modern School, in February.

This provided an invaluable insight into the processes involved in preparing for a concert, as the orchestra worked on Brahms' Symphony No. 1. This was then followed by a question and answer session with the conductor Bjorn Bantock.

Thank you to everyone at the BSO for having us.



Photo used with permission

Lightroom Trip

On Friday, 27 November, we took 43 Year Ten students to Lightroom, London to see the fully immersive show "The Moonwalkers" - A Journey with Tom Hanks. The show let students experience the Apollo Missions in photographs, video footage and audio recordings from the astronauts' "in the moment." They also got to hear interesting perspectives - given that man intends to step foot on the moon again this decade for the first time since 1972. The students really enjoyed and made the most out of their day: from a relaxed lunch in Lewis Cubitt Square, to literally curling up under the stars in Lightroom and finally the sought-after Mars Bar prizes for the Moonwalkers quiz on the coach home. The show will run at Lightroom until Sunday, 12 April 2026.



Art

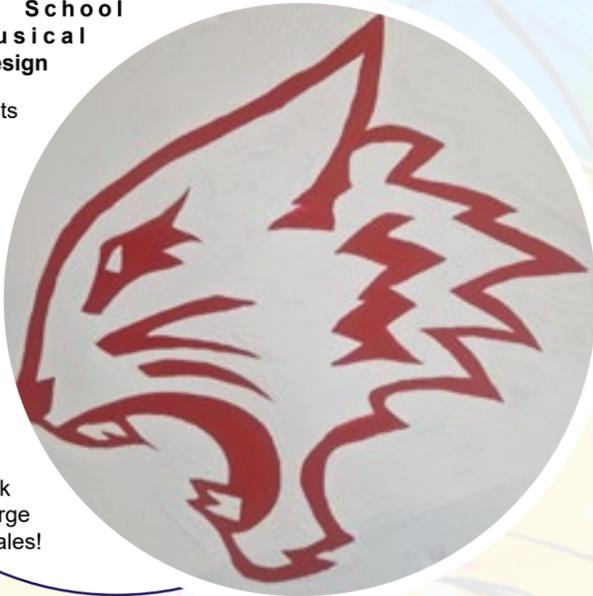
Royal Academy Young Artists' Summer Show

Every year students have the opportunity to enter personal work in to the Royal Academy's Young Artists' Summer Show - a competition judged by professional artists who decide which pieces will be on display at the RA exhibition. Check out this piece entered by Emily, Year Nine.



High School Musical Set Design

Our artists have been working hard with Miss Taylor to create pieces for the High School Musical set. A great opportunity for them to learn about set design and work on large scales!



Year Seven Artwork

Year Sevens have continued to work on their 'Entomology' project and have been practising skills in coloured pencils, paints and clay. We are looking forward to seeing their pieces out of the kiln after the Easter break!



Year Eight Artwork

Year Eights have completed their architecture final pieces, using a range of mixed media inspired by John Piper. These pieces will be available to view at our Key Stage 3 exhibition in July.



Art

Year Nine Artwork

Year Nines have practised a range of printmaking techniques, specialising in experimental lino prints. Really impressed by the quality of the work!



Artwork around the school

Have you seen the latest addition to our entrance and ground floor corridors?



On display is an array of GCSE work, ranging from Bawden inspired buildings to lollipops! Check out the amazing range of work next time you visit.

Harpur Trust workshop

Students were lucky to work with local artist Amina Pagliari to produce collaged self portraits representing their interests and hopes for the future. Work has been entered in to the Harpur Trust competition in the hope we will soon see some displayed at the Higgins gallery.



High School Musical Jr

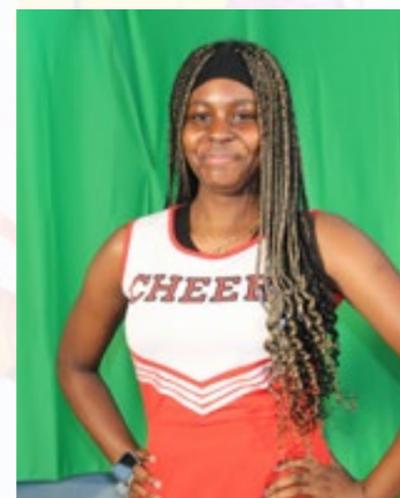
Students at Goldington Academy put in an incredible amount of effort as rehearsals for High School Musical Junior gathered pace. Over recent weeks, the cast and crew showed real dedication, committing their time and energy to perfecting songs, choreography and performances. Their enthusiasm and teamwork created a positive, focused atmosphere, with students supporting one another as they brought this much-loved show to life.

