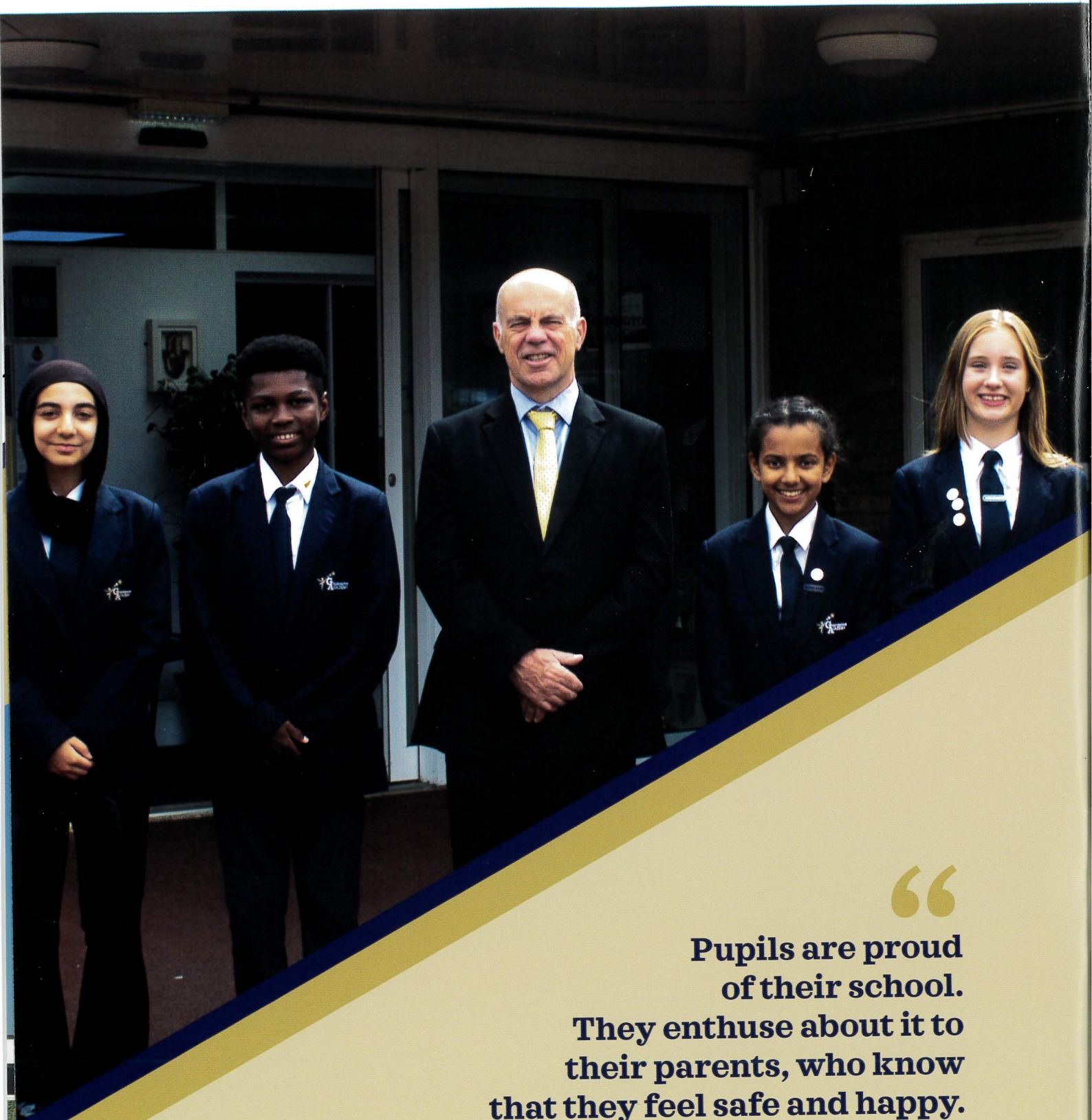


Engaging minds • Nurturing success • Inspiring futures



**GOLDINGTON
ACADEMY**

PROSPECTUS



**“
Pupils are proud
of their school.
They enthuse about it to
their parents, who know
that they feel safe and happy.**

Ofsted 2022

”

PRINCIPAL'S WELCOME

Welcome to Goldington Academy

Dear Parents and Carers,

The importance of education cannot be stated enough. Your child only gets one chance at school and, here at Goldington Academy, we take our responsibility as educators very seriously.

Our mission is to engage minds, nurture success and inspire futures so that we can develop confident, happy, well-rounded individuals who are ready to embrace the next stage of their journey.

Our top priority is to recruit and retain the very best teachers. We are proud of our academic performance and have very high expectations of every one of our students. We place great importance on our core purpose of teaching and learning and supporting our students in developing the skills, knowledge, attitudes and personal qualities which will enable them to flourish and succeed in a rapidly changing world. The school offers an inclusive, broad and stimulating curriculum which meets the needs of all of our students. When you choose Goldington Academy, you will find a huge range of opportunities available to students both during and after the school day.

Goldington Academy was inspected by Ofsted in February 2022 and was judged to be a good school with outstanding Leadership and management, and outstanding Personal development.


Inspectors said: **"Pupils are proud of their school. They enthuse about it to their parents, who know they feel safe and happy. Pupils have many subjects to choose from, so everyone gets a chance to shine."**

A visit during the day can help to complete the picture. If you would like to see the school at work, please make an appointment with the office to join the Principal on a school tour.

I wish you a long and happy association with Goldington Academy.



F X Galbraith, Principal



**“Relationships between
teachers and pupils
are excellent.”**

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VISION AND ETHOS

Goldington Academy is an oversubscribed, ambitious and aspirational secondary school, where student success is at the heart of all our decision making. We make no apology for wanting the best for your child.

In order to reach their potential, students need to study in schools with strong leadership, high standards of behaviour and most importantly, excellent well-qualified teachers. At Goldington Academy, your child will be known as an individual.

This means we can offer each student the appropriate level of support and challenge to help them achieve their academic potential. At the same time, we positively encourage our students to broaden their experiences and personal qualities through taking part in our extensive co-curricular programme.

The wellbeing of our students underpins life at Goldington Academy as we recognise its importance in building positive, resilient, successful young people who are ready to embrace the next stage of their journey into adulthood.



CURRICULUM

The curriculum is designed to meet and exceed the National Curriculum, offering a broad range of subjects that is modern, inclusive, personalised and relevant.

Key Stage 3 Curriculum (Years 7-9)

The curriculum in Years 7-9 concentrates on the core subjects of English, mathematics and science as well as three humanities and a modern foreign language. All students have dedicated lessons in computing, music, art, drama, design and technology, cooking and nutrition, life skills and PE.

Key Stage 4 Curriculum (Years 10-11)

Students begin their GCSE courses in Year 10.

All students follow a common core curriculum of English language, English literature, mathematics, science, life skills and core PE. They then choose four other subjects, one of which must be a humanity (geography or history). The majority will be encouraged to select a language (French or Spanish).

OPTIONS (Subject to review year on year)

	Vocational	Arts
Computer Science	Sports Studies	Art & Design
Design & Technology	Travel & Tourism	Dance
Geography	Enterprise & Marketing	Drama
History	Hospitality & Catering	Music
PE	Health & Social Care	
Spanish	Creative iMedia	
Religious Studies		
Psychology		

“
Since the previous inspection, leaders have developed a rich Key Stage 4 curriculum from scratch. They have recruited expert teachers to deliver it. They ensure that every pupil is ambitious in the range of subjects they choose.
”

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ENRICHMENT OPPORTUNITIES

Whether it is before school, at lunchtime or after school, there is an array of extra-curricular opportunities at Goldington Academy.

Physical Education and Sport:

- Rugby
- Football
- Netball
- Basketball
- Volleyball
- Dodgeball
- Tennis
- Rounders
- Athletics
- Cricket
- Running Club
- Gymnastics

The Arts

- Dance
- Drama
- Choir
- Orchestra
- African Drumming Club
- Percussion Club
- Ukulele Club
- String Group
- Jazz Group
- Composing Club

Other extra-curricular opportunities

- Creative Writing Club
- Debating Club
- Book Club
- Science/STEM Club
- Grow @Goldington Gardening Club
- Mindfulness Club
- Fun Friends Club
- Chess Club

Trips and Visits

In addition, we organise a number of exciting learning experiences to motivate, engage and inspire the students. Activities range from visiting Oxford University, Samba workshops, theatre trips, author visits, The Big Bang Fair, the Imperial War Museum, Mountfitchet Castle, CSI days, the Science Museum and visiting the Houses of Parliament.

We are proud to be an accredited provider of the Bronze and Silver Duke of Edinburgh Awards scheme.

Residential Trips

- Biennial ski trip
- Outward bound adventure
- Bude activity residential
- Madrid
- Paris



PERSONAL DEVELOPMENT

Goldington Academy has a tradition of high academic expectations, but Goldington is about much more than this; we focus on ensuring students develop the wider skills and attributes needed to be happy, successful and prepared for their post-16 options.

Pastoral Support

Goldington is organised into year groups (Years 7-11). Each year group is led by a Head of Year who is responsible for the welfare of all the children in that age group. The year groups are divided into classes under the care of form tutors. Students spend the majority of their time with specialist subject tutors, but there is always one form tutor with overall pastoral responsibility for them. The form tutor's role is central to the support and care of the children in the school. Together with the Head of Year, he/she undertakes a special responsibility to guide the day-to-day work, welfare and behaviour of the children in their class and is the immediate person for parents/carers to contact about their child.

Bullying is not tolerated at Goldington Academy and high-profile anti-bullying ambassadors offer peer support on a daily basis and have a responsibility to report bullying to a trusted adult.

Excellent pastoral care is also provided in the Student Support Hub where students are supported in small groups or on a one-to-one basis according to their needs.

Careers

We are partnered with SEMLEP (South East Midlands Local Enterprise Partnership) who provide us with up-to-date information about careers education and guidance.

Following the Gatsby Benchmark guidance, we develop student employability skills and inform students about local, national and international labour market information; guide students to explore and develop career ideas and high aspirations; educate students on the complete spectrum of post 16 and post 18 pathways and prepare them for successful post 16 transitions.

This is achieved through a variety of means, including:

- Curriculum learning
- Tutor time activities
- Trips, visits, visiting speakers and online webinars
- Assemblies
- Extra-curricular activities
- Workplace visits
- Personal guidance with a level 6 qualified careers adviser
- Unifrog careers platform
- Making links with local businesses

Student Leadership

Students are given the opportunity to act as 'Ambassadors' across all academic subjects, or as community or sports leaders. Over one hundred students take part in the programme which includes leading competitions, clubs or events, supporting younger students through peer-interventions, or supporting the local area in activities and community projects. At the end of Year 10, all students have the opportunity to formally apply and be interviewed for a position on the Junior Leadership Team.

“

**Personal
development
is a great strength.**

”

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SCHOOL ACHIEVEMENTS

The past few years have been particularly successful for Goldington Academy. Over the last five years we have achieved:

- Quality Mark for History Silver Award
- National Online Safety Certified School
- Music Mark
- Level 5 RHS Award for School Gardening
- Artsmark Gold Award
- Skills Builder Bronze Award
- Platinum School Games Mark
- Bedford Sporting School of the Year
- Eco Schools Award
- Technical Champions Award

FIRST RATE FACILITIES

The school's accommodation and facilities are excellent. In 2019, the school's infrastructure was completely upgraded, creating a state-of-the-art learning environment in which our students can flourish.

All of our classrooms are equipped with interactive technologies and all our teaching spaces have been updated with new furniture and advanced interactive panels.

There are extensive specialist facilities for art, music, computer science, design and technology, drama, cooking and nutrition, music and science.

Sports facilities include a gymnasium, a sports hall and an all-weather synthetic grass multi-use games area (MUGA), which students use at break and lunchtime, as well as for PE lessons and extra-curricular activities.

Facilities are regularly reviewed, developed and improved to provide the very best learning environment and educational opportunities for our students. Recent improvements to the school include a Mindfulness Garden, fully renovated PE changing facilities, two new classrooms, two refurbished science laboratories and new interactive teaching boards in all classrooms.

Leaders have overseen the improvement of facilities to support learning.

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www.goldington.beds.sch.uk



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Engaging minds • Nurturing success • Inspiring futures



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E E E



Engaging minds
Nurturing success
Inspiring futures



GOLDINGTON AT WORK

For new parents and children

Thursday 2 October 2025

6.30 pm to 8.30 pm

PROGRAMME

Welcome to Goldington Academy.

