



Questionnaire Results

Selected Responses

(October 2023)

Introduction

- 70 staff, 305 parents and 857 pupils responded to the Goldington Survey organised by Forschoolseducation in October/November 2023.
- The following document highlights some of the key information. The whole survey can be found on our website under the “Performance” tab in the School Survey 2023 section. <https://www.goldington.beds.sch.uk/performance/school-survey-2023>
- The findings will be widely shared in the autumn term and will be used by school leaders to adapt practice with the aim of once again improving Goldington Academy.



Francis Galbraith

PUPIL'S OVERALL

2023	2021
857	766

- Scores generally went down from 2021! I was a bit disappointed with that, particularly when we consider our Ofsted and GCSE results. Selected results below:

Quality of Education	Overall Strength %	Overall Strength %
I enjoy being at school.	62	74

- The most obvious thing for me to observe was with regard to teacher feedback. These figures did seem to have gone down.

Teachers regularly tell me how well I am doing.	42	58
Teachers regularly tell me what I need to do to improve.	54	67

- I felt generally the pastoral outcomes held up quite well e.g.

Behaviour and Attitudes	Overall Strength %	Overall Strength %
I feel safe in lessons.	83	87
I feel safe at breaktimes and around the school.	84	89

Personal Development	Overall Strength %	Overall Strength %
I am taught to respect people from different backgrounds and treat everyone equally.	93	96
The school teaches me to know the difference between right and wrong.	86	87
There are opportunities for me to make a positive contribution to the community outside school.	80	79

- Very similar with extra curricular

There are a variety of activities outside of lessons for pupils to be involved in.	90	92
I take part in activities outside lessons.	65	65

- Generally, the Life Skills questions looked very similar

The school provides me with information, advice and support about relationships and sexual health.	65%	67%
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	82%	81%

OVERALL SUMMARY

Pupil Attitudinal Survey:

School: Goldington Academy

Date of Report: 02/11/2023

Cohort: All KS3/4 Pupils

Number of respondents: 857

Number of Questions out of 43 which received a positive response: (more than 85% of respondents agreed)

5

Average positive response rate for all questions was:

69%

Number of Questions out of 43 which received a negative response: (more than 30% of respondents disagreed)

0

Average negative response rate for all questions was:

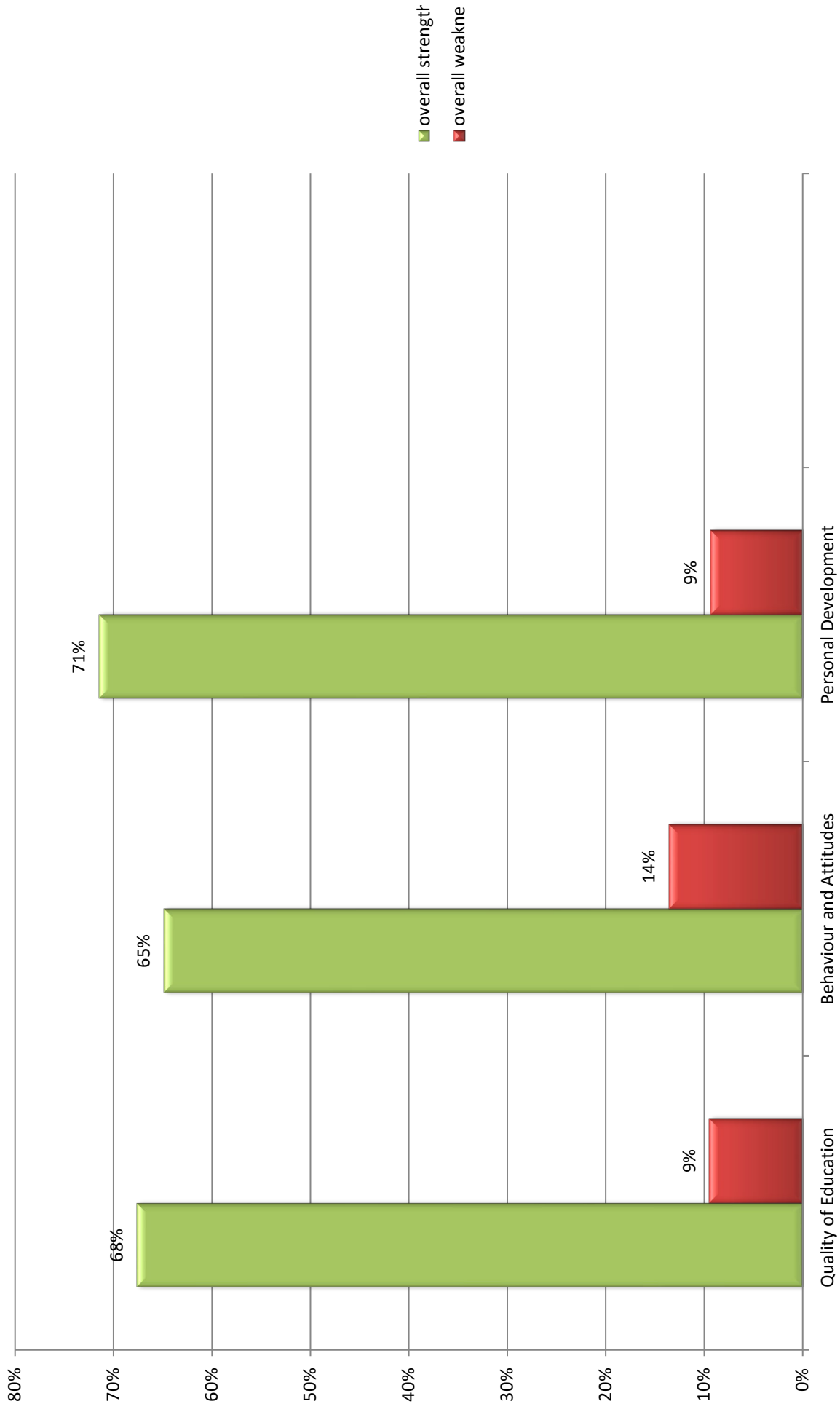
10%

Key issues for the school to address:

(any question that has a negative response of over 25%)

- * Teachers regularly tell me how well I am doing.
- * In lessons I can learn well because other pupils behave sensibly.

