



Engaging minds • Nurturing success • Inspiring futures





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Pupils feel a real sense of
belonging in this welcoming and
supportive community...
All pupils, including those with additional
barriers, thrive and are well prepared for life
beyond school.
”**

Ofsted 2026

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 May 2026 and judged to be a Strong standard in all six areas – Achievement, Attendance and behaviour, Curriculum and teaching, Inclusion, Leadership and governance and Personal development and wellbeing. I would encourage you to read the Ofsted 2026 report which can be found on our website.

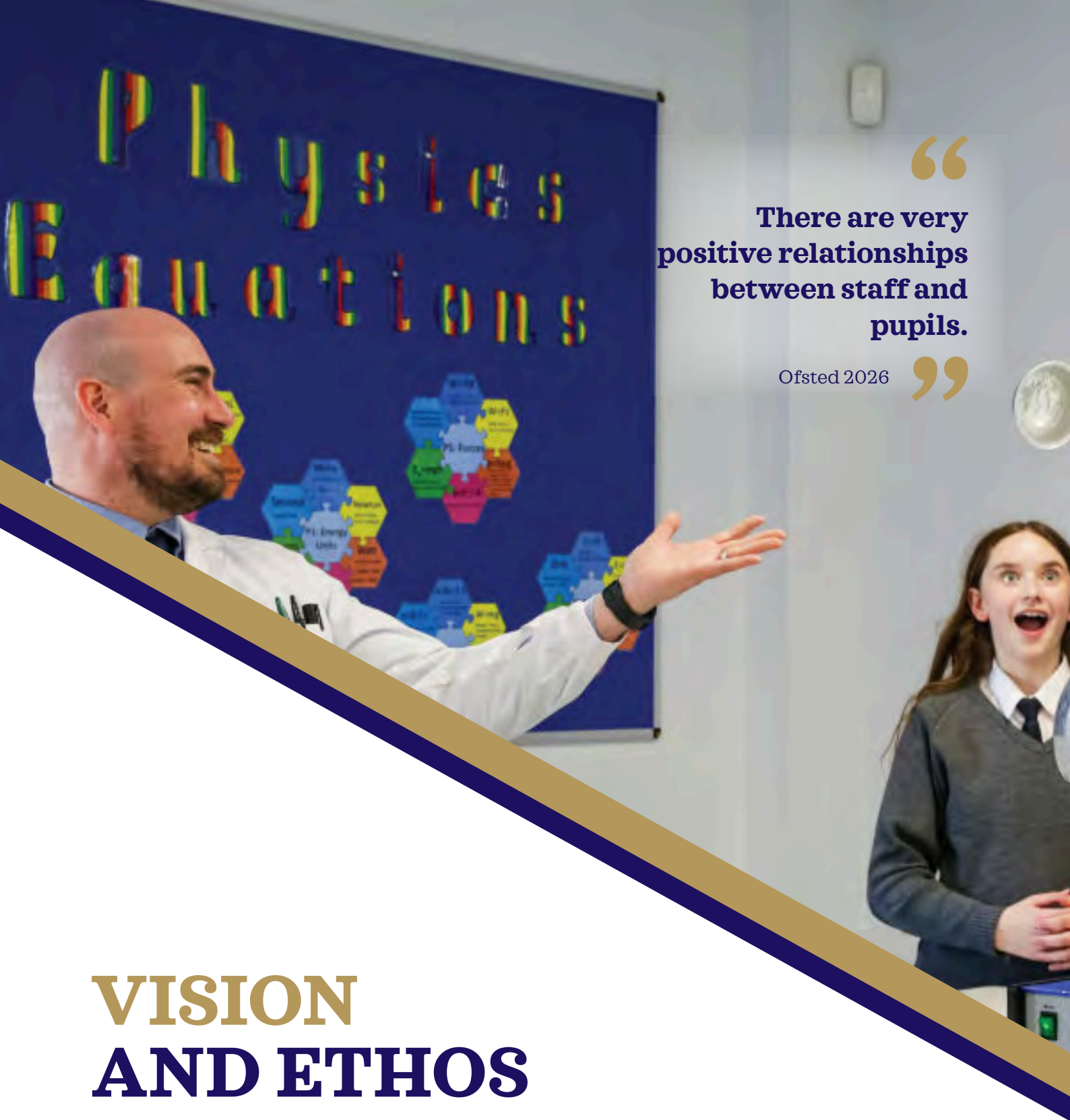
Inspectors said: "Pupils feel a real sense of belonging in this welcoming and supportive community. There are very positive relationships between staff and pupils. Pupils receive excellent pastoral support for their wellbeing. As a result, they feel safe and happy. All pupils, including those with additional barriers, thrive and are well prepared for life beyond school." - Ofsted 2026

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



“

There are very positive relationships between staff and pupils.

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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 extra-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.

Physics as a Career



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, dance, 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
Geography	Travel & Tourism	Dance
History	Enterprise & Marketing	Drama
PE	Hospitality & Catering	Music
Spanish	Health & Social Care	
Religious Studies	Creative iMedia	
Psychology	Engineering Design	

“Pupils study a high-quality and consistently delivered curriculum. They achieve extremely well.”

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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
- Badminton
- Table tennis
- Running Club
- Gymnastics

The Arts

- Dance
- Drama
- Choir
- Percussion Club
- String Group
- Composing Club
- Gospel choir
- DJ club

Other extra-curricular opportunities

- Debating Club
- Science/STEM Club
- Grow @Goldington Gardening Club
- Mindfulness Club
- Fun Friends Club
- Chess Club
- Knitting club
- Eco club
- Duke of Edinburgh

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, theatre trips, author visits, Mountfitchet Castle, CSI days, the Food Museum, Duxford, Chester House Archaeology site, Mock trials, Cadbury's World, Ely cathedral, Cambridge Mosque 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
- Italy



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 South East Midlands Careers Hub 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

All students benefit from regular encounters with employers and workplace providers. In Year 11, students also have the opportunity to undertake a one-week work experience placement, enabling them to gain valuable insight into the world of work and develop their employability skills.

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.

“

Leaders have put in place a wide and comprehensive personal development offer. There is a huge and well-considered wealth of opportunities for pupils to develop their learning beyond the classroom.

”

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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
- Level 5 RHS Award for School Gardening
- Artsmark Platinum Award
- Secondary Geography Quality Mark
- Platinum School Games Mark
- Bedford Sporting School of the Year
- Eco Schools Award
- Lead school for BLMK Music Hub
- Technical Champions Award

FIRST RATE FACILITIES

The school's accommodation and facilities are excellent. In 2020, 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, dance, 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 fully renovated PE changing facilities, two refurbished science laboratories, five new classrooms, refurbished student toilets, updated CCTV and laptops for student use.