We hope this evening gives you the opportunity to see our excellent facilities, meet our dedicated staff and, most importantly, talk to our current students, who will give you a real insight into what life is like here at Goldington Academy.

Mr Galbraith (Principal) will deliver two short presentations about the school, its aims, its curriculum opportunities and an overview of the future direction of the school. These will take place in the Main Hall at 6.30 pm and 7.15 pm. A bell will be sounded just before each presentation is due to start.

Throughout the evening, you are invited to view the school. Tour Guides are on hand to chaperone you through the school, however you are welcome to wander where you wish should this be your preference, talking to our teachers, pupils and Governing Body who will be present around the school. If you wish to talk to our student leaders, governors or current parents, they will be in room 10 on the ground floor.

One exciting change for your child, as they consider Goldington Academy, is the opportunity to enjoy the comprehensive range of facilities available to them in subjects such as science, cooking & nutrition, sports, computing, art and drama. Visiting as many areas of the school as possible will give you a full picture of the experience your child will have on a daily basis.

Should you wish to discuss student support, Miss Johnstone (SENDCo) is available to meet with you in room 13. Mr Galbraith will be available throughout the evening in the Main Hall to answer any questions you may have.

We hope you will find your evening at Goldington Academy interesting, informative and enjoyable.

A handwritten signature in blue ink, appearing to read 'Mr Galbraith'.

What our students say

“At Goldington Academy, there’s such a wide variety of extracurricular clubs that there’s really something for everyone. I’ve tried my hardest to get involved in as many clubs as possible since Year 7 - from Debate Club to Rounders to STEM.”
Aleeza



“At Goldington, a large variety of subjects are offered all throughout the school, ensuring everyone has subjects that they are passionate about and enjoy. They range from sciences in labs, to enterprise & marketing, to computing in IT rooms and to health and social care.” Liam

“Sport plays a vital role in both physical education lessons and wider school life. Pupils enjoy a broad and engaging PE curriculum, developing skills across a range of sports: football, cricket and netball to name a few. We also have extra-curricular clubs like athletics, basketball and table tennis on offer, providing opportunities for all students to get involved and be a part of a team to represent the school.” Dearan



“Our school library is a cosy and welcoming environment for all students. It offers a wide range of books, expertly covering various genres to suit all types of readers. The library also provides a quiet space for homework, revision, reading and other academic activities.” Mahro

GROUND FLOOR

Main Hall	The Principal, Mr Galbraith
Library	Library Resources Manager
ICT Suite 1	Creative iMedia
Room 2	STEM and Health & Social Care
Room 3	Cooking and Nutrition/Hospitality & Catering
Room 5	Chemistry
Room 6	Biology
Room 7	Physics
Room 8	Design Technology
Room 9	
Room 10	Governors and parents
Room 11	Maths
Room 13	Special Educational Needs &/or Disabilities, Mental Health support, English as an Additional Language, Fun Friends Club and Psychology
Room 14	Maths
Room 16	Religion, Philosophy & Ethics
Room 17	Religion, Philosophy & Ethics and Personal and Development - Life Skills & Careers
Room 18	Music

OUTSIDE

Gymnasium	GCSE PE, Sport Studies, PE
Sports Barn	
MUGA	
Drama Studio	Drama
Arts Centre - Room 41	Art
Arts Centre Exhibition Space	Exhibition of KS3 Art and Dance

MIDDLE FLOOR

Room 20	Enterprise & Marketing, Duke of Edinburgh, and Travel & Tourism
Room 23	English
Room 24	Computing
Room 25	English

TOP FLOOR

Room 30	Home Languages
Room 31	Debate Club
Room 33	Geography
Room 34	History
Room 35	Spanish
Room 36	French

**Refreshments are
available in
Room 22**

GOLDINGTON ACADEMY AT WORK

A visit during the school day can help to complete the picture.
If you would like to see the school at work, please make an appointment with the school.

Tel: (01234) 261516
e-mail: fearont@goldington.beds.sch.uk





Admissions Information

Oversubscription criteria:

If fewer applications than the stated PAN are received all applicants will be admitted. If the school is oversubscribed, after the admission of pupils with an Education, Health and Care (EHC) plan, where the school is named in the plan, applications will be prioritised in order of the criteria below:

1. Highest priority will be given to “looked after children (LAC) and all previously looked after children (PLAC), including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted”. Proof will be required.
2. Priority will next be given to children with siblings at the school.
3. Priority will next be given to children of staff who have been employed by Goldington Academy for two or more years at the time at which the application for admission to the school is made (see notes) or where the member of staff is recruited to fill a vacant post at the school for which there is a demonstrable skill shortage.
4. Priority will next be given to children who live closest to the school, based on the shortest distance measured in a straight line from the pupil’s home address to the school library.

If applying these criteria results in there being more children within any of the above categories than the number of available places, the determining factor will be the distance the pupil lives from the school with those living closer to the school receiving the higher priority. The distance will be measured in a straight line, using the Local Authority’s computerised mapping system, from the address point of the pupil’s home address to the school library. Priority will not be given within each criterion to children who meet other criteria. Where there is one remaining place available but the next measured distance is shared equally by more than one applicant, the place will be allocated by lot supervised by an independent person.

Where there is one remaining place available and the next child to be considered for admission is one of a multiple birth group, all multiple birth siblings will be admitted even if this exceeds the PAN.

Admissions Process

Normal admissions to Goldington Academy for year 7 are arranged through the coordinated scheme operated by Bedford Borough Council and all applications must therefore be made to them on their standard application form, preferably online.

Parents not living in Bedford Borough should contact their own Local Authority for an application form.

Places are on an equal preference basis as explained in the Bedford Borough school transfer booklet in line with the Local Authority co-ordinated admissions process.

Appeals

Parents who have not been allocated a place for their child will have the right of appeal to an independent panel. Details of how to exercise this right will be included in the notification letter from the local authority following either the coordinated admissions process or applications for casual admission.

Waiting list

The school maintains a waiting list for admission into year 7 until the 31 December of each year. Children not offered a place are kept on the relevant waiting list which has been prioritised according to the oversubscription criteria. The waiting list will be re-prioritised according to the oversubscription criteria each time a child is added.

Casual Admissions

Requests for casual admissions will be considered against the original published admission number (PAN 168) for the year group concerned.

Admission Outside Normal Age Group

In exceptional circumstances, the Governing Body will consider agreeing to the admission of a child to a year group other than is applicable to their chronological age. This may be appropriate, for example, where premature birth has led to children falling into a year group other than would have been the case had they been carried to full term. Similarly, where decisions to allow out of age group education have been taken by previous schools, it will normally be appropriate for children to remain with their established year group. Other circumstances will be considered on their merits and in all cases, decisions will be taken in the best interests of the child. All such requests should be made directly to the school at the time of application including any supporting evidence. If they are made as part of the coordinated admissions process, the application form should also be completed and submitted to the local authority. If the request is approved, the application will be processed in

the normal way. Applications outside that process will be considered as casual admissions.

If a request is denied, a place may be offered in the age-appropriate year group.

Notes

- A 'looked after' child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see Section 22(1) of the Children Act 1989).
- All references to previously looked after children in the Code mean children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after **as well as** those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

This means that the other provisions in the Code which apply to PLAC (for example, in relation to the admission arrangements of schools with a religious character, selective arrangements and boarding priority) apply to internationally adopted previously looked after children (IAPLAC) in exactly the same way as they do to PLAC.

- A sibling refers to a brother or sister, half-brother or sister, adopted brother or sister, step-brother or sister or the child of the parent/carer's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of the application and be likely to remain in the school at the proposed date of admission.
- The definition of 'Staff' is any member of staff employed by Goldington Academy, either full or part time who has been employed for two or more years at the time at which the application for admission to the academy is made.
- A pupil's home address will be regarded as the address of the parent / carer with parental responsibility with whom the child normally lives. This will not usually include grandparents, aunts or uncles. Where a child spends time with parents / carers at more than one address, the address used to allocate a school place will be the one at which the child spends the majority of the school week (Mondays to Fridays) including nights. If there is any query on the home address, this will be checked against

original official documentation e.g. council tax bill, a recent utility bill (gas, electricity or water), a rental agreement, child benefit annual statement or family tax credit information.

- Pupils who have an Education, Health and Care (EHC) plan are required to be admitted to the school which is named on the statement or plan, even if the school is full. Pupils identified for admission through the Fair Access Protocol will also be admitted even if the school is full.

**31 October
2025**

Last day for applications to
be submitted online

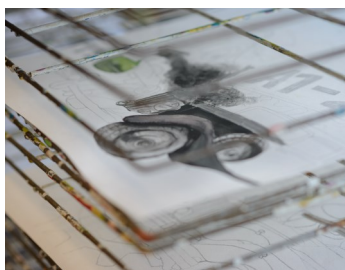
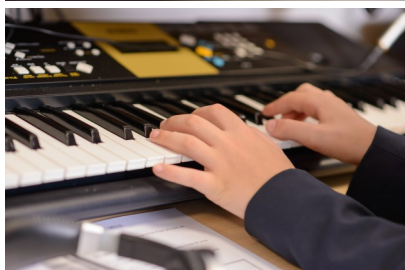
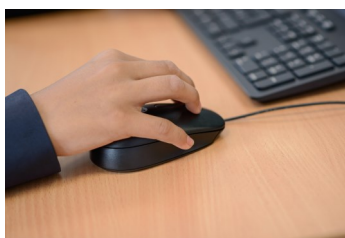


**2 March
2026**

National Offer Day



CURRICULUM SUMMARIES



ENGLISH	<p>During the course of this term, in line with the national key stage 3 curriculum, students will study a range of fiction including whole books and poetry, prose and non-fiction. In the first half term, students will read and respond to 'The Bone Sparrow' by Zana Fraillon. They will explore a range of different characters and themes such as friendship and family, grief and loss, hope, fear and freedom. This unit will continue into the first half of the second term. During the unit, students will practise their oracy skills through discussion and debate. They will also be introduced to the features of academic writing. In the second half of this term, students will begin exploring fantasy narratives and analyse how writers create different aspects of the fantasy genre in the written form. Students will develop their writing skills by applying and building on their current grammatical knowledge, punctuation, vocabulary and literary devices to write imaginatively and to create their own version of a fantasy narrative. The students will also learn and understand new vocabulary with the help of context and dictionaries.</p>
MATHEMATICS	<p>Students will study the following units of work:</p> <ul style="list-style-type: none"> • Sequences • Understand and use algebraic notation • Equality and equivalence • Place value and ordering • Fraction, decimal and percentage equivalence <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the "Knowledge Organisers" section.</p>
SCIENCE	<p>After a short introduction topic to science in secondary schools, students will study the following topics: The particle model Cells and organs systems Forces Mixtures and separation More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students begin with the 'Entomology' project. This will introduce key skills in drawing. They will be learning how to use the grid method, how to blend with tonal pencils, mark-making techniques in pen and how to blend colouring pencils. They will work from a variety of images of insects and insects in resin to develop observational skills. Techniques taught at this stage will help students to gain confidence and will be key to all future projects. The 'Entomology' project continues in to the Spring Term.</p>
COMPUTING	<p>All year groups will start the year looking at internet safety. Students will be introduced to the school's IT system and policy as well as the efficient management of files. Students will then cover hardware, software and network infrastructure. They will also take an in-depth look at mathematics in computing as well as advanced formulae within spreadsheets. Students will learn how to define new programming procedures using python programming. This will lead to an introduction to the major components of object-orientated programming and the various components which make up a software program. Following this, attention will be turned towards online safety, including but not limited to evaluating websites and emails. Towards the end of the autumn term, students will practise using the internet safely in order to explore the functionalities of a new piece of software.</p>
COOKING & NUTRITION	<p>In cooking and nutrition, the course will begin with food hygiene. Students will begin to design their own recipes. They will prepare their own ingredients, and look at the nutritional content of food and the benefits of a healthy, balanced diet. 90% of the dishes cooked will be savoury.</p>