Pupil Survey Dashboard Chart



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

Date of Report: **02/11/2023**

Cohort: **All KS34 Pupils**

Number of respondents: **857**

Percentage of Respondents Performance Criteria

	Percentage of Respondents							Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NR			
Quality of Education									
I enjoy being at school.	9	53	23	11	3	0	62	15	
I am expected to do my best in all lessons.	37	54	8	1	0	0	90	1	
Teachers and other adults help me to do my best in all lessons.	19	53	23	4	0	0	72	4	
Teachers have good knowledge in the subjects they teach.	33	49	15	2	0	1	82	2	
Teachers set challenging work in all lessons.	15	54	21	9	1	0	69	9	
Teachers encourage me to participate in lessons and listen to what I have to say.	21	51	21	6	0	1	72	6	
I enjoy learning at this school	16	50	22	10	2	0	66	12	
I am clear about what I am learning about and why.	18	55	20	6	1	0	73	7	
I can see how my learning has a sequence designed to build skills and knowledge.	14	47	32	6	0	0	61	7	
I am encouraged to apply my skills and knowledge in new situations.	16	54	21	8	0	1	70	8	
I get the chance to go over previous topics and recap learning.	21	52	19	8	0	0	73	8	
Teachers regularly tell me how well I am doing.	8	34	30	25	2	0	42	28	
Teachers regularly tell me what I need to do to improve	9	45	26	18	2	0	54	19	
I am making good progress	19	42	33	5	1	0	61	6	
Behaviour and Attitudes									
There are clear expectations and rules about behaviour.	56	38	4	1	0	0	94	1	
The behaviour routines are fairly applied by all staff.	17	46	17	16	4	0	63	20	
I am not bullied or harassed at school.	53	26	9	7	5	0	79	12	
If bullying, harassment and racism occurs, the school is good at dealing with it.	21	34	32	10	4	0	54	14	
In lessons I can learn well because other pupils behave sensibly.	4	33	33	25	4	1	37	29	
I feel safe in lessons.	36	47	12	4	1	0	83	5	

Key: SA=Strongly Agree, A=Agree, NAND = Neither Agree nor Disagree, D=Disagree, SD=Strongly Disagree, NR=No Response or unclear response

Notes: **Dark Blue:** Overall Strength = Greater than 85%, **Light Blue:** Overall Strength = 70% - 85%, **Red:** Overall Weakness = Greater than 50%, **Green:** Overall Weakness = 40% - 50%

All KS34 Pupils: Years: 7 to 11 Percentage of Respondents - Continued

Performance Criteria

	Percentage of Respondents							Strength	Weakness
	SA	A	NAND	D	SD	NR			
The behaviour of pupils is good around the school.	3	36	36	21	4	1	39	24	

PARENTS' OVERALL

2023	2021
305	383

- Generally, the parents' views held up from a strong base in 2021 and if anything were stronger. Good!

Home-School Relationships	Overall Strength %	Overall Strength %
Q1. Staff explain how I can help my child/children at home.	66	57
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	89	84
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	36	71
Q4. The school responds well to any concerns I raise.	96	94
Q5. The school makes me aware of what my child/children will learn during the year.	86	74
Q6. I am kept well informed about my child's progress.	76	59
The Learning Experience		
Q7. My child/children is/are making good progress at this school.	81	76
Q8. My child/children is/are taught well at this school.	86	77
Q9. The school has high expectations for my child/children.	82	77
Q10. Staff encourage my child/children to become mature and independent.	83	75
Q11. There is a good range of subjects/activities available to my child/children at this school.	90	87
Q12. My child/children receive(s) appropriate homework for their age.	81	75
Q13. The school teaches my child/children how to manage their feelings appropriately.	57	60
Q14. The school teaches my child/children to persevere when they find their work hard.	66	61
Q15. The school supports my child's wider personal development.	72	66
Q16. The school helps my child/children be prepared for a change of class or school.	60	58
Making a Contribution		
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	81	77
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	49	46
Q19. The school asks my child/children for their views about important things in school.	61	56
Q20. The school takes account of the views of my child/children.	64	54

Relationships of Staff and Other Pupils.	Overall Strength %	Overall Strength %
Q21. Staff treat my child/children fairly.	81	74
Q22. The school ensures the pupils are well behaved.	83	78
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	81	75
Q24. My child/children is/are praised when he/she works hard or behaves well.	90	82
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	91	85
Q26. The school deals effectively with bullying and harassment.	61	60
Q27. The school is good at stopping racism or dealing with it when it happens.	47	49
Well-Being		
Q28. My child/children is/are not bullied or harassed at school.	76	71
Q29. My child/children is/are not racially abused at school.	85	79
Q30. The arrangements for my child/children to settle in when they started at the school were good.	90	87
Q31. My child/children feel(s) safe at this school.	93	93
Q32. My child/children is/are well looked after at this school.	89	88
Q33. The school encourages and helps my child/children to take regular exercise.	83	82
Q34. My child/children can take part in clubs and activities at this school.	90	90
Q35. The school encourages and helps my child/children to eat and drink healthily.	55	61
Q36. The school actively promotes equality of opportunity for all.	82	75
The Summary School Experience		
Q37. My child/children is/are happy at this school.	91	88
Q38. The school is well led and well managed.	92	84
Q39. I would recommend this school to another parent.	91	85

Need to look at question 3 in a bit more detail ...