“ Leaders have developed a highly positive behaviour culture... Rewards motivate pupils. Behaviour in the classroom is typically exemplary. ”

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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
2026**

Last day for applications to
be submitted online



**1 March
2027**

National Offer Day



GOLDINGTON AT WORK

Thursday, 15 October 2026



Engaging minds - Nurturing success - Inspiring futures

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 guide 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 14 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 17. 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."



"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."

"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."



"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."

GROUND FLOOR

Main Hall	The Principal, Mr Galbraith
Library	Library Resources Manager
Room 4	STEM, Health & Social Care and Travel & Tourism
Room 5	Cooking & Nutrition/Hospitality & Catering
Room 7	Chemistry
Room 8	Biology
Room 9	Physics
Room 10	Design & Technology
Room 14	Governors and parents
Room 15	Maths
Room 17	Special Educational Needs & Disabilities, Mental Health support, Fun Friends Club and Psychology
Room 18	Maths
Room 21	Religion, Philosophy & Ethics and Personal Development - Life Skills & Careers
Room 22	Music

OUTSIDE

Gymnasium	PE, GCSE PE and Sport Studies
Sports Barn	
MUGA	
Drama Studio	Drama
Arts Centre - Room 30	Art
Arts Centre Exhibition Space	Dance and Exhibition of KS3 Art

MIDDLE FLOOR

Room 40	Enterprise & Marketing and Duke of Edinburgh
Room 43	English
ICT Suite - Room 44	Computing and Creative iMedia
Room 45	English
Room 42	Debate Club

TOP FLOOR

Room 56	French and Home Languages
Room 53	Geography
Room 54	History
Room 55	Spanish and English as an Additional Language

**Refreshments are
available in
Room 40**

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





CURRICULUM SUMMARIES



AUTUMN TERM 2026 - YEAR SEVEN

ENGLISH	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 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.
MATHEMATICS	Students will study the following units of work: • Sequences • Understand and use algebraic notation • Equality and equivalence • Place value and ordering • Fraction, decimal and percentage equivalence Greater detail about the content of the units can be found on the maths curriculum page of the school website or in the courses section of your child's Dr Frost account.
SCIENCE	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.
ART	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.
COMPUTING	Students will be introduced to the school's IT systems including their homework platforms and other commonly used school software. They will practise how to send emails and practise creating their own instruction manuals for a piece of software. Following this the learning focus will be on Online Safety which will include obtaining an Online Safety Alliance (OSA) certificate.

AUTUMN TERM 2026 - YEAR SEVEN

COOKING & NUTRITION	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.
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 sustainability with a particular focus on timber. They will begin to consider the wider social, moral, cultural and spiritual implications of material choices and products, reflecting on their roles as both manufacturers and consumers. Pupils will learn and practise technical drawing skills, including isometric drawing, to communicate and develop their design ideas effectively. They will then apply these skills in a practical context by working with timber. In our second unit, students will study the work of designer Yinka Ilori, exploring his use of bold colour, pattern and storytelling. Inspired by his approach, students will design and create a product that combines creativity with eco-conscious principles, resulting in a final outcome that is both visually engaging and environmentally responsible.
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.

AUTUMN TERM 2026 - YEAR SEVEN

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 be built on stories related to how medieval rulers across the world sought to develop, increase and maintain their power and authority.
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, respectful behaviours, the importance of good personal hygiene and the emotional and physical changes linked to puberty.
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 skills and effectively applying them in game situations. We aim to introduce students to new sports and skills 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 2026 – YEAR SEVEN

ENGLISH	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. 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.
MATHEMATICS	In the spring term, students will study the following topics: • Solving problems with addition and subtraction • Addition and subtraction of fractions • Solving problems with multiplication and division • Directed number • Fractions and percentages of amounts 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.
SCIENCE	During spring term, students will learn about the following topics: • Sexual reproduction in animals • Electricity • Atoms, elements and compounds • Muscles and bones More information can be found about these topics on the science curriculum page of the school website.
ART	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.
COMPUTING	Topics to be covered this term include: 'Parts of a PC' and 'Introduction to Python Programming'. In the first topic, students will be introduced to the main hardware components of a PC alongside their functions. They will then have to design their own PC by researching currently available components under budgetary constraints and report their choice of components in the design. In the second topic, students will be introduced to programming in an IDE, the use of variables and data structures in programming as well programming input/output exchanges with the user within selection statements. A short python project will follow where students will write and debug their first python program.
COOKING & NUTRITION	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.
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	During our first rotation, 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. Students rotate from February half term and will be studying the following: In Year 7, 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.

SPRING TERM 2026 – YEAR SEVEN

DRAMA	This term, students will study Mime and the key elements that are needed for a believable performance, such as space, weight and shape. Students will also explore physical theatre and how to use their bodies creatively, focusing on a scheme called 'Darkwood Manor'.
FRENCH	Having concentrated last term on student's 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 move onto study some contemporary geography topics starting with the 'geography of chocolate'.
HISTORY	Students will continue their 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. Students 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 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.
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	Physical Education (PE) lessons will cover the following activities: netball, dance, gymnastics, sports hall athletics, rugby, football and basketball. Games lessons will concentrate on skill development and incorporate fitness components. Students are expected to apply the skills and tactical knowledge gained during the autumn term to these various sports.
RELIGION, PHILOSOPHY & ETHICS	In the first half of the term, students will explore how justice and equality are central themes within Sikhism. 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.



SUMMER TERM 2026 – YEAR SEVEN

ENGLISH	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. 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.
MATHEMATICS	Students will complete the following units of work: • Constructing, measuring and using geometric notation • Developing geometric reasoning • Developing number sense • Sets and probability • Prime numbers and proof Greater detail about the content of the units can be found on the maths curriculum page of the school website or in the courses section of your child’s Dr Frost account.
SCIENCE	Students will study 4 different science topics: • Energy (physics) • Acids and alkalis (chemistry) • Ecosystems (biology) • Sound (physics) More details about the topics can be found on the science curriculum page of the school Knowledge Organisers section.
ART	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.
COMPUTING	This term students will be looking at digital design and presentation using Powerpoint. Students will first be introduced to basic and more advanced Powerpoint features and skills. After this, they will apply this knowledge to the designing and implementation of an interactive user interface for a technological product.
COOKING & NUTRITION	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.
DESIGN & TECHNOLOGY	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, Yinka Ilori. 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.