What makes this production even more special is the creativity happening beyond the stage. In art, students were busy designing and painting the set, carefully crafting each piece to enhance the overall performance.

This whole-school effort is a fantastic example of collaboration, creativity and perseverance. We are incredibly proud of all the students involved, both on stage and behind the scenes.



High School Musical Jr - a picture paints a thousand words



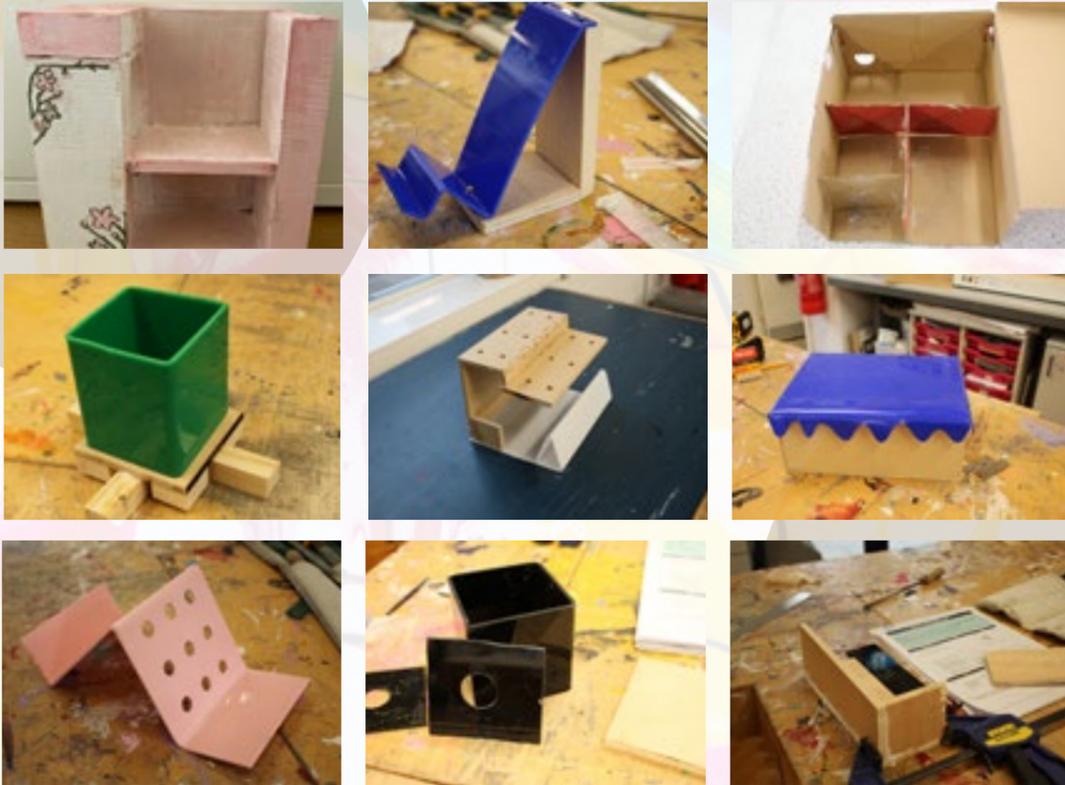
Design and Technology

Year Eights had a real creative challenge this term focused on designing and making their own holders, from desk tidies to key caddies.

Students began by researching and sketching out ideas through freehand drawings. They then developed their concepts by constructing card models, helping them test proportions and refine their designs before making the final product.

In the workshop, pupils used a range of tools and processes including line bending, the belt sander and hand tools. Their practical skills and creativity shone through as they shaped, assembled and improved their designs.

The final outcomes were varied, imaginative and highly functional, showcasing impressive effort, problem solving and growing confidence in the workshop. A fantastic achievement from all our Year Eight designers!



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.



Design and Technology

Year Nine Initials!

Year Nine students tackled the challenge of creating 3D initials from MDF a task that proved far trickier than it first appeared!

Working within a theme of their choice, students sketched ideas, planned their constructions using orthographic projections and 2D design to laser cut the front and back pieces. They transformed flat designs into solid 3D forms with some success. They developed key skills in problem solving, using angles, measuring accurately and refining their work through iteration when pieces did not fit as expected.

The project pushed pupils to think creatively and work with precision, resulting in a fantastic range of unique, personalised 3D designs. We also included a touch of enterprise by asking students to prepare a 'Dragons Den' style pitch for their initials products! A brilliant effort from all our young designers!