OVERALL SUMMARY

Parent/Carer Attitudinal Survey

School: Goldington Academy

Date of Report: 02/11/2023

Cohort: All Parents

Number of respondents: 305

Number of Questions out of 39 which received a positive response: (more than 85% of respondents agreed)

15

Average positive response rate for all questions was:

77%

Number of Questions out of 39 which received a negative response: (more than 30% of respondents disagreed)

0

Average negative response rate for all questions was:

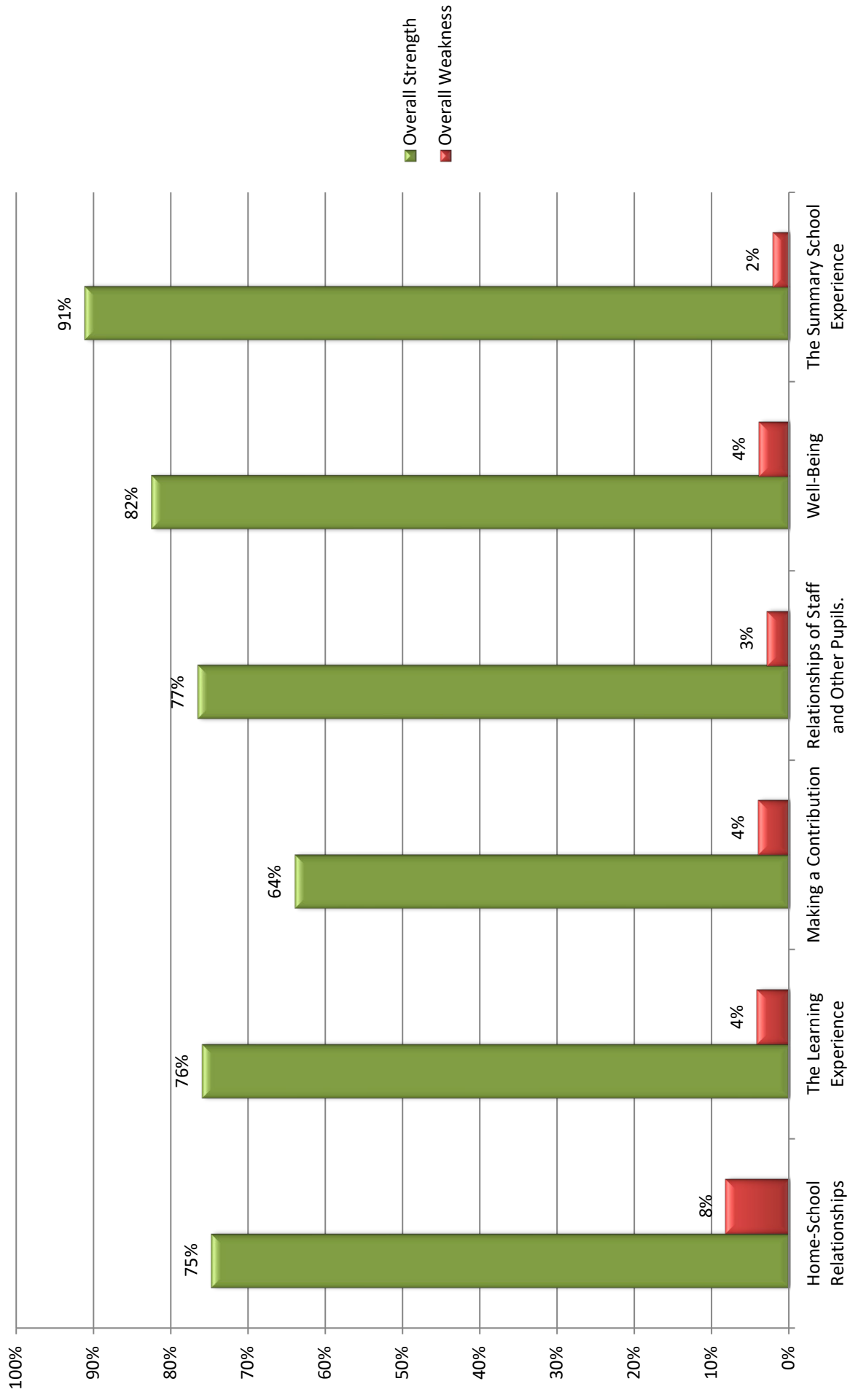
4%

Key issues for the school to address:

(any question that has a negative response of over 25%)

* The parents are satisfied with the school with an average positive response rate of 77%.

Parent Survey Dashboard Chart



FOR SCHOOLS - PARENT VOICE

Parent/Carer Attitudinal Survey - All Parents

School: **Goldington Academy**

Date of Report: **02/11/2023**

Cohort: **All Parents**

Number of respondents: **305**

Percentage of Respondents Performance Criteria

Percentage of Respondents

	SA	A	NAND	D	SD	NA	Overall Strength	Overall Weakness
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	20	46	25	9	0	0	66	10
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	47	42	8	3	0	0	89	3
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	10	26	46	11	7	0	36	18
Q4. The school responds well to any concerns I raise.	41	55	0	2	2	0	96	4
Q5. The school makes me aware of what my child/children will learn during the year.	36	51	9	4	1	0	86	5
Q6. I am kept well informed about my child's progress.	24	52	15	8	1	0	76	9
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	34	47	16	3	0	0	81	3
Q8. My child/children is/are taught well at this school.	32	54	12	1	0	0	86	1
Q9. The school has high expectations for my child/children.	38	44	13	4	0	0	82	4
Q10. Staff encourage my child/children to become mature and independent.	32	51	15	2	0	0	83	2
Q11. There is a good range of subjects/activities available to my child/children at this school.	38	52	7	3	0	0	90	4
Q12. My child/children receive(s) appropriate homework for their age.	22	59	11	7	1	0	81	8
Q13. The school teaches my child/children how to manage their feelings appropriately.	13	44	36	6	1	0	57	7
Q14. The school teaches my child/children to persevere when they find their work hard.	18	49	30	3	1	0	66	4
Q15. The school supports my child's wider personal development.	21	51	24	3	1	0	72	4
Q16. The school helps my child/children be prepared for a change of class or school.	18	43	35	4	1	0	60	4
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	31	50	18	1	0	0	81	1
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	15	34	45	4	1	0	49	5
Q19. The school asks my child/children for their views about important things in school.	17	44	34	4	0	0	61	4
Q20. The school takes account of the views of my child/children.	14	49	31	4	1	0	64	5