SUMMER TERM 2026 – YEAR SEVEN

DRAMA	In the first half of the summer term, students will explore Greek theatre and how to perform as part of a chorus. They will also look at the skills needed to engage an audience in an amphitheatre. The second half of the term will be spent exploring Peter Pan. The students will watch a recorded live production of the play and develop their analytical skills, whilst also performing sections of the play.
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 with their studies about China. They will explore a range of physical and human geography of the country. They will link their previous work on tectonics and earthquakes. They will also investigate what makes China a superpower. They will continue to build on their use of geographical skills and key concepts. Their next topic is great rivers and their final topic will see them exploring the impact of tourism, through the good, the bad and the ugly! Throughout their learning journey Year 7 will be encouraged to recall and connect all their topics.
HISTORY	Students will begin the summer term by finishing their study of the impact of the Black Death on medieval Britain, before examining why Martin Luther's protest against the Catholic Church spread so quickly. Students will finish Year Seven by studying how the Reformation impacted Britain under the Tudor monarchs, with a particularly close study of the Elizabethan world. Through the study of these questions, students will continue to refine their source-related skills, such as those of deduction and evaluation, as well as their skills in extended writing.
LIFE SKILLS	This 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. 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.



SUMMER TERM 2026 – YEAR SEVEN

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	Students will investigate beliefs about the nature of God, the creation of the universe and the role of humans in the world. 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. 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: • Faith in our future, hope in our future • Prayers for all that lives! Animals, Earth, God • Open Bible! • Searching for God • Sacred spaces • Children of God More information about these themes can be found at: https://natre.org.uk/spirited-arts-main-page/spirited-arts-2026/

Goldington Academy

Haylands Way

Bedford

MK41 9BX

Principal: Mr F Galbraith

Tel: (01234) 261516

Email: office@goldington.beds.sch.uk



Extra Curricular Activities



EXTRA CURRICULAR ACTIVITIES

	Monday	Tuesday
Lunchtime	- Fun Friends Club – FFC (AC), Rm 13 12.50-1.35 pm - Quiet Zone (EB), Room 23 12.50-1.35 pm - KS3 D&T Club (EH), Rm 10 12.45-1.20 pm - String Group (GK/AK/), Rm 26 (Drama Studio) 1.10-1.35 pm - Table Tennis Club (CN), Gym 12.40-1.10 pm - Art Catch up (MZ), Rm 30 & 31 12.40-1.10 pm - Mindful Art Club (MZ), Rm 30 12.40-1.10 pm - Centre Stage (DR), audition only – starting after Oct half term Exh. Space 12.40-1.10 pm - Debate Club (SJ/KC), Rm 42 1.00-1.30 pm	- KS4 D&T catch-up (EH), Rm 10 12.40-1.15 pm - Fun Friends Club – FFC (AC), Rm 13 12.50-1.35 pm - Quiet Zone (EB), Room 23 12.50-1.35 pm - KS3 Drama Club (CM), Rm 47 1.10-1.40 pm - Geography Club (DN), Rm 53 1.00-1.30 pm - Art Catch up (MZ), Rm 30 & 31 12.40-1.10 pm - Y7 Commercial Dance Club (DR), Exh. Space 12.40–1.10 pm - Y9 Jazz Club (DR), Exh. Space 1.10-1.140 pm - Gospel Choir (GK/FA), Room 22 1.00-1.30 pm
After School	- Running Club (TF), Field until 4.30 pm - Table Tennis Club (CN), Gym - Year 10 and 11 Netball Club (LC) Netball courts/Sports Hall - Orchestra (GK), Rm 22 3.40-4.45 pm - Years 8, 9, & 10 girls' and boys' Football Club (KL), Field - GCSE rehearsal and catch up (DR), Exh. Space 3.40-4.30 pm - U13 Girls' Football fixtures (JM/FD) - Cricket Club (SR), Muga (Sept-Oct half term) - Whole School Musical (CM), Main Hall 3.40-5.30 pm	- Badminton Club (CN), Sports Barn - Year 9, 10 and 11 Netball Fixtures (HJ/LC), Netball courts/Sports Hall - GCSE Drama rehearsal and catch up (CM), Rm 47 3.40-5.00 pm - Steel Pans (GK/AW), The Russell Henderson Rm, 3.40-5.15 pm - Composing Club (GK), Rm 22 3.40-5.00 pm - GCSE rehearsal and catch up (DR), Exh. Space 3.30–4.30 pm - Y9 Netball Club (HJ), (until Oct half term) - Dance Company (DR), Exh. Space 3.40-4.30 pm

FOR THE AUTUMN TERM

	Wednesday	Thursday	Friday
Lunchtime	• KS4 D&T catch-up (EH), Rm 10 12.40-1.15 pm • Fun Friends Club – FFC (AC), Rm 13 1.00-1.45 pm • Quiet Zone (EB), Room 23 12.50-1.35 pm • History Club (SB), Rm 54 1.00-1.30 pm • Bandits (GK/DS), The Jimmy Page Rm 12.55-1.30 pm • Art Catch up (MZ), Rm 30 & 31 12.40-1.10 pm • Y9/10/11 Commercial Dance Club (DR), Exh. Space 12.40–1.10 pm • Mixed Netball Club (HJ), Sports Hall 12.40-1.10 pm • Eco Club (KP), Rm 52 1.00-1.30 pm	• D of E drop in (SH/MN), Room 44 12.55-1.30 pm • STEM Club (DF), Lab 9 1.00-1.40 pm • Fun Friends Club – FFC (AC), Rm 13 1.00-1.40 pm • Quiet Zone (EB), Room 23 1.00-1.40 pm • KS3 Book Club (HB), Rm 45 1.20-1.50 pm • Bandits (GK/DS), The Jimmy Page Rm 12.55-1.30 pm • Art Catch up (MZ), Rm 30 & 31 12.50-1.20 pm • Allons-y KS3 French Club (KS), Room 50, 1.00-1.30 pm • Y8 Commercial Dance Club (DR), Exh Space 12.50-1.20 pm	• Fun Friends Club – FFC (AC), Rm 13 12.50-1.35 pm • Quiet Zone (EB), Room 23 12.50-1.35 pm • Choir (GK/LL), Rm 18 12.40-1.10 pm • Friday Prayer/Reflection Club (SD), Rm 15 1.05-1.35 pm • Knitting and Crochet Club (AS), Rm 20 12.50- 1.35 pm • Art Catch up (MZ), Rm 30 & 31 12.40-1.10 pm • GCSE rehearsal and catch up (DR), Exh. Space 12.40-1.20 pm
After School	• Whole School Musical (CM), Main Hall 3.40-5.30 pm • KS4 Basketball (AU), Sports Hall 3.45-4.45 pm • Boys' Rugby (OL), Field 3.45 pm • DJing Club (GK/ML), Rm 22, 3.40-4.45 pm • Years 7 girls' and boys' Football Club (KL), Field • KS3 Boys Basketball club (HJ), (Sep-Oct half term), Gym, • Year 7 and 8 Netball fixtures (HJ), (after Oct half term) • U16 Girls football fixtures (JM, FD)	• Girls' Basketball Club (CN), Gym (Sep-Dec) • Girls' Indoor Cricket Club (CN), Sports Barn (Jan-April half term) • Table Tennis fixtures (CN) • Girls' Rugby (DF), Field • Whole School Musical (CM), Main Hall 3.40-5.30 pm • Steel Pans (GK/AW), The Russell Henderson Rm 3.40-5.15 pm • KS3 Art Catch up (Open Studio) (MZ), Rm 30 & 31 3.40-4.45 pm • Year Club (HJ), Sports Hall 12.40-1.10 pm • Year 7 & 8 Netball Club (HJ), Netball courts/Sports Hall	• All PE After School clubs during the week run from 3.45-4.45 pm unless otherwise specified • PE clubs may be subject to change due to specific competitions. Please listen out to the Daily Bulletin each day.