AUTUMN TERM 2025 - YEAR SEVEN

DANCE	Students will immerse themselves in the world of Matthew Bourne's "Nutcracker!", analysing how a professional dance work communicates story and character. Through practical exploration, students will master the core dance elements: actions, space, dynamics and relationships. This foundational study will build their creative and technical vocabulary.
DESIGN & TECHNOLOGY	Students will explore biomimicry by studying how nature inspires design, then learn about sustainability and the environmental impact of materials, beginning to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics such as HDPE and our roles as both manufacturers and consumers. Later, they will study the work of Yinka Ilori, using his bold, colourful style and storytelling approach to design their product, combining creativity with eco-conscious design.
DRAMA	Students will begin the year studying an introductory unit for new starters to secondary level drama. Many students will have had drama lessons in primary school, but it is likely that the groups' experiences may vary greatly. This unit of study offers an opportunity for them to get to know each other and develop their social and teamworking skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year with more complex and/or thematic content.
FRENCH	Students will start the autumn term revising work from their primary school – numbers/age, family members, classroom descriptions - ensuring that they are confident in the phonetic/grammatical/lexical foundations of the language. They will move on to master how they can discuss about their immediate world including what they do at school: free-time likes and dislikes, descriptions of their appearance/personality and what they wear and study at school. Students will practise listening and reading skills, including pronunciation and French accent, and also strive for greater confidence in writing with accuracy, especially centring on the impact of gender on adjectival agreement.
GEOGRAPHY	Students will begin the term by discovering what makes a great geographer through the topic of 'Fantastic Places'. They will travel the globe investigating regions and countries of the world informed by Tim Marshall's book, 'Prisoners of Geography'. Students will apply their geographical skills to a range of OS maps and aerial photographs. Students will then move onto tectonics and study the restless Earth through the topic of 'Days that shook that world'. Students will investigate the causes and impacts of volcanoes and earthquakes and enquire if we can ever live safely with these hazards. They will revisit, retrieve, reuse and develop their map skills.
HISTORY	Students will begin the year with a unit based on the development of historical skills such as deduction and evaluation. Students will then learn about Constantinople in the 11 th century, before investigating the factors which drove medieval Baghdad's thirst for knowledge. Subsequently, students will look at the origins of Christianity as an organised religion, before assessing how disruptive the Normans were to life in Anglo-Saxon England. Throughout the term, students will learn to develop their understanding of chronology, interpretation of sources and to explore the causes and consequences of historical events. This course will build on students' knowledge of power and authority by repeatedly interacting with stories related to how medieval rulers across the world sought to develop, increase and maintain their power and authority: who holds power, how do people keep their power, what methods do they use to gain and maintain authority and control and how does power manifest in different forms.
LIFE SKILLS	This term students will focus on two Big Questions: What is self-awareness and why is it important? What do I need to know to keep myself safe and healthy? These questions are health and wellbeing topics, and will cover a range of issues such as settling into secondary school, forming and maintaining healthy friendships, the importance of good personal hygiene and the emotional and physical changes linked to puberty.



AUTUMN TERM 2025 - YEAR SEVEN

MUSIC	Students will develop an understanding of the origins and characteristics of the Blues. They will learn the standard chord pattern and will improvise phrases using the Blues scale. Towards the end of term, students will compose a piece based on the 12 bar Blues structure.
PHYSICAL EDUCATION	In Physical Education, students will develop skills across a variety of sports including netball, football, rugby, basketball, gymnastics, dance and sports hall athletics. This term, the focus will be on building these skills and effectively applying them in game situations. We aim to introduce students to new sports they may not have experienced in primary school, while also refining skills they have already practised. As the term progresses, students will learn to recognise and apply effective game play strategies and select appropriate skills for different scenarios.
RELIGION, PHILOSOPHY AND ETHICS	For the first half-term, students will initially study a short introductory unit to RPE where they will explore what is meant by the terms 'religion' and 'worldview' along with their relevance in today's world. Following this, students will explore why Christians believe that Jesus was 'God on Earth' and the relevance of this belief in today's society - does the world need a 'saviour' today? They will also explore how beliefs are expressed through art, worship and actions. This unit will be continued and completed by Christmas.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.

SPRING TERM 2025 - YEAR SEVEN

ENGLISH	<p>Students will begin with an introductory unit about Shakespeare, focusing on 'The Tempest'. They will explore the plot and analyse extracts from the text through reading in class and drama activities. Developing confidence in understanding Shakespeare's language, students will discuss and respond to the text, building upon the skills studied in 'The Bone Sparrow' to practise using evidence to support their explanations.</p> <p>In the second half term, students will read and respond to classic mythical tales. They will begin to analyse the tales, reflect on world literature and explore how this has impacted modern texts. In addition, students will develop their creative writing skills ready to undertake a descriptive writing assessment at the end of the unit.</p>
MATHEMATICS	<p>In the spring term, students will study the following topics:</p> <ul style="list-style-type: none"> • Solving problems with addition and subtraction • Addition and subtraction of fractions • Solving problems with multiplication and division • Directed number • Fractions and percentages of amounts <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	<p>During spring term, students will learn about the following topics:</p> <ul style="list-style-type: none"> • Sexual reproduction in animals • Electricity • Atoms, elements and compounds • Muscles and Bones <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students will continue to study insects in a range of media. They will develop skills in colour theory through watercolour and colouring pencils. Students will learn how to mix and apply colour effectively. They will then research Impressionist art, and they will design and make their own clay tile.</p>
COMPUTING	<p>Topics to be covered this term include writing increasingly complex control programs using flow charts and using digital technology to enhance pictures. Students will learn to use a GUI based coding system which covers a diagrammatic overview of object -orientated programming with use of variables, sub-routines, conditions and loops. We will then be covering hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.</p>
COOKING & NUTRITION	<p>Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
DESIGN & TECHNOLOGY	<p>Students will begin to explore a range of materials and equipment to produce functional products. Students will begin to consider how electronics can be used in products along side the work of others. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of materials.</p>
DRAMA	<p>This term, students will study Greek Theatre & Myths. The aim of the unit is to demonstrate how research and development are key aspects of drama. Students will also explore physical theatre and how to use their bodies creatively.</p>

SPRING TERM 2025 - YEAR SEVEN

FRENCH	Having concentrated last term on students' personal world and their immediate physical environment at school (classroom/stationery items etc), we will broaden the school focus in French lessons this spring term. We will start with learning the French names for school subjects and how to give opinions about these and justifications for those opinions. We will then talk about school uniform and how to describe what someone is wearing in a photo – a skill that they will continue to use right into KS4. The school timetable and describing the school day is next, when students will use simple -er verbs with the pronoun "je", and then cover how to tell the time in French. Lastly, we will be describing school buildings and facilities, using "dans mon collège, il y a..." There will be continued and frequent emphasis on French phonics in lessons, so that pronunciation is finessed for the future.
GEOGRAPHY	Students will continue to learn and complete their topic about earthquakes and volcanoes, and they will consider if we can ever live safely with them. They will use their map skills to locate and describe distributions of tectonic and seismic hazards before case studying major volcanoes and earthquakes. This topic will see students studying old favourites like types of volcanoes and question the predictability and preparedness for earthquakes and volcanoes. Their knowledge will be informed by Ilan Kelman's book on natural disasters. Students will be encouraged to link their learning and geographical skills using the key concepts, so they can continue to see the connections in their learning. They will then move onto study China to explore earthquakes and map skills further and coincide their learning with the Chinese New Year.
HISTORY	Students will complete their study into the Byzantine Empire. The focus will then switch to an in-depth investigation into the Medieval world. Our enquiries will be centred on 'What does the life of Eleanor of Aquitaine reveal about the medieval world?' 'Why did the barons keep rebelling against their English rulers?' 'How did the Mongols end up destroying Baghdad', and 'What does the story of Mansa Musa reveal about medieval west Africa?' Throughout, students will continue to develop their skills of source analysis and extended writing.
LIFE SKILLS	Within the 'Relationships' topic, students will explore what underpins positive, healthy relationships. They will consider what values are important to a successful relationship and how the media can impact expectations. They will also determine how to manage online relationships within this context. In the second half of the spring term, students will start to explore how negative language and behaviour can influence a person's life. By first understanding the impact of stereotyping, prejudice and discrimination, students will be able to judge why it is unacceptable, then learn to challenge these behaviours and promote inclusion in order to build a successful community.
MUSIC	'The Classical Music of North India' Students will develop an understanding of music from this tradition. They will participate in performing and composing activities based on the techniques used by Indian musicians.
PHYSICAL EDUCATION	PE courses will continue to be in the following areas: netball, dodgeball, gymnastics, sports hall athletics, rugby, football and basketball. Games lessons will focus on developing skills and will include aspects of fitness. Students will be required to transfer the skills and tactics they learnt during the autumn term into various sports.
RELIGION, PHILOSOPHY & ETHICS	In the first half-term, students will explore why Christians believe that Jesus was 'God on Earth' and the relevance of this belief in today's society - does the world need a 'saviour' today? They will also explore how beliefs are expressed through art, worship and actions. The theme for the second half term is 'Do prophets influence us today?' Students will look at examples of prophets from different religions and investigate the impact they had on the world both then and now. They will then go on to investigate what problems there are in the world today and question whether there is a need for a modern prophet.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.

SUMMER TERM 2025 – YEAR 7

ENGLISH	<p>In the first half of the term, students will develop their understanding and enjoyment of poetry in a topic known as “Words That Burn”. They will read a range of poems focusing on human rights, become confident in analysing language, as well recreating writer’s methods in their own writing. We aim to encourage students to feel enthusiastic about reading and writing poetry, as well as approaching poetry in a critical way.</p> <p>In the second half of the term, students will focus on Travel Writing developing the skills to write interesting and engaging forms of persuasive writing. Throughout the term, students will also have an opportunity to improve their confidence delivering presentations by sharing their writing in front of their peers.</p>
MATHEMATICS	<p>Students will complete the following units of work:</p> <ul style="list-style-type: none"> • Constructing, measuring and using geometric notation • Developing geometric reasoning • Developing number sense • Sets and probability • Prime numbers and proof <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the Knowledge Organisers section.</p>
SCIENCE	<p>Students will study 4 different science topics:</p> <ul style="list-style-type: none"> • Energy (physics) • Acids and alkalis (chemistry) • Ecosystems (biology) • Sound (physics) <p>More details about the topics can be found on the science curriculum page of the school Knowledge Organisers section.</p>
ART	<p>Students will begin the ‘Culture’ project this term. They will look at a range of artwork from different cultures, such as African Art, Aztec Art, Indian Art and Chinese Art. Students will focus their projects on masks, patterns and textures. By the end of the year, students will have creatively designed their own compositions based on the culture they are most inspired by.</p>
COMPUTING	<p>This term we will be looking at hardware, networking, security and the internet. We will cover all of the major components which make up a ‘LAN’, ‘WAN’ and ‘PAN’, as well as ‘networking topologies’ and ‘layers’. Students will then get an introduction to ‘Python programming’. This is the first true object-orientated programming language that students will have tackled and will start them on their journey towards learning other programming languages in later years. The focus will be on core programming constructs and the ability to create and manipulate variables.</p>
COOKING & NUTRITION	<p>Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
DESIGN & TECHNOLOGY	<p>Students will begin to explore a range of materials and equipment to produce functional products. Students will begin to consider how electronics can be used in products alongside the work of others. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of materials.</p>
DRAMA	<p>In the first half of the summer term, students will go on an adventure through space, time and fairy tale worlds, while also embarking on a journey of learning and self-discovery. Students will be led in activities designed specifically to test their creativity, imagination and the application of drama skills they already possess. Students will end the year by learning and applying new drama techniques to explore the stimulus of ‘people’. Students will work in small groups to explore concepts: joining a new class, new neighbours, new friends and finally, how we treat and absorb new and often different ideas and people.</p>