Key: SA=Strongly Agree, A=Agree, NAND = Neither Agree nor Disagree, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

Notes: **Dark Blue:** Overall Strength = Greater than 85%, **Light Blue:** Overall Strength = 70% - 85%, **Red:**

Overall Weakness = Greater than 50%, **Green:** Overall Weakness = 40% - 50%

All Parents
Percentage of Respondents - Continued

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NA		
Relationships of Staff and Other Pupils.								
Q21. Staff treat my child/children fairly.	25	56	15	3	1	0	81	4
Q22. The school ensures the pupils are well behaved.	29	54	13	2	1	0	83	3
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	28	53	15	2	1	0	81	3
Q24. My child/children is/are praised when he/she works hard or behaves well.	42	49	7	2	0	0	90	2
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	42	49	8	0	0	0	91	1
Q26. The school deals effectively with bullying and harassment.	25	36	25	2	2	9	61	5
Q27. The school is good at stopping racism or dealing with it when it happens.	18	29	35	1	1	16	47	1
Well-Being								
Q28. My child/children is/are not bullied or harassed at school.	28	48	15	5	4	0	76	8
Q29. My child/children is/are not racially abused at school.	40	46	12	2	1	0	85	3
Q30. The arrangements for my child/children to settle in when they started at the school were good.	40	49	7	2	1	0	90	3
Q31. My child/children feel(s) safe at this school.	39	54	6	1	1	0	93	2
Q32. My child/children is/are well looked after at this school.	38	50	10	1	1	0	89	1
Q33. The school encourages and helps my child/children to take regular exercise.	29	54	13	3	1	0	83	4
Q34. My child/children can take part in clubs and activities at this school.	47	43	8	1	0	0	90	2
Q35. The school encourages and helps my child/children to eat and drink healthily.	17	38	35	8	2	0	55	10
Q36. The school actively promotes equality of opportunity for all.	30	52	17	1	1	0	82	1
The Summary School Experience								
Q37. My child/children is/are happy at this school.	47	44	6	2	1	0	91	3
Q38. The school is well led and well managed.	50	42	8	0	0	0	92	1
Q39. I would recommend this school to another parent.	56	35	7	2	1	0	91	3
	Average Response						77	4
	Highest Response						96	18
	Lowest Response						36	1

Key: SA=Strongly Agree, A=Agree, NAND = Neither Agree nor Disagree, D=Disagree, SD=Strongly Disagree, NA= Not Applicable

PARENT COMMENTS	
Please choose one thing you would like to celebrate about the school.	If you had one thing you would like to see improved about the school, what would it be?
Awards day many pupils recognised for their achievements	An extra parents evening per year.
Being open to allowing pupils to explore their own interests and form their own clubs.	More opportunities for parents to see their Childs work. I have never seen my child's classwork.
Communication and dealing with issues	Investigation into why children are poor attenders and more insight in how this can be eased
Equal opportunities	Incorporate debates and competitions in school to improve children's auracy skills and confidence to speak. There are kids who stay behind as they are shy but teachers need to push them to come forward. We all had gone through in our school days where teachers used to push us to do things and that got rid of shyness and inhibition.
Excellent support and extra classes in the lead up to GCSEs	Toilet arrangements- particularly for the younger children. Not allowed during class (understandable) but there are big queues at playtime and it is a bit intimidating for the younger children. My son has been anxious about going to the toilet and so hasn't been drinking.
How it is evident the teachers care about the pupils	Nothing
I appreciate the emails and phone calls when my child has achieved well. I feel the school really celebrates the achievements of all pupils very well.	This is not necessarily about the school but teenage life and mobile phones/devices!! My child is kept very busy with lots of clubs after school so she does not get to use her phone that much, during the day. My rule is she needs to have it out of her bedroom and on charge by ten at night, which is later than I think it should be! What amazes me is how much activity there is on it - often into the early hours of the morning. These children can not be getting enough sleep and surely this must be impacting their studies and mental health. I know this is a challenge more for parents than schools. I just wonder if schools could consider how they can support parents/pupils with these challenges? I find it a constant battle and I wonder if school could establish some kind of expectations for device use, during the school week at least. I feel it might be helpful for those parents who are trying to impose some kind of boundaries and expectations.