Key Stage 3 Design & Technology Club: Building Independence and Fabric Skills

Our Key Stage 3 Design & Technology Club has been buzzing with creativity this term as students continue to grow their independent making skills. Students have been learning how to plan, problem solve and take ownership of their design choices, essential abilities for confident young designers.



They have taken steps into working with fabrics. After exploring basic textile techniques, students began crafting their own phone pillows, a fun and functional project that introduces stitching, shaping and fabric construction. From selecting materials to assembling their designs, each student is developing both practical skills and pride in their own handiwork.



We are excited to see their finished products and to continue nurturing the designers and makers of the future!

Design and Technology

Year Ten Design & Technology

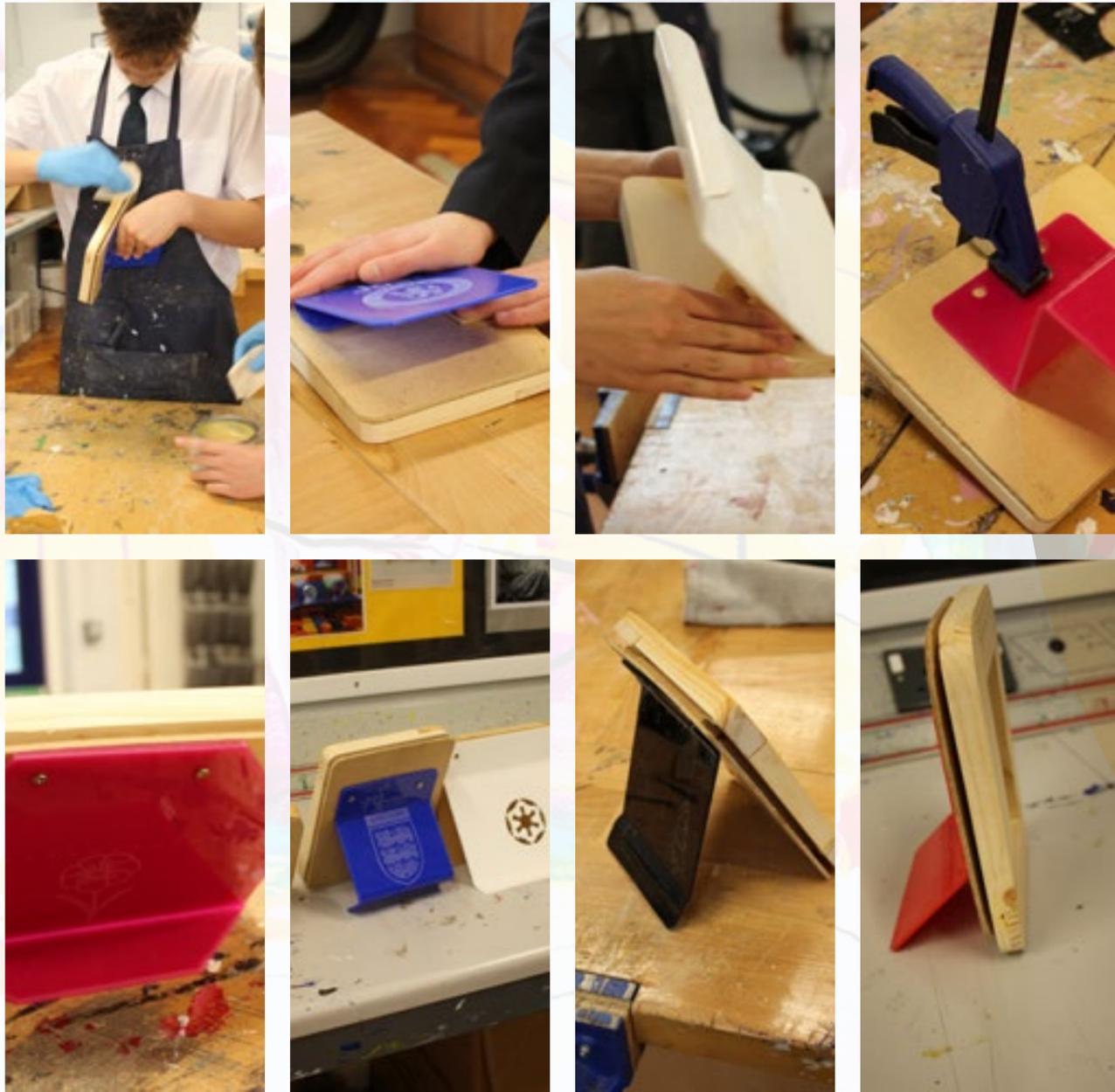
This term, Year Ten students have been developing an impressive mix of practical and digital design skills. They explored wood joints - including dowelled, lap and mitre joints - while refining their accuracy and craftsmanship in the workshop.