Goldington Academy

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ANOTHER AMAZING YEAR

Ofsted
raising standards
improving lives

Goldington Academy
Address: Haylands Way, Bedford, Bedfordshire, MK41 9BX
Unique reference number (URN): 136552

Inspection report: 12 May 2026

Exceptional	
Strong standard	● ● ● ● ● ● ● ●
Expected standard	
Needs attention	
Urgent improvement	

Ofsted Outcome



Bude Residential



Mountfitchet Trip



Year Ten Scholars Programme



Year Seven Quiz



Sports Days

Principal's Introduction



July 2026

Dear Parents/Carers

What an incredible year 2025-2026 has been!

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

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

finish at the end of term.

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

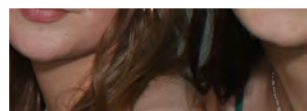
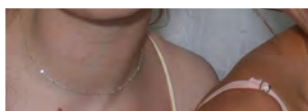
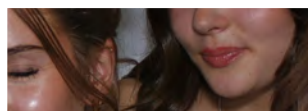
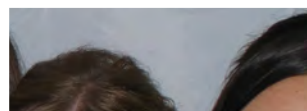
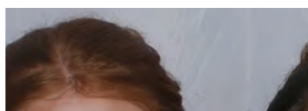
Finally to the summer holidays. Please keep your child active and take educational opportunities whenever they may occur. Most of all, keep safe. We are very much looking forward to welcoming your child back on **Thursday, 3 September**.

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

Best wishes

Ex Gallster

Year Eleven Prom 2026

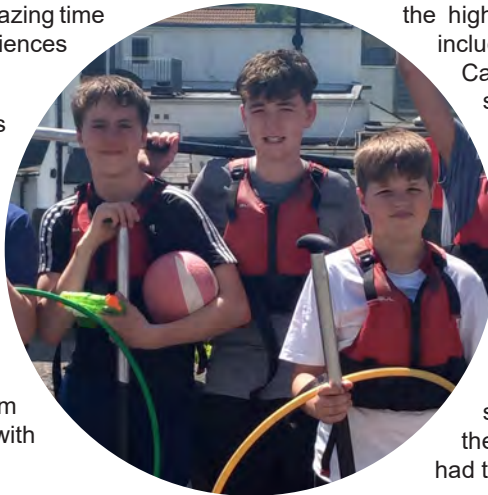


Bude Residential

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

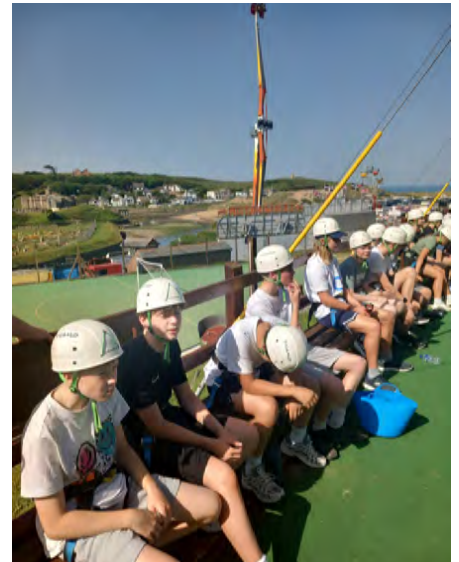
One of my favourite parts of the trip was the morning swim. Every day we would get up and head straight to the sea pool. Although the water was really cold, I made sure I went the next morning!

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



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

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



Goldington Distinction Award

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

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

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

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

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

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

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

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

MRS MACARTHY-GARDNER: What's happened?

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

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



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

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

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

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

MR LINCOLN: Sir, are you sure about this?

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

(MR LINCOLN nods and gulps)

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

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

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

UK Maths Challenge

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

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

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

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



Goldington Academy Family Challenge



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

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

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

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

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

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

Photographs used with permission



Year Ten Scholars Programme

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

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

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

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

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

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

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



Year Nine Locked Box Challenge

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

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

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



Year Nine



Year Seven



Year Seven Quiz

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

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

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

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

STEM News

Biology Challenge

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

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

Top Five Biologists:

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

If I were an engineer

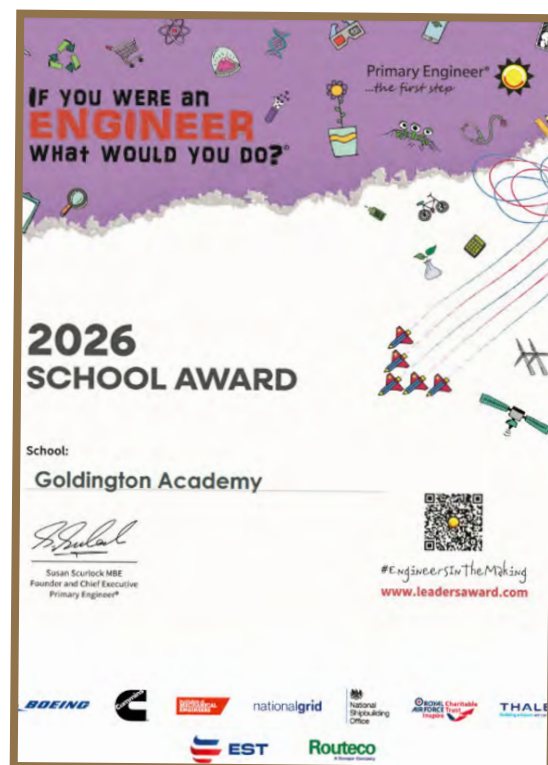
Congratulations to our Year Seven students who took part in this year's Engineering Awards competition.