PARENT COMMENTS	
Impressed with the headmaster	My child having to tuck his shirt inside his trousers.
Music Department	How the school deals with bullying. Isolation is not a punishment, children actively enjoy it.
On the whole the teachers seem happy and are approachable and helpful	There are far too many students still doing things that verge on assault by certain students and verbal abuse. While they might not be racial in nature they are insults about personal appearance or "joke threats"/insults towards the students family. Whilst there might be no malice behind this isn't something that should be happening as these aren't little children anymore.
Overall it is a good school , with a good balance between learning, discipline and fun and this keeps children motivated	I think the school should be more encouraging of the quiet, shy and introvert children, they often get overlooked but have much to offer. Bring them forward , give them a chance to shine, right?
Quick responses when queries have been raised.	Feedback for homework and continuous progression availability for parents.
School curriculum,	SORTING OF DISPUTES
Strong GCSE results, good facilities, supportive environment	Less supply teachers
The children	
The diverse opportunities it offers.	The quality and consistency of homework.
The extra curricular clubs on offer at this school is amazing. The trip to Bude during a school holiday was a brilliant opportunity. I love how easily I can contact staff if there is a problem. My son is thriving here, thank you for everyone's hard work	
The extra curricular opportunities	My child has made me aware that an increasing number of pupils are accessing their mobile phones in the daytime. She informs me that pupils have phones at lunchtime, in toilets and even film for social media in classes
The school has been very good in general for the results I can see on my child's academic progress.	Leave political issues outside the school like LGBTQ+ agenda and go back to teach facts.
The staff are incredible!	None I can think of

PARENT COMMENTS	
<p>The system for achievement points is really nice to see as a parent and to talk about this with their child.</p> <p>Also, very good to see such a teacher presence outside the school to minimise behaviours or hanging around.</p> <p>Good choice of subjects for GCSE's.</p> <p>Would like to especially mention both Mr Latchman and Mr Andrews. My child absolutely loves their enthusiasm and attitude towards the pupils. My child really enjoys their lessons. They are a credit to the school.</p> <p>This is my third child in this school and one more yet to start and I cannot fault the teaching or Mr Galbraith. I know my children are in good hands here</p>	<p>The setting of homework which hasn't been covered in class yet can cause some levels of stress in a pupil at home.</p> <p>Completely understand about the representation of the school in regards to uniform but children are expected to wear blazers etc in temperatures which are much too high. Most children already struggle to focus in class without also overheating.</p>
<p>Updated facilities, students make good progress.</p>	<p>My child receives too much homework compared to other pupils in local schools</p>
<p>Academic results</p>	<p>Information parents about kids progressing</p>
<p>Clubs and awards events</p>	<p>Better organised lunch times</p> <p>More trips</p>
<p>Efficient and organised</p> <p>Some teachers have responded to my concerns</p>	<p>Pastoral care, showing understanding of growing children's mental health and correlation with academic achievement and their learning journey through school</p>
<p>Encourages every child to meet their potential.</p>	<p>The school meals are poor quality and unhealthy. My non-fussy children will eat anything out of school but not the school meals.</p> <p>They all experience some low level bullying due to their appearance (hair colour), that seems to have been impossible to stamp out over the years. They have accepted it and don't worry now but it is a sad to know other younger children in the school will most likely have the same experience.</p> <p>Sorry that is two things!</p>

PARENT COMMENTS	
Excellent communication	N/A
<p>Extra curricular activities. Positive ethos</p> <p>Good team of teachers, possibly one of the best teams in the town.</p> <p>Head teacher is a brilliant leader, both my boys enjoy their time here at this school.</p> <p>High standards of teaching.</p> <p>High standards</p> <p>Commitment by the teaching staff to provide excellent education for my child.</p> <p>I believe the school challenges all pupils and encourages my child to achieve her very best.</p>	<p>The headteacher and some other staff members not listening and not acting on concerns. Feels incredibly invalidating. If I were to use a metaphor I'd say the headteacher is like a politician who will only pick out and present good points and disregard and not address any critique. I felt disempowered and even distressed at times and like there is no point in bringing anything up as not only nothing is addressed or changed but we are not even heard. Although overall my child enjoys the school and we see good points, I'm not sure I'd send them again to this school. Pastoral care and SEN is particularly poor, in my opinion. Focus on attendance rather than understanding the needs of individual kids is a concern. It feels like good pupils who do not have physical or mental health challenges or other issues are rewarded for attendance and it feels very discriminatory and invalidating. We just feel, one more year to get through and our child can move somewhere else. Some foul behaviour and bullying not being addressed but I guess that's always an issue in a big school. I feel like things have to escalate badly before anything is actually done whether it is some need of a child that needs addressing or something else, things are left and not dealt with until they reach a boiling point. Partly I think it's because efforts are concerned on academic performance and things that get the school some good publicity and therefore other areas are neglected or minimised.</p> <p>I'd like to know more on how we can help with revision techniques and strategies</p> <p>More Subject choices for gcse..</p> <p>Improved Lunch menu options and increased health promotion assemblies/education with external organisations such as the NHS to improve kids understanding of taking responsibility for their own health and well-being.</p> <p>I would love it to have a sixth form!</p>

PARENT COMMENTS	
It gives opportunities to my children such as DoE or drama productions.	
Keeps the children engaged!	Encourage more team sport participation
Leadership have created a positive culture at the school and celebrate achievements of its students.	Encourage pupils in junior leadership team and other roles to meet more regularly and create a plan for what they will do.
Location and time keeping	Diversity
My son has loved his time at the school, previously he has been that muddle ability quiet child that often gets ignored but at Goldington he has flourished both academically and socially and much of that is to do with the positive relationships he has with teachers	
Sport opportunities	More communication with teachers
Supportive teachers who really care about each child.	Stronger science department. A real mix of teachers there has been a huge change in quality over the years. Regular homework and support needed to secure knowledge.
The discipline is very good.	6th form!
The fact that my child feels safe and secure at school	I would love to see the school expand and have a sixth form attached
The fantastic leadership team and teachers who nurture, encourage and motivate the children to reach their full learning potential. Fantastic staff team at Goldington!	Nothing...I am completely happy with the school.
The range of activities and lessons means every child has an opportunity to find something they enjoy and succeed at.	Slightly stricter around uniform and behaviour - it trickles down to general issues that can disrupt lessons and learning.
The school is welcoming and inclusive.	Wider selection of food available at lunchtime.
The staff are caring and listen to the children.	Less disruptive lessons. Teachers to address bad/ offensive behaviour so it's stopped.
The support they provide to help your child succeed	Communication home
They celebrate kids achievements	The office admin. Hit and miss at times.
Very accommodating and welcoming to new students	Higher quality and involvement of school sport
Welcoming, safe and well-run.	Not sure