Pupils also learned line bending, 2D Design software and laser cutting, bringing their ideas to life using both traditional

techniques and modern technology. Throughout, they have shown great problem solving skills, continually testing and improving their outcomes.

Alongside practical work, students studied sustainability, materials and specialist tools, helping them understand the wider impact of design and manufacturing.

Next up is the exciting Zoomorphic Lamp Project, where they will apply everything they have learned to create animal inspired lighting designs. We cannot wait to see the results!



Pineapple Studios



On Wednesday, 25 February, the dance department took 33 students, which included our GCSE dance students and Key Stage 3 students who have shown excellent commitment to dance clubs, to Pineapple Dance Studios, London, for an exciting day of workshops led by industry professionals. The first workshop was a contemporary class, where students explored expressive movement and fluid technique.



The second workshop focused on commercial dance, giving students the opportunity to develop performance skills, precision and confidence in a fast-paced, dynamic style.



Our students represented the school brilliantly, showing enthusiasm, focus and a fantastic attitude throughout the day. We look forward to offering more opportunities like this in the future!

Geography

International Women's Day - 8 March 2026

Year Seven and Eight students celebrated International Women's Day in geography by reading and thinking about the role of women across a variety of sectors such as media, education, STEM, motherhood and sport. Students were tasked with creating an argument of how the gender gap could be closed within one or more of these sectors. Students were able to link to sustainable development goals as well other topics previously covered in lessons. Well done to you all for producing some fantastic work.

Year Nine linked their current coasts topic to IWD by reading an extract from Professor Ilan Kelman's book 'Disaster by Choice'. The focus here was addressing the vulnerability of women to hazards, such as tsunamis created by gender roles. Students were able to understand why in some areas 80% of deaths from the 2004 Boxing Day tsunami were women. Discussions were then had about the importance of IWD and the role geography plays in ensuring equality and education for all.

Year Seven

Year Seven have just completed a fantastic unit of work on contemporary geography. Students were tasked with creating a project on a topic of their own choice linked to geography. There was a great range of topics ranging from the geography of football, fast fashion, chocolate to more unique topics such as puffin pilgrimages, the geography of territories, the geography of shipwrecks and even the geography of cinnamon swirls! We thoroughly enjoyed reading your projects and seeing your enthusiasm for geography develop.

Eco-club

This term eco committee members have been working on their current application for the Green Flag Eco schools award. As part of the global citizenship category, students have teamed up with Mrs Shea and are creating posters and a promotional video to support the work she does with the NCT. Students are also in the planning process of organising a food bank at school and are also looking to volunteer at a food bank in the summer term.

Geography club

Geography clubbers have had a great term making their individual projects based on the use of recycling materials such as, clothes, plastic bottles, egg containers, cardboard and more. It is fair to say that they have been amazing. I can not wait to reveal their final projects in the summer newsletter. Here are just a few pictures of them in action!



French

Allons au théâtre!

On Wednesday, 4 February 2026, some of our Year Nine and GCSE French students were lucky enough to enjoy an excellent drama performance by French actors from the Onatti Theatre Company. Thanks to a generous invitation from languages colleagues at Bedford Modern School, some of our keenest and more able linguists at Goldington Academy joined BMS pupils to watch the energetic and funny

play, "tout en français".

Head of French, Mrs Storey said of the opportunity:

"Watching a play in a foreign language is an excellent way to develop listening skills, as well as an understanding of target language pronunciation, and the Onatti Theatre Company is renowned for its' ability to bring languages to life for pupils in an inspiring and engaging way."



Photograph used with permission

Qu'est-ce que vous voulez manger?

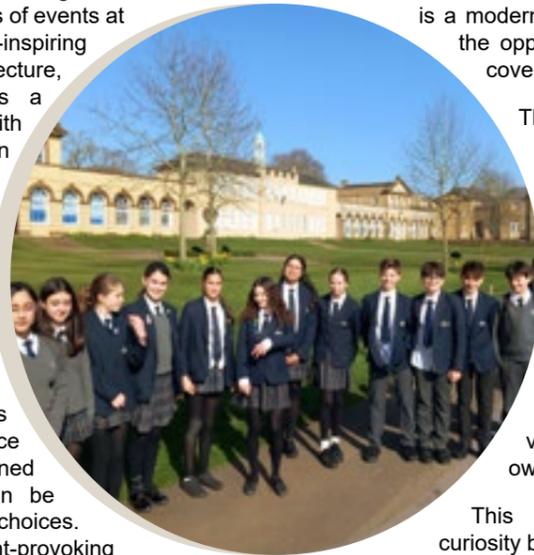
During the first half of the Spring Term, our Year Eight linguists were honing their creative skills, as well as their knowledge of the French language. Firstly, having discovered vocabulary around food, mealtimes and eating out, they designed and made their own restaurant menus. Then, they used their menus as props in their group role plays, writing French scripts and stage directions for their assessed Speaking performances in an eating-out setting. We loved seeing how our students embraced this topic and how they allowed their linguistic and creative skills come alive – c'était magnifique!