SUMMER TERM 2025 – YEAR 7

FRENCH	Moving away from school life to home, our students will look further at describing the composition of their families and also be introduced how to describe appearance (eyes/hair/height). Again, this will reinforce our young linguists grasp of adjectival agreement - namely how adjectives in French change according to the noun they are describing – this is a specific challenge as hair texture/colour needs to be plural, as well as gender-cognisant. They will then move on to learn how to talk about their hobbies/past times using opinions with simple -er verbs relating to technology. Students will develop their pronunciation and French accent through our continued focus on phonics, whilst also progressing in their writing with the addition of conjunctions and time phrases to ensure more complexity.
GEOGRAPHY	Students will continue learning about great rivers. They will explore a range of river landforms and discover how and why some rivers bend. They will also investigate the impact of extreme weather events and use their numeracy skills to draw and interpret flood hydrographs. They will continue to build on their use of geographical skills and key concepts. Their final topic will be exploring the impact of tourism, through the good, the bad and the ugly.
HISTORY	Students will begin the summer term by looking at the story of Mansa Musa, and what his life can reveal about medieval West Africa. They will then study the impact of the Black Death on medieval Britain, before examining what the Wars of the Roses can reveal to us about power and instability in fifteenth-century England. Students will finish Year Seven by studying the Reformation, with a particular focus on how this impacted Britain under the Tudor monarchs. Through the study of these questions, students will continue to refine their source-related skills, such as those of deduction and evaluation.
LIFE SKILLS	This term, students will start to explore the wider world, with a focus on careers in the first half term. They will begin to identify their own skills and interests, exploring how these link to future career pathways. Through interactive activities, students will learn about different job sectors, workplace expectations and the importance of employability skills. The second half term is designed to encourage students to think about wider influences, to include the benefits and risks associated with an online profile. An understanding of cybercrime, the impact of social media and the knowledge to question everything we read online, is essential to reducing risks that the online world can pose.
MUSIC	The topic for the term is 'Film Music'. This genre will be explored through the integrated activities of performing, composing and listening. The students will learn about the important role music plays in films and how composers use musical devices to create a particular mood or atmosphere. They will develop their keyboard skills by learning to play chord sequences and improvising 4-bar phrases. Finally, they will compose a piece of music for a science fiction film, using the online music resource: Soundtrap.
PHYSICAL EDUCATION	PE lessons will focus on athletics, with the students having the opportunity to develop skills in both field and track events. Throwing skills will primarily be more specific to javelin and shot put. In games-based lessons, students will have the opportunity to develop the skills and knowledge of tactics in striking and fielding games such as cricket and rounders. Within both sports, students will have the opportunity to experience playing in various positions such as bowling, fielding and batting.
RELIGION, PHILOSOPHY & ETHICS	<p>This term, students will investigate beliefs about the nature of God, the creation of the universe and the role of humans in the world, followed by a short unit where students will explore the link between religion and environmentalism. The students will then move on to a unit of work which explores the role of art, music and architecture in religious and spiritual expression.</p> <p>In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE's national Spirited Arts competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none"> • Living in a diverse world • Stories that change lives • Thinking about God • Sacred spaces • All God's creatures • Making sense of life <p>More information about these themes can be found at: https://www.natre.org.uk/about-natre/projects/spirited-arts/</p>

EXTRA CURRICULAR ACTIVITIES

	Monday	Tuesday
Lunchtime	<ul style="list-style-type: none"> • Fun Friends Club – FFC (AC), Rm 17 12.50-1.35 pm • KS3 D&T Club (EH), Rm 8 & 9 12.45-1.20 pm • String Group (GK/AK/), Rm 18 1.10-1.35 pm • Table Tennis Club (CN), Gym, 12.40-1.10 pm • Art Catch up (MZ), Rm 40 & 41 12.40-1.10 pm • Mindful Art Club (MZ), Rm 41 12.40-1.10 pm • Years 7-9 Gardening Club (JC), Garden Area 12.40-1.40 pm 	<ul style="list-style-type: none"> • Chess Club (KJ/KM), Rm 14 1.00-1.35 pm • KS4 D&T catch-up (EH), Rm 8 & 9 12.40-1.15 pm • Fun Friends Club – FFC (AC), Rm 17 12.50-1.35 pm • KS3 Drama Club (CM), Rm 47 1.10-1.40 pm • Geography Club (DN), Rm 33 1.00-1.30 pm • Eco Club (KP + BC), Rm 19 1.00 -1.30 pm • Maths Homework & Puzzle Club (JN), Rm 24 12.45-.20 pm • Composing Club (GK), Rm 18 12.40-1.15 pm • Art Catch up (MZ), Rm 40 & 41 12.40-1.10 pm
After School	<ul style="list-style-type: none"> • Running Club (TF), Field until 4.30 pm • Table Tennis Club (CN), Gym • Year 9, 10 and 11 Netball Club (LC) Netball courts/Sports Hall • Year 9 & 10 Act!25 rehearsal (CM), Rm 47 3.40-5.30 pm • Orchestra (GK), Rm 18 3.40-4.45 pm • Years 8, 9, & 10 girls' and boys' Football Club (KL), Field 	<ul style="list-style-type: none"> • Girls' Basketball Club (CN), Gym • Year 9, 10 and 11 Netball Fixtures (LC), Netball courts/Sports Hall • Warhammer Club (JK), Library 3.40-4.30 pm • GCSE Drama rehearsal and catch up (CM), Rm 47 3.40-5.00 pm • Steel Pans (GK/AW) Rehearsal Rm 3, 3.40-5.15 pm • Dance Company (DR), Exh Space 3.40-4.30 pm (after half term)

FOR THE AUTUMN TERM

	Wednesday	Thursday	Friday
Lunchtime	<ul style="list-style-type: none"> • KS4 D&T catch-up (EH), Rm 8 & 9 12.40-1.15 pm • Fun Friends Club – FFC (AC), Rm 17 1.00-1.45 pm • History Club (SB), Rm 34 1.00-1.35 pm • Bandits (GK/DS), Music Practice Rm 1 12.55-1.30 pm • Art Catch up (MZ), Rm 40 & 41 12.40-1.10 pm 	<ul style="list-style-type: none"> • Debate Club (SH, KC and BD), Room 31 1.00-1.30 pm • STEM Club (DF), Lab 7 1.00-1.40 pm • Fun Friends Club – FFC (AC), Rm 17 1.00-1.40 pm • KS3 Book Club (HB), Rm 25 1.20-1.50 pm • Bandits (GK/DS), Music Practice Rm 1 12.55-1.30 pm • Gym Club (LC), Gym 12.40-1.20 pm • Art Catch up (MZ), Rm 40 & 41 12.40-1.10 pm 	<ul style="list-style-type: none"> • Computing Club (AMG), Room 24, 12.50-1.35 pm • Fun Friends Club – FFC (AC), Rm 17 12.50-1.35 pm • Choir (GK/LL), Rm 18 12.40-1.10 pm • Friday Prayer/Reflection Club (SD), Rm 19 1.05-1.35 pm • Knitting and Crochet Club (AS), Rm 16 12.50- 1.35 pm • Art Catch up (MZ), Rm 40 & 41 12.40-1.10 pm
After School	<ul style="list-style-type: none"> • Year 7 and 8 Netball training (CN), Playground • Whole School Musical (CM), Rm 47 3.40-5.30 pm (starting after half term) • KS4 Basketball (AU), Sports Hall 3.45-4.45 pm • Boys' Rugby (OL), Field 3.45 pm • DJing Club (GK/HL), Rm 18, 3.40-5.00 pm • Years 7 girls' and boys' Football Club (KL), Field 	<ul style="list-style-type: none"> • Table Tennis fixtures (CN) (pupils will be informed of these fixtures) • Girls' Rugby (DF) Field • Whole School Musical (CM), Rm 47 3.40-5.30 pm (starting after half term) • Steel Pans (GK/AW) Rehearsal Rm 3, 3.40-5.15 pm • KS3 Art Catch up (Open Studio) (MZ), Rm 40 & 41 12.40-1.10 pm 	<ul style="list-style-type: none"> • All PE After School clubs during the week run from 3.45-4.45 pm unless otherwise specified

Goldington Academy Curriculum Leaders (2025-2026)

Subject	Lead Subject Practitioner	Qualifications
Art & Design	Mrs Lopez	BA (Hons) Fine Art, PGCE, Art Foundation Diploma
Careers, Sports Studies & Curriculum Duke of Edinburgh	Mr Lucas	BSc (Hons) Sport and Physical Education, PGCE Secondary Physical Education, Level 6 Diploma in Career Leadership
Computer Science	Dr Martinez Guimera	PhD Biophysics, MSc Biophysics, BSc (Hons) Biochemistry, PGCE
Cooking & Nutrition	Mrs McCarthy-Gardner	BA in Primary Mathematics Education with QTS, Level 5 Diploma in Nutritional Therapy
Creative iMedia	Mr Hall	BA (Hons) Physical Education with QTS
Dance	Miss Reynolds	MA Screen Performance and Communication Techniques, BA (Hons) Dance
Design & Technology	Mrs Hulatt	BA (Hons) Theatre Design, PGCE Secondary Design & Technology, NPQML
Drama	Mrs Millington	BA in Drama with English
English	Mrs Bennett-Fowlds	MA in Education, BA (Hons) English Literature, PGCE Secondary English
Enterprise & Marketing	Mr Lincoln	BSc Sport & Physical Education, PGCE PE & Business Studies
French	Mrs Storey	Executive MBA (Masters of Business Administration), BA (Hons) in French Studies, PGCE MFL
Geography	Mrs Morgan	BSc (Hons) in Geography, PGCE Secondary Geography, MEd Cantab
Health & Social Care	Mrs Ferguson	BEd (Hons) Secondary PE & Science
History	Mr Brown	BA (Hons) in History, PGCE Secondary Education
Maths	Mrs Jackson	BA (Hons) Mathematics, PGCE
Music	Mr King	BA (Hons) Music, QTS
PE (boys)	Mr Lodder	BEd (Hons) Secondary PE
PE (girls)	Miss Boston	Bsc (Hons) Exercise, Nutrition and Health, PGCE Secondary PE
Psychology	Miss Johnstone	BSc Economics, PGCE Maths
Religious Studies/Religion, Philosophy & Ethics	Mrs Geoghegan	MA in Education, BA (Hons) History, BA (Hons) Secondary Education in History with QTS
Science	Mrs Gilbert Miss McKenna Mr Lattimer Mrs Rai	BSc Chemistry with Psychology, PGCE Secondary Science - Chemistry BSc (Hons) Environmental Conservation, PGCE Secondary Science BSc (Hons) Biological Sciences, QTS, TSST Secondary Physics, NPQSL BSc (Hons) Biochemistry and Pharmacology, PGCE
Spanish	Miss Castagnaro	BA (Hons) French and Spanish, PGCE Modern Languages, NPQSL
Travel & Tourism	Mr Pinkney	BSc (Hons) Engineering Business Development, QTS

WHAT AN AMAZING YEAR IT HAS BEEN!



Cuffley Residential



Family Challenge Evening



Our new Eatery



GCSE Exams



Trip to Kew Gardens



Cultural Day

Principal's Introduction



July 2025

Dear Parents/Carers

What an incredible year 2024-2025 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. Earlier in the year Ms Darvill left for a role closer to home and Mr Mehmi, Miss Barker and Mr Gordon are all moving onto new roles. Miss Barker has had a super three years within PE and Mr Gordon leaves after six years of excellent service in the maths department. However, I will remember Mr Gordon most fondly when I think of his most

generous contribution within the Arts department whether that be using his technical ability to bring our many shows to life or using his musical ability to influence the next generation of talent. With regard to support staff leavers, I would like to thank both Miss Franks and Miss Atkinson for their super contributions to our school and wish them well as they train as teachers. To all leavers, thank you for your contribution to GA.

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 which placed us in the top 5% of schools in the country for progress between the ages 11 to 16. I once again anticipate a strong set of results this year.

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 **Tuesday, 2 September**.

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

Best wishes

Mr Gordon

Biology Challenge

The UK Biology Challenge stimulates curiosity for the natural world and encourages students to take an interest in biology outside of school. The challenge involves two online quizzes that test students' general knowledge on all aspects of biology. This year 190 Year Nine and Ten students took part in the challenge and we were delighted to receive certificates for all of our students, including 5 Gold, 13 Silver and 9 Bronze with many more highly commended. Congratulations to all of our students that took part.



Welcome to The Eatery

Since January, Goldington Academy decided take over the kitchen independently, and we have rebranded ourselves 'The Eatery.' Over the last few months, the catering team have been concentrating on developing the menu to give the students not only healthy, but delicious meals, every day. Small changes such as moving the till area, and adding a drinks machine have helped to create a smooth flow at break and lunch times.

Recently students voiced their opinions: we took their feedback on board, and feel that the changes in the menu reflect the students tastes and beliefs. We want to continue to build a relationship with the students, where they can come to us with any questions about the food we serve, and give them confidence in understanding the importance of dietary requirements, allergens and nutrition.

Our achievements so far are maintaining a 5-star Environmental Health rating and holding successful event menus. The school celebrated Ramadan with minted lamb koftas and fresh fattoush salad, and mini egg millionaires shortbread for an Easter Treat. The team look forward to sharing many more special events with the students.