PARENT COMMENTS	
Well organised sports activities	Needs proper gym. Needs bigger library.
Wide ranging extra curricular activities that suit different tastes and interests. Extremely responsive staff	
Young people's happiness is important and their education and achievements are taken seriously	Praise points used more effectively - why are they given explained more clearly
	Consistent approach to behaviour -the approach depends on the individual teacher. Removal of the use of isolation. This is not good practice and detrimental to children's mental health.
	Encourage students to go to the library and read books.
	Respect for teachers
As a multicultural school, the school should celebrate all nationalities cultural celebrations which will help children to feel integrated and related	Block spending when there isn't enough balance on Dinner account.
Communication platforms are fantastic. Parent Mail and Satchel are easy to navigate, accessible and enables me to help my son in his first year. The parent forum was brilliant. Having that opportunity to speak to the head and deputy head was really valuable.	Its hard to really give anything constructive as my son has only just started. But one thing that would be the communication/feedback from sports teachers. My son tried out for the team, wasn't successful. We had to chase via his form tutor and the parent forum to try and get feedback as to where he could improve. Finally my son built up the confidence to ask the football coach what he could do better next time and if there were other opportunities to try out for the team - but this was a month after the try outs.
Dealing quickly with bad behaviour and listening to child's concerns. Staff listen to the child's voice and I think that is very important. It develops confidence, consistency, trust and safety.	Having homework that directly relates to what's being learned in lesson time. Taking the learning deeper and strengthening understanding and knowledge of the subject matter.
Easy transition from primary school	I 'think' a couple of subjects (same teacher) have given some unrelated homework recently that seems quite complex for year 7. The homework has been amended each time by the teacher and it just could be a lot simpler in its format.
Encouragement.	Hard to say at this point.

PARENT COMMENTS	
More clubs I would like my child to bring the notebooks home so I can support her in maths, Physics and IT. At the moment, I don't know what the topics she is learning about, so I can't really check whether she has understood the lessons in maths and redo the exercises if necessary.	
Good education New parent this year do not sure.	
Great communication with parents Helping new starters settle in	N/a
I am very impressed with communication and how any problem is dealt with straight away. I am generally very pleased with the school.	
I can't; we're just beginning here.	Nothing so far.
In the words of my child "teachers treat us with care and respect they don't talk to us like little kids"	Homework - as a parent navigating the apps is tricky when you've not had a future for those who need it the first few weeks were a bit fraught
It's a good school and does a lot for my child	Greatly appreciate
na	na
senior leaders being present at the gates in the morning	that students won't push their way through during change over breaks, clear rules on how to behave in the corridors
The inclusive environment	Too early to comment
The pupils seem to have the upmost respect for the staff and teachers. My son has only been at the school for a few weeks so difficult to make judgement on a lot of things but he seems to love it and the communication has been great.	Lunch systems. My son seems to struggle to get lunch due to how busy the canteen is and when he does get to the front the options are limited as they have run out of things.
The school has been known for a long time and I will appreciate the number of students at the school if it gets to a significant amount.	I would like to increase the lunch-time staff in order to get to the food quicker as my child has no time to get there and to get what she wants to eat during break and lunch.

PARENT COMMENTS	
<p>The students love the school.</p> <p>There are many things to celebrate. Communication from staff to parents is excellent. Safeguarding letters are sent weekly, emails are responded to by staff promptly, events/activities are communicated in advance. Homework is set online by staff in a timely manner. My daughter is only in year 7, and as parents, we are thrilled so far. Our daughter happy, feels safe and is enjoying learning. This is all thanks to the wonderful staff, from cleaners to admin/support staff to the Head Teacher.</p> <p>There are visible adults around, which gives a feeling of safety and caring</p> <p>Too early to comment</p> <p>Very organised and committed staff who put the pupils learning and needs first.</p> <p>We just started at this school and I find the communication between the school and the parents is excellent. The teachers are easy to reach and always reply to the emails and are very helpful. You really feel you're being listened to and that my child is well looked after and supported.</p> <p>We like that the head still teaches, as it enables him to be in touch with both the children and the classroom experience of being a teacher.</p> <p>-</p>	<p>Homework check generally.</p> <p>For example, there was homework the future year-7s were asked to do during summer, which was never checked. We understand that the teachers might not want to start the school year with telling off, but to praise and acknowledge the ones who did do that task, would be great. Children might be discouraged to do homework with care and attention if it is not checked :-)</p> <p>I have no concerns so far.</p> <p>All school information for parents given in one place, to ensure no emails are missed.</p> <p>Year 11 not having priority every day for school dinners as son has ended up not having lunch due to line being so long and then going to a club</p> <p>Small minority of poorly behaved pupils to be consistently managed with all subject teachers. They can disrupt the learning of others at times.</p> <p>Lunch breaks being staggered or managed better as some have to queue for 20-30 minutes which is half of their lunch break. My child hasn't had a hit dinner since the start of school as they don't want to miss their playtime with friends because if queuing.</p> <p>Bullying procedures as my child is STILL being bullied 4 weeks into a new school and teachers have been informed and still nothing has been done</p> <p>-</p>