Year Eight Trip - Thriving minds

A group of our highest-attaining Year Eight students attended a 'Thriving Minds' series of events at Stowe School. Set amidst awe-inspiring landscapes and elegant architecture, the day offered our students a unique opportunity to engage with challenging ideas and broaden their horizons.

Students participated in stimulating discussions and debates, sharpening their critical thinking and communication skills. Highlights included a fascinating lecture on *Genetics, Epigenetics, and Transhumanism*, where students explored the cutting-edge science shaping our future and learned theories about how genes can be turned on and off by lifestyle choices. They also engaged in a thought-provoking discussion on the *Ring of Gyges*, examining questions of morality and human nature, such as whether people would cease to behave morally if they thought no-one else would find out. This prompted a particularly astute insight



from one of our students, who commented that social media is a modern-day ring of Gyges, which gives people the opportunity to behave immorally, under the cover of invisibility.

The final session of the day involved a debate on whether science has replaced God, with fascinating arguments presented for both sides of the argument, including coherent reasoning which proposed that science and God are not mutually exclusive. Of course, the purpose of such a debate is not to settle the question of the existence of God, but to allow students to develop their skills in oral communication and show them the importance of truly listening to other viewpoints, rather than simply stating their own.

This visit not only encouraged academic curiosity but also fostered confidence in expressing ideas and debating complex topics. We are proud of our students for embracing these opportunities with enthusiasm, insight and thoughtful engagement.



UKMT Maths Challenge

One hundred and forty of Goldington's keenest mathematicians from Years Nine, Ten and Eleven recently took part in the UK Mathematics Trust (UKMT) Maths Challenge. This prestigious national competition is designed to stretch and inspire students with intriguing and thought-provoking problems, encouraging logical thinking, creativity and a love of mathematics.

Our students demonstrated perseverance and skill as they tackled challenging questions which were often posed in a form very different from the type they encounter in regular maths lessons.

Particular congratulations should go to those students who earned special recognition for their performance, achieving Bronze (38 students), Silver (21 students), and Gold (12 students) awards. Some of our students scored exceptionally well and will therefore progress onto the next round of the competition.



Year Nine Scholars Programme Graduation Event

In February, fourteen Year Nine students visited Magdalene College, University of Cambridge in order to formally graduate from the Scholars Programme. The scheme had involved a series of university-style seminars delivered by an expert PhD student, and required students to complete an extended essay related to space exploration and the formation of the solar system. The students' essays were assessed against an undergraduate grading system with rigorous criteria. Particular congratulations should go to Charlie and Ethan, who achieved exceptionally high marks. Here are extracts from their final projects:

"Although the financial cost of space missions is undeniably high and often criticized, this investment has repeatedly produced benefits that reach far beyond the scientific community. Research carried out in space has led to major advances in medicine, including improving a range of technologies, with various new approaches to studying diseases, and insights into how the human body functions in extreme conditions. These discoveries directly influence treatments and technologies used in hospitals today. Space exploration has also driven innovation in communication, navigation and environmental monitoring, all of which shape daily life on earth. While the expense cannot be ignored, alongside the odd failure of a mission, the long-term gains in scientific understanding, technological development and human health demonstrate that exploring space is far more than a symbolic pursuit.

One of the most crucial components of space exploration is studying material from space, because it provides physical evidence of the history of our early solar system. Meteorites, asteroids, and comets are remains from the formation of the solar system with distinct chemical profiles that reveal the conditions of the solar system billions of years ago. Unlike observations on earth, the analysis of extra-terrestrial material allows for ideas about planetary formation. For example, certain carbonaceous meteorites have been proven to contain complex organic molecules such as sugars and acids, supporting theories that the building blocks for life on Earth may originate from outer space. Additionally, studying near-earth objects has practical importance for planetary defence; missions designed to observe and interact with asteroids and comets improve astronomers' ability to predict and possibly prevent impacts whether catastrophic or not."