Computing

In this summer term, we held the school's first ever Hackathon event. Ten computer science students who have shown the best aptitude for Python programming competed against each other in two teams of five. Each team worked in a different IT room and had an entire school day to design, create and test a computer program that fitted or even exceeded some mystery specifications that were revealed on the day. Selected students came to school without

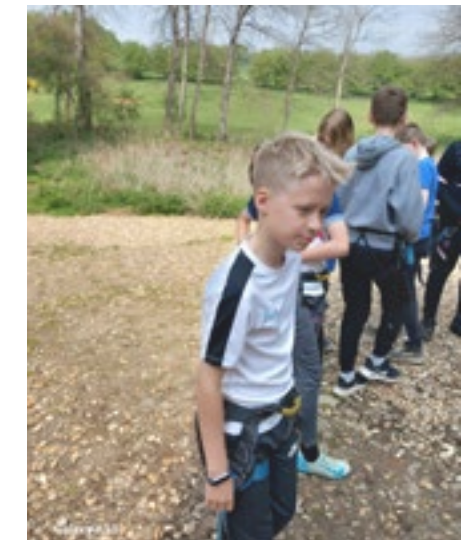
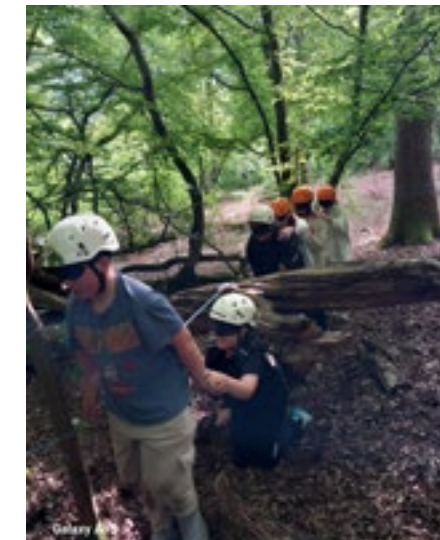
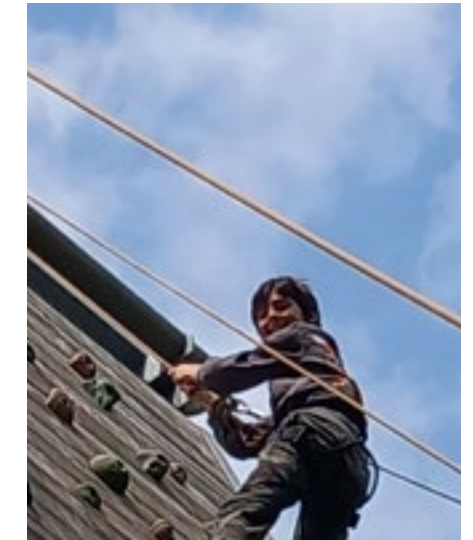
uniform and were able to decide when to take their own breaks during the day and managed their own time to achieve the programming task. Beyond giving the students an immersive experience of team working in a deadline-constrained software development project, it was also be an opportunity for creativity and thinking outside the box. We are hoping to be able to organise Hackathons such as these against other schools in the future. Until then, stay tuned in the next newsletter about how the Hackathon unfolds!



Cuffley residential: a picture paints a thousand words



Cuffley residential: a picture paints a thousand words



Year Seven Yinka Ilori inspired mood lights



This term, our talented Year Seven students have been lighting up the Design and Technology department—literally! Drawing inspiration from the vibrant and joyful work of British-Nigerian artist and designer Yinka Ilori, pupils have designed and manufactured their very own vacuum-formed mood lights.

Ilori is known for his bold use of colour, geometric patterns, and storytelling through design. Pupils explored his work and cultural influences before sketching their own patterns and colour palettes. They then translated these ideas into 3D designs, using vacuum forming techniques to shape plastic into unique light casings.

Each mood light is a celebration of creativity, culture and craftsmanship. From neon pinks and electric blues to intricate patterns and playful shapes, the final pieces are as functional as they are fabulous. The project not only introduced students to industrial design processes but also encouraged them to express their individuality through colour and form.

Well done to all our budding designers for their hard work and imagination. We cannot wait to see what you create next!

Year Eight Planters

Our second rotation of the year and our planters are well on their way to being used at home to grow whatever will fit! A great unit and participation from pupils challenging themselves to create comb joints that are so tight we almost do not need any glue! Fabulous choice of acrylic colours combined with skilfully folded angles to complement each other. Growing confidence amongst all pupils tackling the likes of the belt sander and hot wire strip heater. Both of which are much harder to use accurately than they look! Well done, Year Eight!

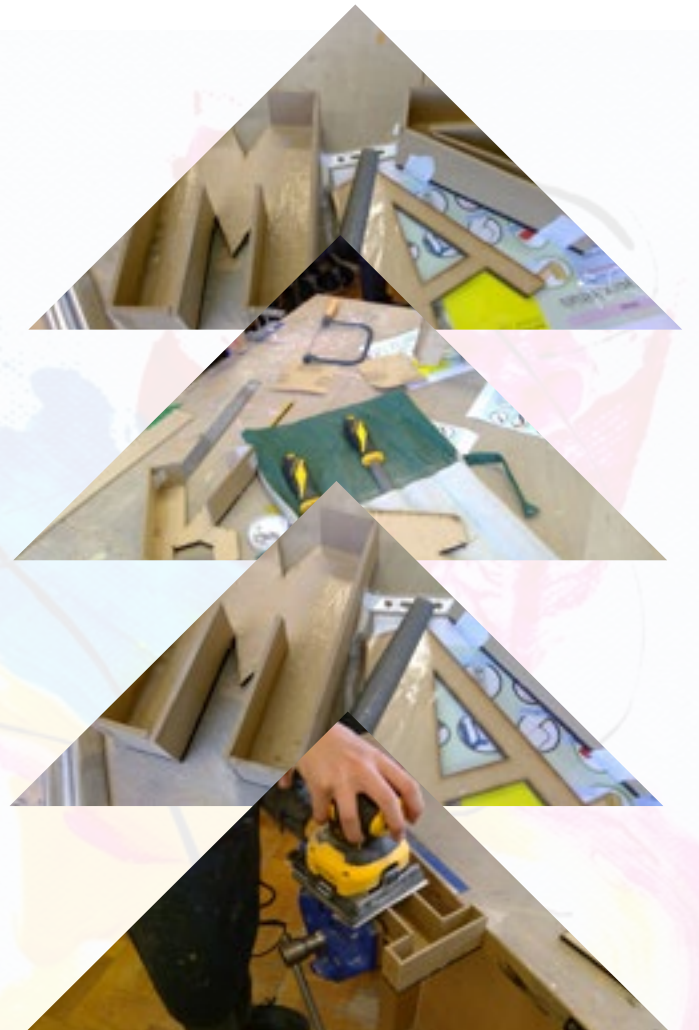


Year Nine Creative Construction

Our Year Nine Design and Technology students have been hard at work this term, bringing their creativity and craftsmanship to life through a unique project: designing and making 3D initials from MDF.

Each student selected a theme of their choice — ranging from Star Wars to the ocean — and used it as inspiration to personalise their designs. Throughout the project, pupils explored a variety of woodworking joints, including butt joints and mitre joints, learning how to select and apply the most suitable techniques for their structures.

This hands-on project not only developed their practical skills but also encouraged critical thinking and problem-solving as they overcame design challenges and refined their ideas. At the point of writing, we are still in the mix of completing our designs but I have no doubt that they will all be great!



Year Ten Lamps

Our talented Year Ten Design and Technology students have been hard at work designing and manufacturing their very own angle poise lamps, each inspired by a unique personal theme — from the intricate patterns of plant life to the structured geometry of road systems.

This exciting project challenged pupils to combine creative thinking with technical skill, using a wide range of workshop techniques including soldering, lap joints, drilling and the use of production aids such as jigs and templates. Students embraced the iterative design process, refining their ideas through sketching, prototyping and testing to produce functional and visually striking lamps.

The final outcomes demonstrate a strong understanding of both design principles and workshop techniques, with each lamp reflecting thoughtful design decisions and careful construction.

Well done to all involved — your hard work and creativity!



Art - Felting Workshop

Some of our Year Nine students took part in a felting workshop with local artist Anne-Marie Abbate. Students enjoyed learning a new craft and creating some brilliant winged designs. They used a dry needle technique to create intricate designs.



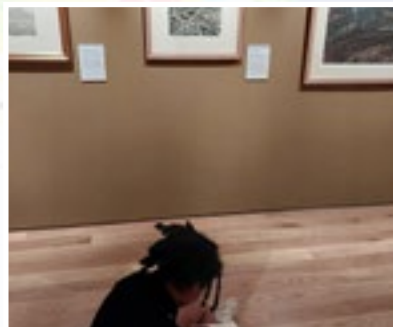
Local primary school

We have really enjoyed hosting workshops for our local primary school students. Brickhill and Hazeldene students have taken part in printmaking workshops and Hazeldene and Goldington Green have enjoyed some Van Gogh inspired ceramic workshops. Great work from all!



Higgins Trip

As part of the 'Art Talk' project; which encourages students to challenge themselves to deepen their understanding of artwork through talk, creating art and discussing in front of an audience, we visited the Colour and Light exhibition at the Higgins Gallery. The students enjoyed seeing such a wide range of artworks and hearing from the gallery's Keeper of Fine & Decorative Art, Victoria Partridge about specific pieces.



Set Design

KS3 pupils joined Miss Taylor in creating a range of pieces for the set of Romeo and Juliet. The students used paper to craft large scale flowers, and they used card to create backdrops. Great work from all involved.



The Laxton Project



We are thrilled to share with you that some of our Year Nine students have been working in collaboration with local artist, Katie Allen to design a large-scale outdoor artwork to be displayed at Goldington. The artwork draws attention to the history of our site as Thomas Laxton's orchard through which he bred many plants and fruits. He is known for his strawberry, pea pod and apple breeding in particular. You can still find a 'Laxton's Superb' apple around now! Students have created paper cut-outs which will be added to the overall artwork. We hope the work will provide a positive message to all about growth, resilience and reaching your full potential at Goldington. More info to follow, but for now, here are some sneak peek photos at the paper cut outs.

Creative Arts Celebration Evening

We were thrilled to host our annual Creative Arts Celebration Evening. This features artwork from every student at KS3. The exhibition features beautifully-drawn insects from Year Seven students, Piper-inspired Architectural mixed media studies from Year Eight students and expressive Herald-inspired lino prints from Year Nine students. Our talented pianists and other musicians played in our garden area for entertainment and KS3 students shone in their performance of "Romeo and Juliet". See the evening in pictures on page 11.

GCSE Drama

Our GCSE Drama students recently completed their Devising Exam, showcasing months of dedication, creativity and teamwork. Each group developed an original piece of theatre from scratch, exploring a range of challenging themes and using a range of dramatic techniques to bring their ideas to life. From powerful movement sequences

to compelling dialogue, their performances demonstrated maturity, imagination and a good understanding of theatrical storytelling. The students worked incredibly hard throughout the process researching, rehearsing, refining and their final pieces were a testament to that effort.



Gnomeo and Juliet



Our Year Seven and Eight students put on a fantastic production of "Gnomeo and Juliet", bringing Shakespeare's classic tale to life with a colourful, garden-gnome twist! The cast worked incredibly hard over weeks of rehearsals, learning lines and choreography with energy and dedication. Their creativity, teamwork and enthusiasm truly shone on stage, and it was clear how much fun they had performing. The audience was captivated by the humour, heart and talent on display, and everyone left with smiles on their faces. A huge well done to all involved you made magic in the garden!



GCSE Drama Workshop

Our new GCSE Drama students took part in an exciting devising workshop led by LSA and theatre practitioner Lizzie Franks. The session focused on using movement and props to spark creativity and build original performance pieces. Students explored storytelling through physical theatre, experimenting with everyday objects to create imaginative scenes. Lizzie encouraged them to think outside the box, and the results were truly impressive bold, thoughtful and inventive work that showed real promise. The workshop was a fantastic way to kick off their GCSE journey and left everyone feeling inspired, energised and ready to create more original theatre.



Creative Arts Celebration Evening



Music at Goldington

It has certainly been quite an action-packed Summer Term for our Goldington musicians. Here are some of the highlights:

It was fantastic to be back at the University of Bedfordshire Theatre for our Summer Concert. The evening kicked off with the String Group setting the scene perfectly and concluded with an 80-strong performance of a rock anthem. Also featured were rock bands from Year Eight, Year Nine, Year Ten and Year Eleven, who all showed off their collective rock skills and stage presence to a hugely appreciative audience. The Samba band delivered the spirit of the Rio Carnival (kind of), the Steel Pans provided their usual Calypso flavour, and the mixed ensemble gave their interpretation of a cheesy rock classic. At the start of the second half, our DJ Orchestra made their debut performance, which went down a storm. We also had a diverse range of solos, duets and even some buskers outside the theatre. Thank you to the huge team of Goldington staff, peripatetic teachers and University staff, along with, of course, all those who took part, for making it such a memorable evening.

The Goldington Awards Evenings are always a special time to give some of our students the recognition they deserve. I would just like to say a big thank you to the large number of gifted pianists who gave up their time to play for our award winners/nominees and their families.