PARENT COMMENTS	
An alumni. A celebration of past students and their achievements so current students are inspired.	A sixth form to be added
Communication	Able to be relaxed on uniform. Polo shirts Black trainers Jumpers instead of blazers This would help with the cost of living
Encouraging independence among the children.	Lunch time serving times - seems that doesn't work well. Queuing when they should be out running off lunch.
Excellent staff who care and go the extra mile. Great extra curricular activities for all	Healthier school meals.
Good behaviour in general. Only a handful of problematic individuals.	Consequences for aggressive and badly behaved students, regardless of status.
How every child is given a chance to shine just as you say they do... my child is thriving in all areas of the school, academic and extra curricular. The school is creating well rounded students who enjoy learning!	More regular feedback from subject teachers on progress and what we can do to assist learning at home specific to my child. We only have communication with subject teachers at parents evenings... further contact would be beneficial.
It celebrates the children's achievements!	Better interaction with parents regarding homework and feedback.
Management	Healthy meals
More cultural celebrations	Girls should have access to toilet during lesson time even at the end of the day due to personal reasons. This is because if a child starts their period during lesson time and if a child is struggling to keep her urine in. This can cause distress to this individual.
Superb enthusiast staff.	

PARENT COMMENTS	
<p>Teachers respond well when I have questions or concerns</p> <p>That my child is happy to go to school every day</p> <p>The organisation: office, clubs, communication, activities, homework.</p> <p>Celebrating the students' achievements during and at the end of the year.</p> <p>The pupils engagement in the award schemes. The awards evening was a celebration of the students efforts and all seemed genuinely pleased to receive the nominations and not a cause for embarrassment within the wider year group. Everyone is very respectful of hard work being rewarded.</p> <p>The sporting opportunities my children have had at the school. They attend clubs most nights and get a great deal out of them not physically and mentally.</p> <p>The supportiveness of the teaching staff. The teachers have been really supportive of my child and personal situations over the past year.</p>	<p>Too much vaping in toilets in groups, which my child finds difficult to avoid. It is a health risk to children like mine especially those who have Asthma. The school needs to take a zero tolerance app or have stronger sanctions so that there can be no vaping at all on school grounds in small poorly ventilated areas like toilets for breathing in toxic fumes from unregulated vapes. The school governors could do more to support the school with eradicating vaping in this school. The school isn't transparent with parents about it going on, they need to tell parents it's going on to get their support to educate their kids to not lead to peer pressure to join others to vape at school and to teach them not to take it into school. Parents are not advised of what the consequences would be if they caught to act as a deterrent. Schools have been able to eradicate smoking cigarettes so eradicating vaping should be possible in the same ways.</p> <p>The toilet/vaping issue was my main concern however I am aware that this is an issue that is already beginning to be sorted.</p> <p>There was only one parents evening with subject teachers last year. I would like there to be more communication about when these will be and ideally at least two.</p> <p>Nothing I can think of.</p> <p>More parents consultation opportunities.</p>

PARENT COMMENTS	
The teachers my child had last year, and his current teachers, motivate my child. I am so pleased with the progress my child has made.	
They offer clubs after/during school that's voluntary but would prefer support classes/intervention for children to get more secure/mastery potential as compulsory. I would happily as a parent support it as I find my child would benefit this way more if he had to attend it. Hope that makes sense	Would like face to face parents' evenings back as the online system does not show us physical evidence of their actual work. The meetings are very rushed and left with more speculation than answers.
Very good at letting me know if my child is unsettled at the school.	Communication on how my child is doing at school
Wide choice of extra curricular activities.	Our daughter informs us that she gets negative comments and attitudes from some of the boys within the school.
	After school activities not always revolving around joining teams. Not all children like the competitive side. So unable to participate fully if not wanting to join a team
	Apart from parents evenings I would like to be more informed of my child's development in subjects
	Communication with parents on supporting children at home
	Organize lessons for students who need to improve
	Parents to know more about what the children learn each day
Academic focus	Distraction to learning (from misbehaving children) reduced
Aiming high	
Anti bullying	More handwritten homework instead of online
Caring	None
Discipline	I do not have anything about the school that need improvement
Excellent facilities	Better , safer, more accessible toilets for teenage girls, particularly during menstruation. It is what my daughter complains about most.
Focus on academic achievements	Bullying
Ga makes celebrating success a priority at the end of the year.	Longer parent evening appointments for the core subjects. I.w. Maths, English etc
Good exam results year on year	Dealing with low attainment cohort of boys.

PARENT COMMENTS	
Great communication	Allowing children to use the toilets (girls when menstruating need the toilet more often)
Great staff, I have 2 children here and they enjoy their lessons and only say positive things about the teaching.	When messages come out please could it include the year group they affect (if specific). When there is more than one child the which messages affects who can get mixed.
Great teaching and extracurricular sessions mean students are enthusiastic and engaged	Tighter behavioural policies so all students could engage with every lesson and assembly
High expectations of students outcomes	Feedback from homework on Satchel one for both students and parents to see
How they care about those they look after individually. The teachers are extremely emotionally intelligent in all dealings with my child.	An explanation as to why my child earns merit points. Sometimes they are unsure as to why and it would be nice to be able to discuss and celebrate these with them.
Inclusion	So far the school is doing well.
So many, varied opportunities that cater for all children and their interests	More praise/rewards
Supportive of my child learning	Homework
The commitment shown by the majority of staff	Less substitute teachers
The drive and ambition; that my child is happy; that my child is challenged and has lots of extra-curricular opportunities	Science department - there is a sense that the teaching and learning is not particularly strong and this has been apparent with both my children. It is a shame as they both arrived from primary thoroughly keen and interested and over time, due in part to some, not all, teachers within this department, their desire to learn in science has been lost somewhere during their movement up the school. This is a real shame and the only department I have observed this consistently with across different time periods and year groups.
The encouragement my son gets for his music abilities from his music and DJ teacher	The actions taken more serious when it comes to harassment for my sons hair colour
The events the parents are invited to show staff really relating well with the pupils respectfully presenting a collaboration between staff and pupils that celebrates pupils in an inspirational way	PE lessons giving sport opportunities every lesson
The positive relationships between staff and pupils	I would like behaviour points to be shared with parents as well as achievement points.