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

This year we had students receiving merits and distinctions.

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

Well done to all the students who participated.



Moon Rocks

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

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



STEM News

Royal Botanic Gardens, Kew

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



Cultural Day

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

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

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

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



Physical Education

Sporting Success This Term

District athletics - Year Nine and Ten

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



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

District athletics - Year Seven and Eight

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

Some of the standout results included:

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



Physical Education

Sports Day

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

Hockey Success

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

Cricket

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

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

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

Girls Football

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

Tennis

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



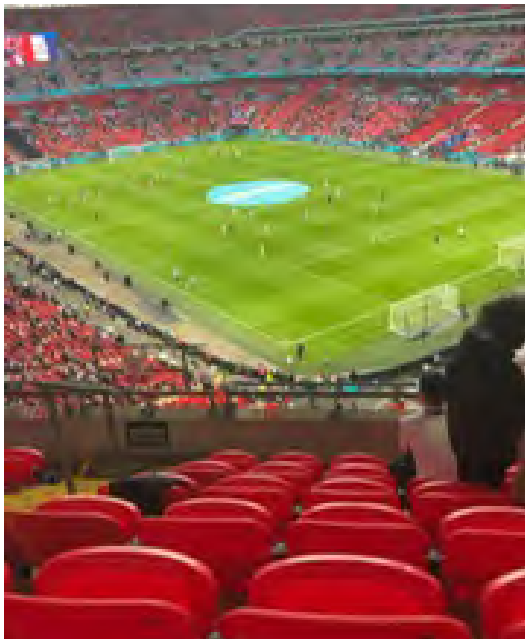
Wondrous Wembley

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

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

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

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



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

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

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

Chess Success

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



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

CONTACT DETAILS REMINDER

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



Second-hand Uniform Shop



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

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

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

School Uniform Expectations

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

Pupil non-compliance

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

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

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

Unacceptable items of uniform/dress:

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

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

Pupil Premium

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

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

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

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

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

Changes for 2026/27

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

Transitional protections ending

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

Who is eligible for benefits based free school meals?

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

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

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

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

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

Households may also be entitled to a meal if they:

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

New FSM claims

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

Why this is important?

If your child is eligible for Free School Meals:

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

Auto-enrolment

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

What you need to do to check eligibility?

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

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



Pupil Premium

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

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

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

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

This means:

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

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

Need help?

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

TEDx

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

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



Debate Club



Interschool debate

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

Mock trial regional final

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

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

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



Awards Evenings

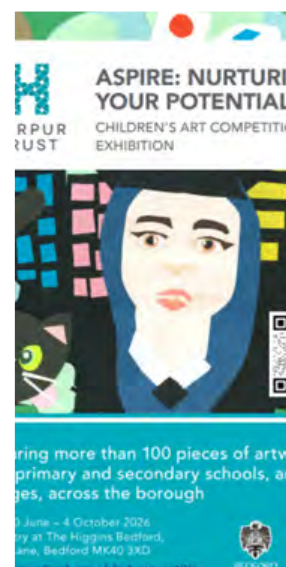
During June and July Award Evenings were held for Years Seven, Eight, Nine and Ten. They were a wonderful opportunity to celebrate the success and effort of many of our students throughout this academic year. Here are some of the proud winners and nominees.



Art

Harpur Trust

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



Mindful Art Club

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



KS3 artwork

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

Primary School Printmaking

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



Art

Transition Day workshops

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



Creative Arts Celebration Evening 2026

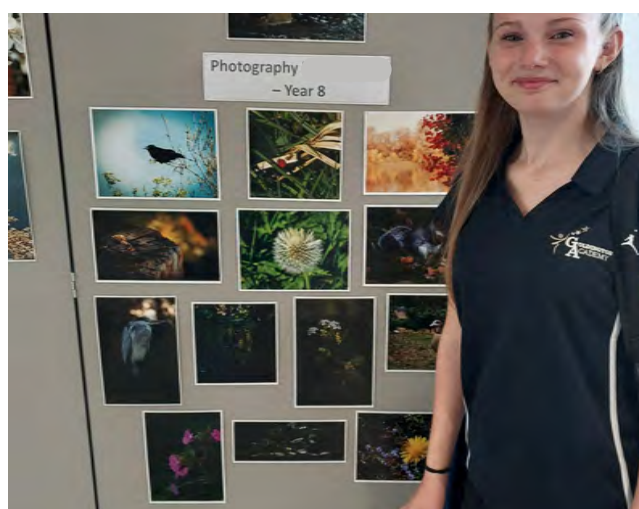
Thanks to all who attended our KS3 exhibition, Grimms Tales performances and garden music. We are thrilled with the quality of the performances and artwork this year. Every single student in KS3 contributed to the artwork or performances. Well done to all. What a wonderful way to celebrate a dedicated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



A picture paints a thousands words - key stage 3 artists



Used with permission



Dance

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

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



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

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

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



Drama

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

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



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

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



Dance

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

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

Music



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

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



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

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



Aspire Awards 2026

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



Design & Technology

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

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

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



Year Seven

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

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

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

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

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

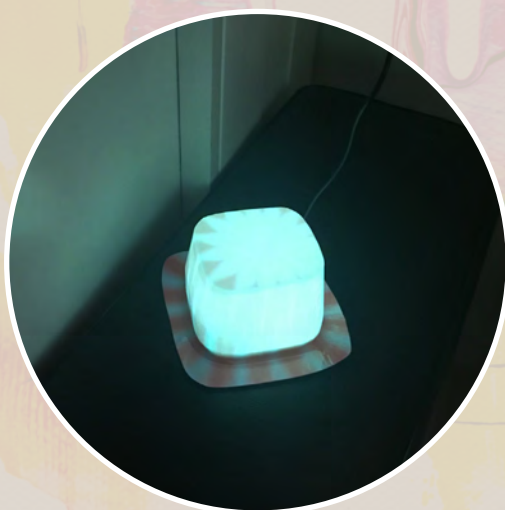
"My mum keeps calling it a lava lamp but I think she likes it"

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

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

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

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



Design & Technology

Year Eight

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

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

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

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



Year Nine

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

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

skill!! Great job everyone.