Our Creative Arts Celebration Evening is just that: an opportunity to celebrate the importance of the arts in our school community. In addition to the fabulous Years Seven & Eight play and the marvelous key stage 3 art on display, we had performances in the garden from pianists, flautists, saxophonists and vocalists.

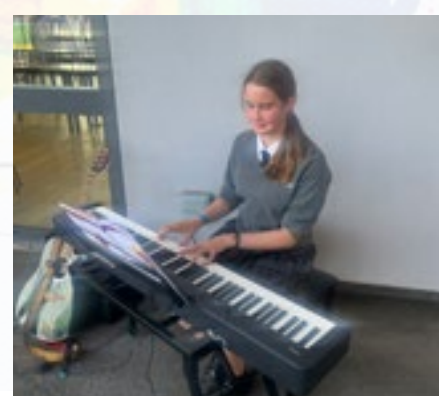
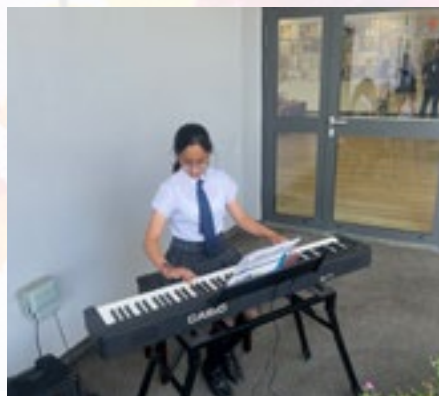
The annual Fiddle Fiesta provides our string players with the valuable opportunity to play with a very large string orchestra and is a collaboration with many local schools in the area. This one was another huge success!

Bedford Breakthrough is a hugely popular initiative, which takes place at the iconic Bedford Esquires, and gives our rock bands and DJ students the chance to play at a professional venue. As always, it was a joy to see our bands take to the main stages and put in outstanding performances. It is also a great opportunity to catch up with Goldington rock alumni in their respective Bedford Rock School bands. Also on the bill were a number of Goldington musicians playing some superb DJ sets, on both stages, along with some acoustic acts in the bar, including some jazz. We are already looking forward to the next one.

As part of our celebrations for Cultural Diversity Day, our wonderful, uplifting Steel Pans Group performed at lunchtime. In conditions akin to Trinidad, these talented panners went down a storm!

As Goldington's busiest ensemble, the Steel Pans Group joined together again last Saturday evening, in order to entertain the guests at the wedding of Miss Betteridge (or Mrs Berrington as she has now become), who is an LSA in the Goldington SEND team. Again, this hugely impressive group wowed a new crowd with a another stunning performance. Thank you to Mr Williams, who has worked wonders with this group, for giving up his Saturday evening. We cannot wait to see how they progress next year.

Many thanks to everyone who has contributed to another successful musical year in our school community, with a special mention to Mr Gordon, whose work in music will be hugely missed!



Maths

Primary Maths Challenge

On the 23 June, we hosted the first ever Goldington Academy Primary Maths Challenge. twenty Year Five and Six pupils from local schools tackled a range of problems in teams of four. There were five rounds, that tested problem solving, logic, mental calculations and teamwork. A close eye was kept on the teams by our Year Nine referees, many thanks to Vedika, Kitty, Henry, Mustafa, Chloe and Fariz for their help. Here are a couple of sample questions from the group round:

A) Four teams played each other once only.

Three points were awarded for a win, one point was awarded for a draw and no points were awarded for a loss.

The teams scored a total of 14 points.

How many wins were there?

B) A 3 x 3 x 3 Rubik's cube lies on a table such that the bottom face cannot be seen.

How many smaller cubes have exactly 2 faces showing?

All teams worked really hard throughout the morning and the final result was close.

Well done to one of the teams from Hazeldene who were our first winners!

Junior Maths Challenge

On Thursday, 1 May eighty niune of our most talented Year Seven and Eight pupils completed the Junior Maths Challenge run by the UK Mathematics Trust. This is a national competition for pupils entered by many schools with the chance of gaining a Bronze, Silver or Gold certificate for scoring in the top 60%. The questions are challenging and designed to make even the best mathematicians think. In some of them, the maths involved is not difficult but a logical approach is required.

We had an enormous fifty nine pupils who gained bronze, silver or gold awards: a super effort!

This is a fantastic achievement for all fifty nine of these pupils but a special mention must go to:

Our Gold award winners:

Year Seven - Polly

Year Eight - Jonah, Oli, Sam, Mahi, Zain, Ursula, Edwin

Despite the qualification scores for the follow on rounds being the highest they have ever been, four of these pupils scored high enough to qualify for a follow on round.

Polly, Oli and Sam were selected for the Junior Kangaroo paper: a superb achievement to qualify. Polly managed to achieve a Bronze award and Oli managed to achieve a Silver.

We then had our first ever Goldington pupil qualify for a Junior Olympiad paper: a massive congratulations to Jonah!

We are very lucky to have so many talented mathematicians. Well done to all of you who were selected to take part and to the Year sevens who attended Maths Club to help them prepare.

Des élèves de Lycée Courbetin nous rendent visite (A visit from a French Lycée)

On 30 April 2025, the French department were excited to host around 50 staff and students from Lycée Pierre du Courbetin for their first experience of a day in an English secondary school. This is the third occasion in the past couple of years that we have met with our French friends from Meaux, just east of Paris, but our first time hosting them here at Goldington.

On an untypically British glorious sunny morning, all 70 of our Year 10 French GCSE students combined with their French counterparts in joint French-British teams of 4 to play a variety of sports, including basketball, flag football, Ultimate frisbee and laser-run. The French PE staff and students gave expert explanations of the sports that were new to our Goldington students (Courbetin has a strong sports focus as a school). Laser-run was a real favourite as students had to shoot laser guns at targets, secure a hit by illuminating a green light and then run back to their team, by way of relay, so the next player then has a turn.

The Courbetin students experienced breaktime in the British school cafeteria – the “cheesy tator tots” were a huge hit! – and then lunchtime outside, which gave the rest of the school an opportunity to practise their French speaking

skills with the young people from Meaux, by coming over to give them a “Bonjour” or “Salut”.

Next, it was the turn of 45 of Year 11 students to meet the French students, for an afternoon collaborating – again in mixed Anglo-Franco teams – on bilingual quizzes followed by a highly competitive team task of “build-the-tallest-tower”, using just three materials: spaghetti, Blutak and Sellotape.

We said a fond “au revoir” at 3.00 pm, as “nos amis” headed back to their homestays in North London – but, are already making plans to meet up again, when we visit Paris in October this year.

What a huge privilege to be able to host both teachers and students from Meaux for the day, and an excellent opportunity for students across Key Stage Four to practise their French communication skills in order to collaborate, compete and build friendships.

À la prochaine fois, Courbetin!



University of Oxford Trip

Fourteen high-achieving Year Ten students visited the University of Oxford, engaging in a series of activities designed to provide insights into undergraduate life and strategies for enhancing future university applications.

The day's highlight was an engaging seminar focused on Engineering, where students explored various case studies showcasing innovative solutions to complex challenges. Practical demonstrations included examining how car engines are designed to transfer maximum power to the wheels and conducting a chemistry experiment that vividly illustrated the explosive results of building up pressure in a sealed container.

A guided tour of Wadham College offered students a glimpse into collegiate life, featuring picturesque quads, extensive walled gardens, a beautiful chapel, and an historic dining hall dating back to 1610, adorned with portraits of notable alumni.

Students also learned about the diverse range of over 50,000 undergraduate courses available across the UK. The session outlined financial support options and highlighted some of the more unique clubs and societies that students can join, providing a comprehensive overview of university life beyond academic study.

The final activity took place at the Ashmolean Museum. Students viewed historical artefacts, learned about their cultural significance and engaged in discussions about the sensitive issues related to foreign treasures being exhibited in British museums. This experience prompted thoughtful reflections on the complexities of cultural heritage and museum practices.



Goldington Distinction Award



Going for Gold

This term, a group of our most motivated and ambitious Year Eight students have continued to excel in the Goldington Distinction Award. This initiative is designed to foster creativity, improve written communication skills and encourage students to make contributions to the wider school community.

Participants have engaged in a variety of tasks, including:

- Crafting the opening scene of a play set at Goldington Academy
- Reviewing an informative podcast
- 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
- These activities aim to broaden students' horizons and develop essential transferable skills for their future. The most successful projects will be awarded the prestigious Gold Award, recognising outstanding achievement and dedication.

Here is an extract of the play written by Eryn.

MR LINCOLN: (looks around the room and sighs then mutters) Kids these days. The pesky vandals

MR LINCOLN EXITS

LIGHTS DIM. PEEPING OUT FROM THE TABLES THEY WERE HIDING BEHIND

MISS LOPEZ: (giggling) Do you think they're gone?

MISS TAYLOR: (with a wide grin) Yeah. The coast is clear!

MISS LOPEZ: Again?

MISS TAYLOR: (with a serious face) No. We need to tidy this up.

MISS LOPEZ: (whines) Really?!

MISS TAYLOR: (shouts) No!

BOTH TEACHERS LAUGH. MISS TAYLOR THROWS A BALL OF PAINT AT MISS LOPEZ

Goldington Academy Family Challenge



Some of our highest-attaining students (and their families) participated in The Goldington Academy Family Challenge, in which they battled through a series of tricky activities.

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 Literature to Logos.

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?

- In America, a tornado is often called by what name beginning with T?
- What is the name of the headquarters of the Metropolitan Police?
- What is the word for an outbreak of a disease that occurs over a wide geographic area, such as multiple countries or continents?
- What is the scientific name for the skull?

Another tricky round involved students trying to establish the next item in a sequence, such as this one: Bill Bailey, Rose Ayling-Ellis, Hamza Yassin, Ellie Leach,?

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



STEM this term

Goldington Academy brings back the bees!

STEM club teamed up with #GeoRocks, Gardening and Eco club this term to help bring back the bees and pollinators to Goldington!

The project kicked off with a fascinating bee talk by Caroline Luxford from the Bedford Beekeeping Association.

Buzzing about our Bee Boxes

Inspired by Caroline's Bee talk we joined up with the Design Department and set to building bee boxes to adorn the walls of our rewilding area.

The students were inspired yet again by the work of Dominic Knowler from 'Niche'.

Dominic hosted a Zoom call for the students to talk through his career pathway of working in garden centre to setting up his Niche company, then going on to become a gold medal winner with the design of his amazing bee posts and planters. Dominic spoke to us about the design process and how many of his habitat solutions have been inspired by years of observing and enjoying the work of those who are truly trailblazing in the biodiversity space.



Coming soon: Rewild GA

We are currently having plans drawn up by Jo Roberts from the Forest of Marston Vale, who is helping us design and develop a rewilding area at the front of the Academy. We are planning for the future, planting trees, shrubs, wild flowers, pollinating plants, oh, and not forgetting our bee boxes, posts and planters! It's going to be wild! Planting will begin this Autumn. Watch this space!



STEM this term

Kew Gardens competition winners

Bee Project participants were given the chance to win a minibus seat to the annual Kew Gardens STEM trip. They

were asked 'What can we at Goldington Academy do to bring back the bees?' Some fantastic entries, presentations, even a fabulous poem from Isaac Harris:

Bees are important because they're cute,

And covered in a fluffy, fuzzy suit.

They collect all the pollen and pollinate the flowers,

It's like they have awesome superpowers!

They pack a mighty sting, but don't be scared,

They'll only defend if you let your teeth be bared.

But bees are dying because of climate change and habitat loss,

So, we must do our bit and become the climate boss!!!

We need to raise awareness and let others know,

The bees are going extinct and are on the go!

Put it in the bulletin and in the newsletter,

So, everyone's understanding can become better!

Promote 'No Mow May' and say,

"Don't cut the grass and let wildflowers grow,

Watch as the bees fly in as if you're watching your favourite show!

So spread the message so the bees can live,

And pollinate the flowers so there are more to live with.

Issac

Year Eights Borrow the Moon

Year Eights have been studying Rocks and were lucky enough to take advantage of UK Research and Innovation's, 'Borrow the Moon' project. Each class had the opportunity to become 'meteorite hunters' and explore boxes, containing earth, space and fossil related rocks. It was wonderful to see the amazement on the students' faces as they handled their own bit of space and, by the end of the session, all of them could tell you the difference between a meteoroid, meteor and meteorite.