The Cambridge visit allowed our scholars to question current undergraduates about their route to university, the setbacks they have had, and about life more generally when studying for a degree. The Scholars Programme has certainly inspired many of these Year nines to be highly ambitious about their future studies and they should all be very proud of completing such a demanding course.



Year Ten Big Ideas for Bright Minds

In March, fourteen of our highest-attaining Year Ten students visited Oxford for the Big Ideas for Bright Minds conference, to stimulate thought beyond the constraints of the school curriculum.

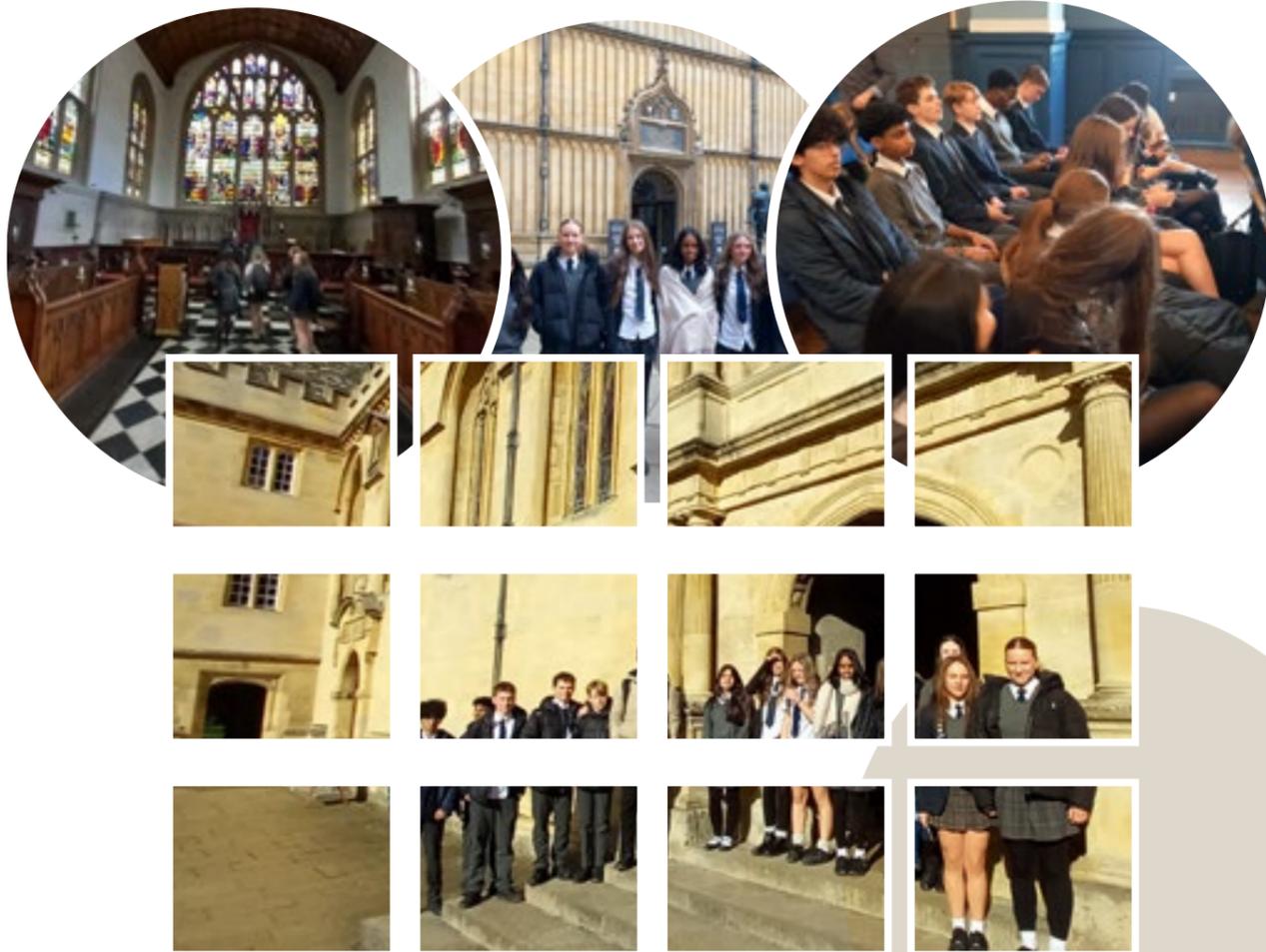
They attended a series of in-depth and fascinating lectures covering topics such as "Why Plato's ideas still shape the world and the neuroscience of music".