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

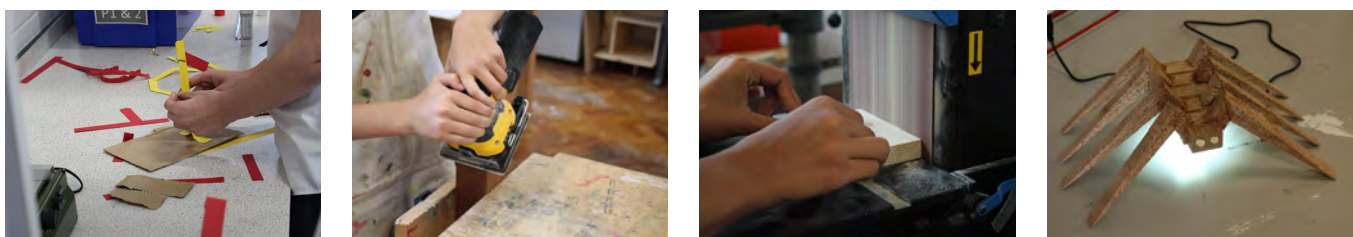
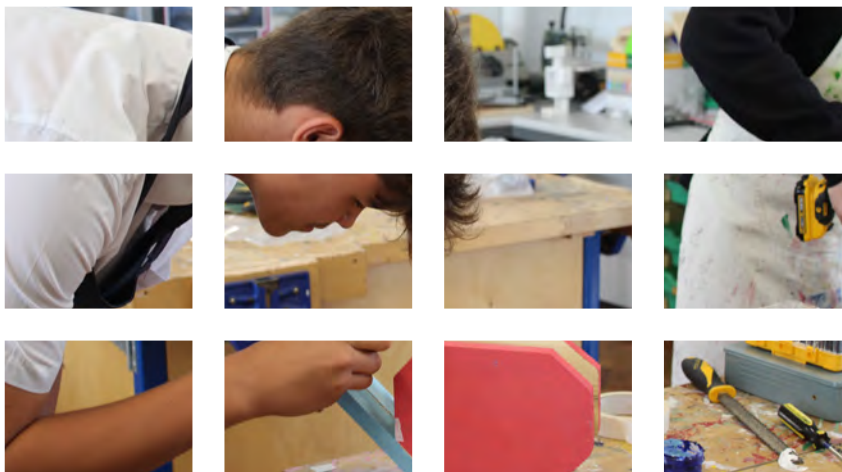


Design & Technology

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

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

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



Year Eleven

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

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

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

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



Chester House Visit



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

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

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

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

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

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

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

Mountfitchet

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

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

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

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



Attendance Figures

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

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

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

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

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

Need help?

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

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

In an immediate emergency always dial 999

- NSPCC - 0808 800 5000 (24 hour helpline)
- **Integrated Front Door** team (safeguarding) - 01234 718700 (office hours) or ring 0300 300 8123 (out of hours)
- **National Domestic Abuse Helpline** – 0808 2000 247
- **Report abuse in education** call 0800136663 -
- **Bedford Borough Early Help** call - 01234 718700 - EarlyHelpHub@Bedford.gov.uk
- **NSPCC** - <https://www.nspcc.org.uk/about-us/our-services/nspcc-helpline/>
- **National Bullying Helpline** - 0330 3230169
- **Young Minds** - <https://www.youngminds.org.uk/>
- **CAMH SELF Referral** - <https://www.elft.nhs.uk/user/login?destination=/camhs/self-referral-form-bedford-north-bedfordshire-camhs>

Anti-bullying & Restorative Justice

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

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



Special Education Needs & Disability Update



SEND identification:

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

Teachers are responsible for every pupil including those with SEND.

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

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

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

Not every pupil making slower progress has SEND.

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

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

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

Pupil Passports:

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

SEND consultation meetings:

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

Important SEND information and documents:

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

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

Would you like to join us?

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

Contact us

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

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

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

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

Bedford Borough SEND Review Jan 2025:

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

Geography

Eco Club

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

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



A quote from Balliol Primary School:

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

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

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



Geography Club

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

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



Geography

The Giraffe Planter

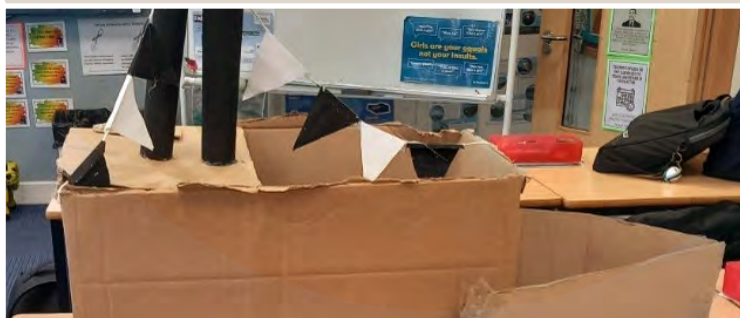
I chose to create a plastic bottle giraffe planter for my project based on one of the ideas shown on the PowerPoint. It was designed to hold one small planet. I overcame several challenges like weighing the legs with stones to stabilise them and waterproofing the body, so thankfully water wouldn't leak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



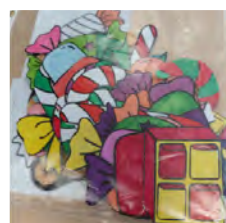
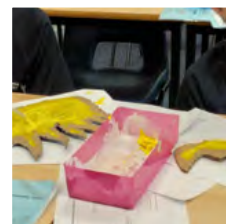
The Cardboard Boat

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

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



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



Animal Aid

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

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

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



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

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

Teaching and Learning - Summer Study

What is summer learning loss?

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

The facts on summer learning loss

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

What can you do?

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

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

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

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

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

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

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

Years 7-9

Useful Links

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

Years 10-11

Useful Links

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



Goldington Academy

Address: Haylands Way, Bedford, Bedfordshire, MK41 9BX

Unique reference number (URN): 136552

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly in national assessments at the end of Year 11. This includes pupils who face disadvantages. The notable level of success has been consistent over time. This is because pupils develop rich and deep knowledge. They build up what they know securely across the curriculum. Pupils use subject-specific vocabulary with confidence. They develop the understanding needed to tackle complex questions. Pupils with special educational needs and/or disabilities get the help they require to thrive in their learning. Mostly, pupils learn with increasing independence.