Year Ten Legoland trip & the science of rollercoasters

Year Tens put their physics into action when they discovered and investigated what energy transfers occur during a rollercoaster cycle. Using their forces knowledge or gravity, friction, air resistance and centripetal force, they set to work in groups to design and build their own loop-the-loop LEGO rollercoaster.

They went on to experience the gravitational potential and kinetic energy on the rides. Scream if you want to go faster!

Gardening Club

This term has been a very busy in the garden and what with the weather being so good our seedlings have flourished.

We have had tomatoes, cucumbers, lettuce, carrots and peppers to share with the Goldington community and plenty of flowers that have been displayed on main reception and in Student Services. The weather has ripened the soft fruit and the gardeners have enjoyed strawberries, raspberries and blackberries.

Here are a few words from our gardeners..... why we love coming to gardening club...

"I look forward to Thursday."

"Calming, Always great fun, Every week is different."

"Get way to socialise outdoors, We love to eat what we grow."

"Takes our minds off a bad day."



Kew Gardens

This term our gardening club and STEM club pupils visited the spectacular Kew Gardens. We were fortunate to have lovely weather and saw an amazing variety of plants. A fantastic time was had by all!



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. Passports are sent home with the interim reports, and you have a chance to feedback if you want to review any strategies. Please contact Miss Johnstone (johnstonec@goldington.beds.sch.uk) if this is the case.

SEND consultation meetings:

A series of productive SEND meetings with parents and students took place over the course of the summer term to discuss progress, provision and Pupil Passports. If you have not yet had a chance to meet with the SENDCo, then please feel free to contact us to arrange a meeting in the Autumn Term. Correspondence about the next round of SEND consultation meetings will be sent out via Parentmail. Please make your appointment times via the booking system.

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/learning/special-educational-needs-andor-disabilities>. We invite feedback for review and feedback of the current document and consequent update of these for September 2025.

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.

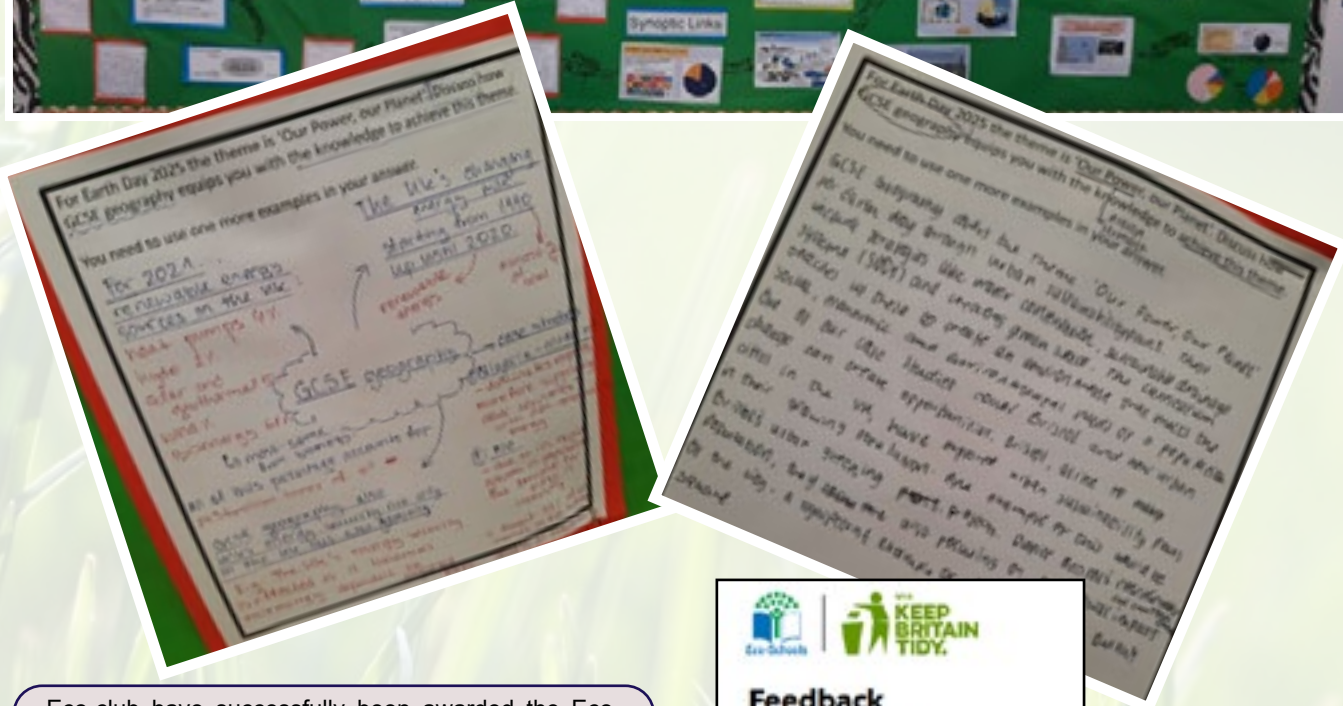
Contact us

With any issues regarding pupils and their SEND, Miss Johnstone, can be contacted either by phone, in person or by email johnstonec@goldington.beds.sch.uk. A drop-in session is available to parents on Mondays between 2.50 pm-4.15 pm each week during term time.

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."

Geography

Some of our wonderful Year 10 GCSE geographers took part in the Earth Day 2025 live lesson with the Economist Education Foundation. This was an interactive topical talk about green energy and sustainability. This year's Earth Day theme was 'Our Power, Our Planet'. Below shows some of the great work the Year 10 produced to capture their learning and link it to their GCSE studies. It is fair to say that they were amazing.

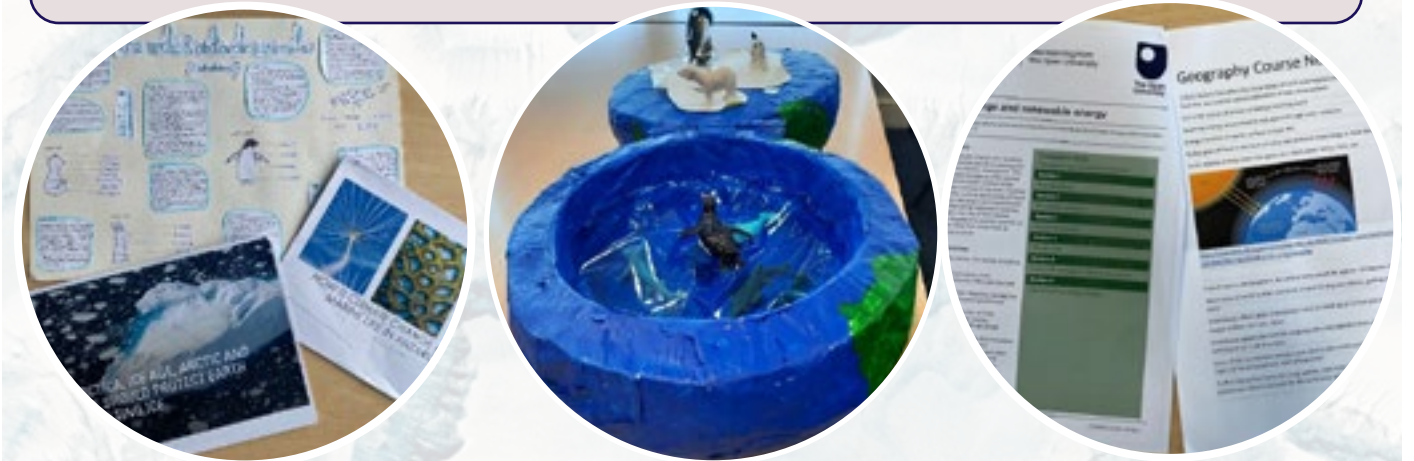


Eco-club have successfully been awarded the Eco-Schools green flag award with distinction. The eco-club has worked very hard this past year by trying to make Goldington Academy more environmentally friendly with different endeavours ranging from organising clothes drive and raising money for 'Just one tree' to partaking in a talk by the bee keeping society about how the school can increase the biodiversity on the school site. Following this talk they collaborated with the STEM club to make bee boxes. How great are they!



Frozen Planet

Our Year Eight geographers have been busy this term completing their self-directed project about the frozen planet. Topics ranged from the impacts of climate change, animal adaptations in cold environments to how the Northern and Southern lights attract adventure tourists. This year for the first time fifty two students decided to complete a free online level one Open University Course titled, 'Climate Change and renewable energy'. They displayed their understanding in the form of a final reflection. Here are just a few examples of their amazing work. Well done Year 8 we are very proud of your efforts, independence, creativity and ambition.



Key Stage Three Fieldwork



All of KS3 took part the Geographical Association's fieldwork fortnight, either around our school grounds or in the wider community. Here is what Year 8 did. On 24 and 25 of June 190 Year Eight students visited Marston Vale Forest Centre for an introduction into ecology and to take part in the Geographical Association annual fieldwork fortnight. Students were tasked with creating maps to get understanding of analysing their surroundings by adding trees, paths and bodies of water to a blank map. Furthermore, students then participated in a leaf hunt. Here students undertook the task of finding different types of leaves of varying shapes, sizes and variety. It was then a welcomed break for students to sit in the bird hide and draw and field sketch of their surroundings tying all their skills together that they had used that day.



Climate Change



Two Year Eight geographers wrote to one of our local MPs Mr Mohammad Yasin about their concerns about climate change and the impacts of this on cold environments and coastal communities, and we were delighted to hear Mr Yasin's response to both their letters. In short, he pledges to continue to advocate in Parliament for policies

that reduce emissions, protect communities from flooding and build a fairer, greener future for all. The boys' voices of concern were heard with compassion and action. It is now up to us to support them through education and action so that they can create the change they want to see locally and globally.

Geography Club

Geography clubbers have been very busy this term creating an ambitious display about the plight of plastic pollution in the ocean. This theme was inspired by our love of the ocean and it also coincided with this Year's Environment Day theme; 'BEAT PLASTIC POLLUTION'. To create their display, they made a fish from old cardboard and crisp packets and tissue paper. They made a sculpture of a person using chicken wire and designed clothes and accessories using an unused shower curtain, recycled cardboard, old bottle tops, plastic wrapping and old newspapers. What a superb creation and collaborative effort it was and it didn't

stop there; they also made a separate skirt, top and a hat. The skirt was made from old curtains, they reused a zip from a cushion cover and decorated the front of the skirt with plastic bottles. The hat was sculpted from chicken wire, decorated with old felt and accessorised with marine animals from the unused shower curtain. The top was made a cushion cover. They exhibited their creations in the main hall for the school to enjoy. Here are some pictures to show them in action. They are now planning their Christmas project! Look out for this in the autumn newsletter. The geographer clubbers are incredible - #geogrocks



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 support their vision and bring this celebration to life.

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.



Year Seven Mountfitchet Castle

On Friday, 23 May, 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 9am, 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're already looking forward to organising another trip next year.

PE

Rounders:

Our rounders teams have had a busy term. Their results are as follows:

- Year Seven district tournament winners!
- Year Nine Rounders Team undefeated
- Goldington vs STM – Won 8 - 3
- Goldington vs Wootton – Won 19 - 3
- Year Ten rounders team undefeated
- Goldington vs STM – Won 8 - 4
- Goldington vs Wootton – Won 14 - 8.5

Netball:

- Year Nine netball team had their Bedfordshire league final vs Pixbrook and won! Bedfordshire League champions.
- Year Seven Netball Tournament District Champions!
- Year Eight Netball Tournament District Champions!
- A huge congratulations to our Year Nine netball team who finished the season as County League Champions! The girls were undefeated in their league pool, winning all their matches comfortably and showing real confidence and teamwork throughout.

They continued their brilliant run in the knockout stages, winning both the semi-final and final away from home to claim victory across Bedford. Every player gave it their all and the team played with energy, focus and a fantastic team spirit.

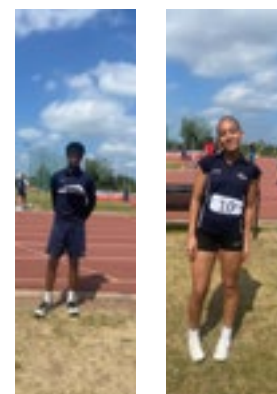
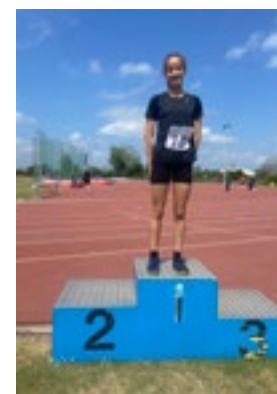
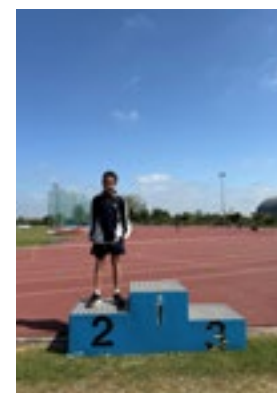
This is a fantastic achievement and we are incredibly proud of the whole squad. Well done, girls – you have represented the school brilliantly!