For some students, the highlight was Mike Grenier, a Deputy Head at Eton, who examined the benefits of having a slower approach to life. For example, rather than taking instant, heavily polarised stances on current affairs and social media debates, all of us could benefit from slowing down, weighing

up the evidence and listening to the viewpoints of those with whom we may disagree.

The day included some fascinating discussions about the nature of courage, contrasting the slightly rash, egocentric behaviour of Harry Potter in "The Goblet of Fire", with his entirely unselfish, carefully considered acts of true courage in "The Deathly Hallows".

The beautiful Oxford Town Hall was an inspiring venue for this event, but students were also charmed by a walking tour of the city, including visits to the Bodleian library, the Radcliffe camera and a look around the magnificent quadrangle, chapel and walled gardens of Wadham College.



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 – February 2022: "The school supports pupils with special educational needs and/or disabilities (SEND) effectively. Leaders ensure that teachers understand the best strategies for every pupil with SEND. This helps these pupils to thrive and flourish studying the same curriculum as their peers."

Bedford Borough SEND Review Jan 2025:

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

Physical Education

Sporting Success This Term

It has been a fantastic and extremely successful term for our students across a range of sports, with some outstanding performances at both district and county level.

District Sportshall athletics

Our pupils performed exceptionally well at the District sportshall athletics competition:

- Year Nine/Ten boys – 2nd place
- Year Nine/Ten girls – 2nd place
- Year Seven girls A team – 1st place
- Year Seven girls B team – 2nd place
- Year Eight boys – 3rd place

These results demonstrate the strength and depth of talent across multiple year groups.

County Sportshall athletics finals

Following their district success, several teams progressed to the County Finals and continued to impress:

- Year Nine/Ten boys – 2nd place
- Year Nine/Ten girls – 2nd place
- Year Seven girls A team – 4th place

Competing at county level is a huge achievement, and the students represented the school with pride, determination and excellent sportsmanship.

Girls' Indoor cricket

Our girls' indoor cricket teams have also enjoyed a very successful season:

- U15s – County Champions
- U13s – 2nd place in the league

Both teams showed excellent teamwork and commitment throughout the competition.

Netball

The netball season has now begun, and it has been a positive start. Our Year Seven team secured a draw in their first game of the season, showing great promise for the matches ahead.

The Year Eight netball team placed 2nd at their District tournament.

Well done to all students who have represented the school so far this year. Your hard work, dedication and teamwork continue to make us proud!



Years 9/10 girls sportshall athletics



Years 9/10 boys sportshall athletics



U13 girls indoor cricket team



U15 girls indoor cricket team



Physical Education

Year Seven Rugby

The Year Seven boys' rugby team had a great day in the sun at the Bedford Blues Year Seven rugby festival.

Congratulations to one of our Year Seven girls, Ava, who was invited as part of the Junior Blues U12s girls' team to see the women's rugby World Cup trophy earlier this month.

The Year Eight boys had a fantastic day representing the school in the Northampton Saint's 7's tournament against some of the best and most prestigious rugby schools in the county. The team should be very proud of themselves, they played some fantastic rugby and embodied the RFU rugby values. Captain Harry was the teams top try scorer with 7 tries on the day including a hat trick against Watford Grammar school.

Football

Year Seven Football - The Year Seven A football team has had a very successful season. They went through the district league unbeaten. This led to them progressing to the Bedfordshire semi-finals. The team faced a strong Robert Bloomfield team in the semi but came through 2-1 winners. In the final, they played Sharnbrook. In the first half, the team played some excellent attacking football and went in 3-0 up at half time. To Sharnbrook's credit, they made it much harder in the second half, but the team came out on top 4-1.

They were District and County champions.

Their results were as follows.

- Goldington 3 Mark Rutherford 1
- Goldington 5 KA 0
- Goldington 6 Edward Peake 0
- Goldington 2 Stratton 0
- Goldington 5 Sandy 0
- Goldington 3 Biddenham 1

Bedfordshire Semi Final

Goldington 2 Robert Bloomfield 1

Final

Goldington 4 Sharnbrook 1

The Year Seven B team played in the league too, securing some excellent results against other school A teams. Well done to all boys who represented the Year Seven A & B teams this season!

In the girls' U15 District football league our team won their group convincingly beating Castle Newnham, Sandy Upper and Mark Rutherford.

KS4 County Badminton

The KS4 badminton team showed outstanding determination to win the County Final. Needing to win the very last game, they came back from 1-8 down to secure an incredible 11-10 victory. Their success continued at the Regional Finals, where they performed brilliantly and narrowly missed out on a place at the National Finals.