Pupils learn essential knowledge and skills they need to succeed. In English and mathematics, leaders ensure there is high-quality teaching. This gives pupils the foundations they need to progress confidently through the curriculum. They are more than ready for their next stage after school.

Attendance and behaviour

Strong standard ●

Pupils' attendance is excellent. This has been the case over time. It is high and improving for pupils who face disadvantages. Pupils with special educational needs and/or disabilities get the help they need to attend very well. Leaders have rigorous and supportive systems to help any pupils who struggle to attend regularly. Leaders and governors monitor attendance carefully. They make sure that the school's actions to address absence are effective.

Leaders have developed a highly positive behaviour culture. Staff and pupils understand and apply leaders' high expectations consistently. Older pupils model positive behaviour well. Rewards motivate pupils. Behaviour in the classroom is typically exemplary. Pupils are keen to learn. They conduct themselves with self-control and respect at breaktimes. Pupils are polite and friendly. On the occasion when some pupils struggle to meet the school's high standards, leaders deal with issues very robustly. There are many examples of the positive impact the school has had in helping previously unsettled pupils engage and thrive. Leaders skilfully adapt their approaches if pupils have particular needs. Bullying or discrimination are rare. If such behaviours happen, they get resolved quickly and thoroughly. Leaders address the issues that may contribute to any conflicts. This helps pupils feel a strong sense of belonging to the school.

Curriculum and teaching

Strong standard ●

There is an aspirational and broad curriculum. There is a wide range of GCSE and vocational courses to study at key stage 4. Learning is broken down incrementally. An example is how pupils build individual skills into superb performances in dance and drama. Teaching consistently enables pupils to draw successfully on their prior knowledge. Pupils understand where their learning is leading. Their knowledge builds up securely over time.

Leaders ensure that teaching is consistently of a high quality across the curriculum. Teachers receive highly effective training. They have excellent subject expertise and explain new concepts helpfully. Teaching helps pupils develop subject-specific vocabulary. Pupils

learn to take responsibility for their learning, such as making detailed and clear notes. Teaching helps pupils learn with increasing independence. That said, leaders know there is more to do to develop this fully, especially with younger learners.

Staff skilfully teach essential knowledge in reading, writing and mathematics. Pupils who require extra support, such as those in the early stages of reading, get this. This gives pupils secure foundations for learning the whole curriculum. Teachers adapt learning with considerable care for pupils who face barriers. Pupils with special educational needs and/or disabilities get the support they require to engage fully and learn really well. Teaching helps pupils who have disadvantages or vulnerabilities to produce high-quality work of which they are rightly proud.

Inclusion

Strong standard ●

Leaders have established clear and robust systems to ensure pupils with special educational needs and/or disabilities (SEND), or those who are disadvantaged, are fully included in the life of the school. This systematic approach ensures leaders identify pupils' needs early and accurately. Leaders plan highly appropriate support for pupils who may face several different barriers to their learning or wellbeing. This includes for those pupils known to social care. Leaders put in place support that is extremely well considered. For instance, they identified that some disadvantaged pupils achieved less well as they entered key stage 4. Leaders used additional funding to implement supportive mentoring for these pupils. As a result, they now thrive.

Leaders ensure that staff receive high-quality training to provide very effective support for pupils with additional barriers to their learning. Leaders and teachers collaborate successfully to put in place individualised learning strategies for pupils. This means that pupils with SEND overcome obstacles to their learning and wellbeing. The school's rigorous systems help teachers spot gaps in pupils' knowledge, adapt their teaching and address any misconceptions swiftly.

Parents and carers and pupils are routinely involved in developing support. An example is when leaders sometimes use alternative provision or individualised timetables on a temporary basis. As a result of leaders' rigorous analysis of the impact of their strategies, pupils feel a high sense of belonging and do really well.

Leadership and governance

Strong standard ●

The long-term, stable leadership has built up an exemplary culture over time. Staff want to work and stay working here. A high number of staff used to be pupils at the school. Many others send their children here. Key governors have been in role since before the COVID-19 pandemic. The school feels like a large family. This has not led to complacency. Rather, leaders have incrementally developed systems that now work seamlessly. Pupils and staff feel a high sense of pride in the school. Almost all parents and carers would recommend this school to others.

Leaders skilfully prioritise the actions that will have the highest impact. They evaluate provision well. Leaders are proactive and relentless in making things better for pupils. This is particularly for pupils who face barriers to their learning or wellbeing.

Staff benefit from well-considered training. For example, leaders routinely deliver this incrementally in the morning. This is when staff are less tired and can use what they learn that day. Teachers have excellent subject knowledge, in part as a consequence of high-quality professional learning. Staff are highly positive about how leaders consider their workload while improving the school.

Governors ensure they have the skills and knowledge required for their role. For example, many have completed extensive training. Governors have put in place rigorous approaches to support and challenge leaders. They ask probing and helpful questions. These result in meaningful improvements to provision. With leaders, governors ensure that the school seeks advice and support from many external agencies. This means the school remains sufficiently outward facing.

Personal development and wellbeing

Strong standard 

Leaders have put in place a wide and comprehensive personal development offer. There is a huge and well-considered wealth of opportunities for pupils to develop their learning beyond the classroom. Leaders track pupils' participation in these very carefully. They help disadvantaged pupils engage fully in the programme. Pupils praise the quality of clubs and trips. The multiple clubs range from sport and creative arts to mindfulness, gardening or debating. Many are initiated and led successfully by pupils. Pupils fulfil leadership roles with pride and skill, such as being restorative justice ambassadors and sports leaders. The junior leadership team organises several high-impact charity events. These experiences help pupils develop into very confident and considerate young people.

The pastoral support is excellent. This is enhanced by the highly positive relationships between staff and pupils. Staff skilfully support pupils with their mental health and wellbeing. Parents and carers are extremely positive about this provision.

The curriculum for personal, social and health education is highly effective. Leaders ensure this is taught and learned successfully. Pupils value learning the important content in topics such as consent. They display rich, deep and detailed knowledge of their learning, for example regarding online safety. Pupils speak maturely and confidently about their understanding of fundamental British values, for instance the rule of law and structures of democratic government. The programme teaches pupils tolerance and kindness. For example, female pupils confirm that they are treated respectfully and equally by their male peers.

From Year 7 onwards, pupils benefit from regular and meaningful careers education. Teachers routinely highlight potential careers. Many visitors and in-school workshops inspire pupils to consider options for their future lives. Leaders prioritise guidance for pupils with special educational needs and/or disabilities. Pupils praise how the advice and information they receive help shape their choices for their next steps.