Athletics:

This term, our Year Seven, Eight, Nine, and Ten athletics teams have shown great commitment and achieved some fantastic performances on the track. We are especially proud of the individuals who secured 2nd place at the Year Seven/Eight district finals. Our Year Nine and Ten students had a fantastic time at the district athletics event, showing great spirit and determination throughout the day. It was a wonderful opportunity for them to compete against other schools and test their abilities on the track and field. Among the many strong performances, there were several standout achievements that deserve special recognition

- 2nd place in Junior Boys Shot Put
- 2nd place in Junior Girls 200m
- 2nd place in Junior Girls Relay
- 2nd place in Intermediate Boys 200m
- 2nd place in Intermediate Boys Javelin

Congratulations to all who participated and represented our school so proudly!



PE

Football:

The under 16 boys had their county final on their last day of school against Vandyke Upper School. The boys suffered a setback early on with a missed penalty but a moment of brilliance put them 1-0 up. Goldington Academy were controlling the game but were hit on the counter attack in the first half which saw Vandyke equalise. In the second half, a wonderful pass created the second goal. Five minutes later, Goldington were awarded a second penalty which this time was converted. Key interventions and an excellent save kept the score at 3-1. All the boys can be very proud of their efforts throughout the four years and there have been moments of excellence from all.

The under 13 girls had their county final against Robert Bloomfield on a roasting hot day. The girls were nervous at the start but quickly established themselves in the game with Lara forcing a number of good saves from their goalkeeper. Lola then put Goldington 1-0 up with a left footed finish. After half time two quick goals from Lara gave Goldington an established lead. However, two quick goals from Robert Bloomfield left the girls under pressure at the end but they managed to hold on for the win.

Rowing:

The rowing club is thriving, with sessions running smoothly every Tuesday and Friday morning. Recently, our pupils successfully completed their capsized drill, demonstrating their ability to swim 50 meters and tread water for two minutes. With this crucial skill under their belts, they are now eager to progress to rowing on the water in the upcoming weeks.

Tennis:

Well done to the Year Seven and Eight girls' teams yesterday who managed to secure 1st and 2nd places in their respective tennis competitions, which was held at Bedford School tennis courts. The girls battled hard in the hot conditions and did themselves proud.

Cricket:

Next term, our girls' cricket matches start.

Sports Leaders:

Our sports leaders, who range across all year groups, have been doing a fantastic job. They participated in an event at Hazeldene, where delivered multi-sports activities to the younger years, showcasing their leadership and coaching skills. Additionally, they played a crucial role in organising and assisting with our sports day, ensuring it was a memorable event for all.

Golf:

We had a great day playing with our groups, some good and bad holes along the way. Had it not been for the fact we were short on one player we would have placed joint 1st, but we had to concede 2nd, but were were happy with that. It just showed us that we need to strive and work harder in future competitions if we want to reach for the top position. Choe & Lily (Year Nine).



Under 16 Boys' Football Team



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% and our school target is 96%. Please ensure that in September 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.

This term's high achievers

Year	Winner	Runner Up
Seven	Safiyah	Laura
Eight	Otis	Johnny
Nine	Emily & Riley	Vedika
Ten	Amal	Samuel

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 - help@nspcc.org.uk
- **Bedford Borough Early Help** call - 01234 718700 - EarlyHelpHub@Bedford.gov.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	Bella, Lacey-Mai, Corey, Lyra, Jack	Olivia, Livvy, Giorgia, Kataleja, Macie, Zak
Eight	Hayleigh, Millie, JJ, Harry, Jack, Lucas	Nina, Mahi, Emilie, Isaac, Jethro
Nine	Elodie, Austin, Emma, Matthew, Lexi	Ella, Jacob, Charlotte, Gabriella, Ethan
Ten	Dearan, Delia, Eva, Aleeza, Ruby	Vanshi, Divjot, Jessica, Andrew
Eleven	Brishna, Freddie, Max, Dansh, Miah	Haddiyah, Jay, Emily, Joel, Mohammed



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 £7.25. 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.

Debate Club



Some exciting times for Debate club, although winding down now for the summer.

Since last we spoke, we have undertaken a great 3 part debate over at Bedford Academy where our KS3 teams won the question of 'pineapple should go on pizza' and 'Jaffa cakes are cakes'. Our KS4 debate about 'Genetic editing should be allowed to guarantee health' was neck and neck, with both teams

using the same sources of information to argue the opposing points, and Goldington losing to Bedford Academy in the last round of questions.

TEDx Goldington Academy Youth

Wow! Our first TEDx Youth event was such a success with many high quality speeches and an enthusiastic audience. Year Ten students spoke about a diverse range of topics with titles ranging from 'Narratives, Noise and Norms' through to 'Emotional Human Connections', all with a shared theme of "Lenses of perception in a noisy world."

TEDx Youth events are special because they remind us that young people are not just the leaders of tomorrow, but also the thinkers and dreamers of today.

We were delighted to welcome parents, staff, governors and future student TEDx presenters to an evening of sparks — sparks of curiosity, courage and creativity.

In school club sessions, we have held Speed Debating, Balloon debates, and a great extended debate about whether the school holidays should be shorter or not. The jury is still out on this one, with both sides arguing some very strong points related to costs, parental holiday rights, and even students ability to recall knowledge over such a long summer break.

Alongside this, our existing debate club members welcomed a number of year 6 students on transition day, where we introduced them to the world of debate with such topics as 'dogs are better than cats' or 'aliens exist', and we listened to some very interesting reasons behind their choices.

We look forward to the coming year, and are actively planning our next calendar of competitions and interschool debates for September onwards.



Term Dates

Autumn Term 2025	
School closed - Staff Training Day (1)	Monday, 1 September 2025
Start of term	Tuesday, 2 September 2025
School closed - Staff Training Day (2)	Friday, 24 October 2025
Half term	Monday, 27 October - Friday, 31 October 2025
Last day of term	Friday, 19 December 2025
Spring Term 2026	
School closed - Staff Training Day (3)	Monday, 5 January 2026
Start of term	Tuesday, 6 January 2026
Half term	Monday, 16 - Friday, 20 February 2026
Last day of term	Friday, 27 March 2026
Summer Term 2026	
School closed - Staff Training Day (4)	Monday, 13 April 2026
Start of term	Tuesday, 14 April 2026
School closed - Bank Holiday	Monday, 4 May 2026
Half term	Monday, 25 May - Friday, 29 May 2026
Last day of term	Friday, 17 July 2026



Inspection of Goldington Academy

Haylands Way, Bedford, Bedfordshire MK41 9BX

Inspection dates: 1 and 2 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud of their school. They enthuse about it to their parents, who know that they feel safe and happy. Pupils have many subjects to choose from, so everyone gets a chance to shine. They know that leaders have very high expectations of what they can achieve.

The school recently changed from being a middle school. Pupils said that leaders have kept the best things about the old school, but made it even better. This is because leaders have kept a sharp focus on making teaching even more effective.

Pupils know that leaders seek out their opinions, and those of other members of the school, including teachers and parents. Leaders listen carefully to what they are told and make improvements as a result.

Pupils have wonderful opportunities to contribute to their school and they are inspired by the wide range of high-quality clubs and societies they regularly attend. They are incredibly well prepared for their next steps.

Pupils' 'life-skills' lessons are expertly planned and delivered. Pupils learn the importance of treating others with respect. This helps shape their positive conduct, and they behave and attend well. If they encounter poor behaviour such as bullying, they are confident it will be dealt with effectively.

What does the school do well and what does it need to do better?

Since the previous inspection, leaders have developed a rich key stage 4 curriculum from scratch. They have recruited expert teachers to deliver it. They ensure that every pupil is ambitious in the range of subjects they choose.

Subject leaders plan learning carefully. They design lessons which ensure that pupils undertake a range of interesting tasks. Teachers supported pupils well during the national lockdowns, and helped pupils to hit the ground running on their return. However, not all teachers check how much pupils have remembered from previous lessons or help them enough to remember new content.

Leaders thoroughly and precisely evaluate everything that goes on in the school. They know its strengths. They put relevant training in place where they need to sharpen practice further. They particularly focus on training to make teaching in each subject even stronger.

Leaders' communication with all members of the school community is excellent. For example, leaders listen carefully to what staff tell them about workloads. This helps them to support the staff's well-being effectively.

Leaders have overseen the improvement of facilities to support learning. These include a well-used new library. Leaders have introduced initiatives to strengthen the position of reading across the curriculum. This includes extra help for the weakest readers.

Governors are highly skilled. They do not take the information that leaders give them at face value. They interrogate it thoroughly. Their expert questioning ensures that the curriculum is meeting the needs of all the pupils in the school.

Personal development is a great strength. The range of leadership opportunities for pupils is exceptional. They act as ambassadors for anti-bullying and restorative justice. They help other pupils put into practice what they learn in the curriculum about positive physical and mental well-being. Every subject area has its own ambassadors. They make a real difference. For example, geography ambassadors work actively to improve the environment of the school site.

All pupils receive effective careers advice. They learn about the world of work and what qualifications they need for different careers. Since the school has had Year 11 pupils, each one has moved successfully to the next stage of their education or employment.

Relationships between teachers and pupils are excellent. It is very unusual for poor behaviour to get in the way of learning. Most pupils develop very positive attitudes to their lessons and, as a result, push themselves to take advantage of every learning opportunity. However, a small number of boys do not always show the same level of consistent application as their peers.

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.

Safeguarding

The arrangements for safeguarding are effective.

All members of the school community prioritise safeguarding. Staff know to report all concerns, however minor. Safeguarding concerns are followed up swiftly, so that pupils and families get the support they need. All staff are well trained.

Leaders communicate well with external agencies. Leaders check the off-site alternative provision they use. Governors understand their responsibility for safeguarding, and ensure that it is undertaken effectively.

Safeguarding is thoroughly covered in the curriculum. For example, pupils are tested on their e-safety knowledge. Concerns arising from the local community are addressed effectively through assemblies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers systematically check how much pupils have remembered from previous lessons, or place enough emphasis on helping them to remember key knowledge and skills. Consequently, pupils sometimes struggle to integrate new knowledge into the themes and ideas they covered previously. Leaders should work with teachers in order to develop strategies to ensure that pupils are given sufficient opportunity to remember and recall key information in lessons.
- A small proportion of boys do not display the same positive attitudes to learning as most other pupils. As a result, their work is of a variable quality and they do not make the same progress as their peers. Leaders should work with teachers in order to develop a range of effective strategies to ensure that they engage and motivate all pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136552
Local authority	Bedford
Inspection number	10210940
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	811
Appropriate authority	Board of trustees
Chair of trust	Robin Francis
Principal	Francis Galbraith
Website	www.goldington.beds.sch.uk
Date of previous inspection	21 June 2016, under section 8 of the Education Act 2005

Information about this school

- Since the school was previously inspected it has undergone significant change. It was a 9 to 12 middle school. It is now an 11 to 16 secondary school.
- The school is a single-academy trust, Goldington Academy Trust.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the principal and other senior leaders.
- Inspectors met with the chair of the trust and three other members of the trust board.

- Deep dives were carried out in English, mathematics, science, geography, modern foreign languages and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects. They spoke to the special educational needs coordinator and pastoral leaders.
- Inspectors spoke to early career teachers and those who support their induction into the school.
- Inspectors evaluated the information available on the school's website, including school policies, curriculum plans and information available for parents.
- Inspectors met with the designated safeguarding lead to discuss the arrangements in place to safeguard all members of the school community. The checks leaders make on the suitability of staff were scrutinised, and records were checked.
- Inspectors reviewed records of behaviour, including incidents of bullying. They scrutinised information about attendance. Inspectors observed pupils' behaviour in lessons and at breaktimes.
- The inspectors reviewed 63 responses to Ofsted Parent View. They also reviewed the 35 free-text comments that parents submitted during the inspection. The inspectors also considered 38 responses to the staff survey and 82 responses to the pupil survey. Inspectors met with members of staff and spoke with pupils to gather their views on the school.

Inspection team

Paul Lawrence, lead inspector	Ofsted Inspector
Dan Leonard	Ofsted Inspector
Sue Pryor	Ofsted Inspector
Shan Oswald	Ofsted Inspector

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