Year 7 boys rugby team



Year 8 boys rugby team



Year Seven football team



KS3 boys County badminton champions

Physical Education

Cross Country

On Tuesday, 20 January, fifteen brave cross country competitors represented the school at the North Bedfordshire District Championships at Sharnbrook Upper School on a very challenging course! This event was a trial to progress to the North Bedfordshire district team. Those who finished in the top 16 places qualified for the district event the following week. For many of our team, this was their first experience at a cross country event. Our results were fantastic: in the intermediate boys' team one student took first place, out pacing many other fast runners in hot pursuit of the coveted prize. Two other students also qualified to represent the North Bedfordshire team at Amptill Park in other aged categories on Wednesday, 5 February.

The county event was a wonderful experience for our students to demonstrate their competitive spirit, racing hard over a very hilly course.

Congratulations to our intermediate student who made it through to represent Bedfordshire at the English Schools Championships which took place on Saturday, 14 March. A fantastic achievement! Well done to all our students who competed in any of the races. They were a credit to the school with the way they conducted themselves on, and off, the course.



Cross country runners



Part of the North Bedfordshire team



English Schools competitor

My English Schools' Experience...

"My time at English Schools' this year has been one to remember, ending up as Bedfordshire's 4th finisher as a bottom year in a year 10 and 11 race going through 5k in a time of 18:16 on a challenging cross country course. Overall I am extremely pleased with my performance whilst representing Bedfordshire and Goldington Academy."



Red Bull Racing into Goldington

On Friday, 13 of February, sixty students from Year Eight and Year Nine had the opportunity to be involved in the exciting Red Bull Racing STEMX experience.

STEMx, by Oracle Red Bull Racing, is an innovative learning programme designed to ignite young minds with the excitement of Science, Technology, Engineering and Maths (STEM).

The Race Day Experience began with an introduction to F1 and the history of Red Bull Racing. Students then engaged in a range of activities including:

Pit Stop Challenge – whereby students had to complete a specially designed engineering activity that had been created by real life Red Bull Engineers.

STEM Racing – students had to build and race their own car using the specially designed track.

Coding Challenge – using teamwork, communication and coding, students had to drive a Lego vehicle around Monaco or Silverstone.

During a 2-hour workshop, students were engaged in hands-on activities that brought STEM to life. They constructed their own mini cars and had the freedom to adapt their function to improve their speed for their races later in the day, which involved plenty of creativity and careful planning. Students also programmed our own robots to work their way around a track which involved a lot of precision work. Finally, the favourite part of the day was the pit stop simulation challenge, which challenged students to work effectively under pressure, testing our teamwork and communication skills.

During one of the sessions, both year groups gathered together for an inspiring career talk focused on Formula One. Students learnt about the wide variety of roles in the sport, from engineering and aerodynamics to marketing and data analysis, discovering how teams like Red Bull rely on collaboration, innovation and precision to succeed. The talk helped students to understand that Formula One isn't all about the drivers, but about hundreds of team members working hard behind the scenes.

Overall, the day was both inspiring, practical and educational, giving Goldington students a useful insight into future careers and sparking greater interest in STEM subjects.



STEM

GA Team Repair Programme

The Academy were lucky enough to be selected to take part in their Repair Kit schools programme.

Team Repair are an award-winning company founded by a team of Design Engineers from Imperial College London. They are on a mission to increase STEM uptake and tackle the e-waste crisis, using the magic of repair. I urge you to look them up on any of the social media sites to see their inspiring work.



The repair programmes let students disassemble, diagnose, and repair real gadgets, whilst learning the science behind them.

So far, we have repaired:

1. Retro Games Console Repair Kit
2. Microscope Repair Kit
3. Wind-up Torch Repair Kit
4. Remote Control Car Repair Kit

Check out our posts on the Goldington Academy Science Instagram page: [goldington_sci](https://www.instagram.com/goldington_sci)

British Science Week Killed Curiosity

Key Stage 3 lessons buzzed with questions and excitement during British Science Week as they took part in science energisers around the theme of 'Curiosity: what's your question?' Students were inspired to think BIG and ask challenging questions about the world around them, just like the super scientists behind history's biggest scientific discoveries.



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.

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 94.5% and our school target is 96%. 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

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** - help@nspcc.org.uk
- **National Bullying Helpline** - 0330 3230169
- **Young Minds** - <https://www.youngminds.org.uk/>
- **CAMH SELF Referral** - <https://www.elft.nhs.uk/camhs/self-referral-form-bedford-north-bedfordshire-camhs>

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