What it's like to be a pupil at this school

Pupils feel a real sense of belonging in this welcoming and supportive community. There are very positive relationships between staff and pupils. Pupils receive excellent pastoral support for their wellbeing. As a result, they feel safe and happy. All pupils, including those with additional barriers, thrive and are well prepared for life beyond school.

Pupils study a high-quality and consistently delivered curriculum. They achieve extremely well. Pupils who are disadvantaged get the help they need to excel. Pupils with special educational needs and/or disabilities achieve as highly as their peers. Leaders have high expectations of all pupils. As a result, pupils have high aspirations and consistently produce high-quality work.

Pupils have high attendance. Behaviour is typically exemplary. In lessons, there is a calm and purposeful learning environment. Pupils want to learn. Around the site, pupils conduct themselves well. There is no culture of bullying or harassment. Pupils who may occasionally struggle to match the school's high expectations receive bespoke and effective support to help them settle and engage.

There is a wide range of opportunities for pupils to extend their learning. They praise the extensive number of clubs, such as rowing, steel pans and fun friends. Many of these activities are initiated and led by pupils. They describe how these opportunities give them the knowledge to choose the best options for their next steps. Disadvantaged pupils engage fully with the school's excellent programme. This includes the many leadership roles they can choose to take up. Pupils' views get heard. They are able to point to many examples of how things they have requested have changed for the better. Pupils build positive character traits such as resilience and respect. They are very well prepared for their next steps.

Next steps

- Leaders should continue their work to ensure that teaching consistently develops independent thinking and self-regulation, particularly in the learning of younger pupils, so that it has a transformational impact on their achievement and experiences.
-

About this inspection

This school is a single-academy trust, which means the trust board has responsibility for the school. The board is chaired by Azma Ahmad-Pearce.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal and other senior, pastoral and middle leaders during the inspection. The lead inspector met with the chair of governors, the vice-chair and one other governor.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 alternative provisions, including one that is unregistered.

Principal: Francis Galbraith

Lead inspector:

Charlie Fordham, His Majesty's Inspector

Team inspectors:

Martyn Skinner, Ofsted Inspector

Alan Gray, Ofsted Inspector

Wayne Jarvis, Ofsted Inspector

Kristian Hewitt, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

942

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

750

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

22.93%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.27%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

13.48%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	64.4%	45.4%	Above
2023/24 (final)	63.6%	45.9%	Above
2022/23 (final)	68.8%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	54.3	46.1	Above

Year	This school	National average	Compared with national average
2023/24 (final)	54.1	45.9	Above
2022/23 (final)	54.3	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.85	-0.03	Above
2022/23 (final)	0.88	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	46.7%	25.8%	Above
2023/24 (final)	34.4%	25.8%	Close to average
2022/23 (final)	41.7%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.8	34.9	Above
2023/24 (final)	41.7	34.6	Above
2022/23 (final)	44.9	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.35	-0.57	Above
2022/23 (final)	0.56	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	46.7%	53.1%	-6.5 pp
2023/24 (final)	34.4%	53.1%	-18.8 pp
2022/23 (final)	41.7%	52.4%	-10.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	46.8	50.4	-3.6
2023/24 (final)	41.7	50.0	-8.3
2022/23 (final)	44.9	50.3	-5.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.35	0.16	0.19
2022/23 (final)	0.56	0.17	0.39

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	95%	92%	Average
2022 leavers (revised)	91%	93%	Average
2021 leavers (revised)	96%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.1%	8.4%	Below
2023/24 (3 term)	6.4%	8.9%	Below
2022/23 (3 term)	6.3%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.7%	23.4%	Below
2023/24 (3 term)	16.2%	25.6%	Below
2022/23 (3 term)	16.8%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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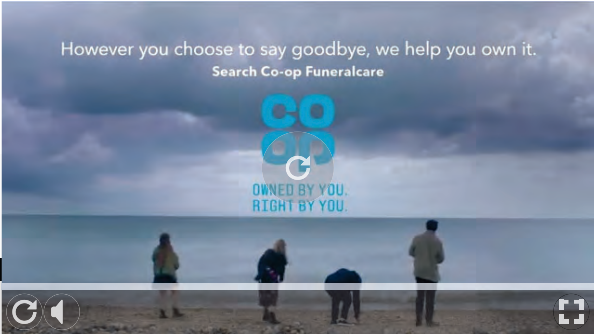


Goldington Academy Curriculum Leaders (2026-2027)

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	Mr Toms	Bsc (Hons) degree in Software Engineering
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/Engineering Design	Mrs Hulatt	BA (Hons) Theatre Design, PGCE Secondary Design & Technology, NPQML
Drama	Mrs Millington	BA in Drama with Englis; PGCE English with Drama
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, NPQSL
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; NPQ SENDCo
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, NPQSL 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

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we help you own it.

Find Out More



Education

The 17 top state secondary schools across Bedfordshire for 2025 – as new GCSE performance data released

By Amber Allott
Published 29th Oct 2025, 11:50 GMT



Some of these local schools performed well above the national average this year

The latest school performance data for the 2025 GCSE season is out now – and schools across the county have been praised for their results this year.



The Government released its preliminary key stage 4 performance figures for state-funded secondary schools earlier this month. But the numbers look a little different for the 2024/25 school year, with **Attainment 8 scores** – a purely performance-based figure derived from learners’ results in up to eight GCSE subjects – being the default metric used to compare schools. It is standing in for the usual, improvement-based Progress 8 scores, which couldn’t be calculated this year since this cohort missed key primary school tests during the pandemic.

To recognise the Bedfordshire schools which have done especially well, **especially with next year’s secondary applications due in this week**, we’ve taken a look at the highest performers across the Bedford, Luton, and Central Bedfordshire council areas using our own metric. Attainment 8 scores go up to 90 and loosely align with GCSE 9–1 number grades, with the national average being 45.9 this year – somewhere between the standard and strong passing grades of 4 to 5. Our league table only features schools which have surpassed this score.

But since grades aren’t everything when it comes to what makes a school a great place to learn, we’ve also made sure each one had a positive mark in its latest Ofsted inspection. **These are set to change next month**, but in the meantime, we’ve only included schools with either a ‘good’ or ‘outstanding’ overall grade before last September, or positive ratings across all categories if they’ve been inspected since.

Here are the 17 local schools which made the cut:



1. Goldington Academy

At the top of the list is this secondary academy in Bedford, which was most recently rated ‘good’ overall by Ofsted. In the 2024/25 school year, it had an Attainment 8 score of 54.2 – compared to a local average of 44.3 and a national average of 45.9. | Google

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