PARENT COMMENTS	
The quality and dedication of teaching staff and the zero tolerance bullying policy	Healthier food
The school is always in contact with me with important information that i need to know about my child.	Nothing
The sport opportunities for the children are amazing	It would be great, if in the future, there would be year 12 and year 13 as well
The staff	
The support given to pupils when needed	That approach to behaviour/rule breaking (including incorrect uniform/dress) was more consistent. It is good and this is only based on reports from own children so taken with a pinch of salt but whilst a majority of classes seem OK, there are a couple of classes where behaviour is not as it should be.
The teachers are approachable	More gluten free options on the menu and at break.
	Cooking for year 9s!
	More extra curricular actives for this age group.
	Improvement of communication with current parents

EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**

Date of Report: **10-Nov-23**

Number of Respondents: Leadership Team: Middle Managers: Teacher:
 In-class Support: Admin./Support: Governors:
 Lunch Time Supervisors: All Respondents:

Staff Survey

Average Percentage of Respondents

Key:

'Overall Strength' is a sum of the Strongly Agree & Agree responses. 'Overall Weakness' is a sum of Disagree & Strongly Disagree responses.

Performance Area

Performance Area	Average Overall Strength, %	Average Overall Weakness, %
Quality of Education	91	1
Behaviour & Attitudes	85	6
Personal Development	87	2
Leadership and Management	83	4

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **10-Nov-23**

Number of Respondents: Leadership Team: Middle Managers: Teacher:
 In-class Support: Admin./Support: Governors:
 Lunch Time Supervisors: All Respondents:

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	D	SD	DK	NR		
Quality of Education							91	1
1. The school is aspirational for all pupils.	44	50	0	0	6	0	94	0
2. The school challenges all pupils to make good progress.	39	56	0	0	6	0	94	0
3. The curriculum is planned to give pupils the knowledge pupils need to be educated citizens.	42	58	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	42	57	0	0	2	0	98	0
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	42	58	0	0	0	0	100	0
6. The curriculum is designed and delivered to allow pupils to transfer knowledge to long-term	36	55	2	0	6	2	91	2
7. Pupils are encouraged to embed key concepts and apply them in new situations.	31	67	0	0	2	0	98	0
8. Reading is prioritised to allow full access to the curriculum.	42	40	1	0	14	3	82	1
9. Pupils read widely and fluently, appropriate to their age.	15	57	4	0	21	4	72	4
10. The curriculum reflects the local context of the school.	17	62	6	0	15	0	79	6
11. I have secure subject knowledge in the subjects I teach.	68	28	2	0	0	2	96	2
12. I assess pupils' work regularly to check understanding and correct misunderstandings.	45	43	2	0	4	6	89	2
Behaviour & Attitudes							85	6
13. There are clear routines and expectations for the behaviour of pupils.	38	54	4	1	3	0	92	6
14. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	6	62	19	4	8	2	67	23
15. Pupils' behaviour is at least good in this school.	31	56	4	0	7	1	87	4
16. Leaders all support staff well in managing behaviour.	17	56	8	0	18	0	73	8
17. Behaviour makes a positive contribution to learning.	35	55	1	0	8	0	90	1

EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**

Date of Report: **02-Nov-23**

Number of Respondents: Leadership Team: Middle Managers: Teacher:
 In-class Support: Admin./Support: Governors:
 Lunch Time Supervisors: All Respondents:

Staff Survey

Average Percentage of Respondents

Key:

'Overall Strength' is a sum of the Strongly Agree & Agree responses. 'Overall Weakness' is a sum of Disagree & Strongly Disagree responses.

Performance Area

Performance Area	Average Overall Strength, %	Average Overall Weakness, %
Quality of Education	94	2
Behaviour & Attitudes	86	6
Personal Development	92	2
Leadership and Management	86	4

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **02-Nov-23**

Number of Respondents:	Leadership Team: <input style="width: 40px;" type="text" value="6"/>	Middle Managers: <input style="width: 40px;" type="text" value="25"/>	Teacher: <input style="width: 40px;" type="text" value="16"/>
	In-class Support: <input style="width: 40px;" type="text" value="0"/>	Admin./Support: <input style="width: 40px;" type="text" value="0"/>	Governors: <input style="width: 40px;" type="text" value="0"/>
	Lunch Time Supervisors: <input style="width: 40px;" type="text" value="0"/>	All Respondents: <input style="width: 40px;" type="text" value="47"/>	

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	D	SD	DK	NR		
Quality of Education							94	2
1. The school is aspirational for all pupils.	49	51	0	0	0	0	100	0
2. The school challenges all pupils to make good progress.	45	55	0	0	0	0	100	0
3. The curriculum is planned to give pupils the knowledge pupils need to be educated citizens.	43	57	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	43	57	0	0	0	0	100	0
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	45	55	0	0	0	0	100	0
6. The curriculum is designed and delivered to allow pupils to transfer knowledge to long-term	38	55	2	0	4	0	94	2
7. Pupils are encouraged to embed key concepts and apply them in new situations.	32	66	0	0	2	0	98	0
8. Reading is prioritised to allow full access to the curriculum.	47	43	2	0	6	2	89	2
9. Pupils read widely and fluently, appropriate to their age.	13	60	4	0	19	4	72	4
10. The curriculum reflects the local context of the school.	17	62	6	0	15	0	79	6
11. I have secure subject knowledge in the subjects I teach.	68	28	2	0	0	2	96	2
12. I assess pupils' work regularly to check understanding and correct misunderstandings.	47	47	2	0	2	2	94	2
Behaviour & Attitudes							86	6
13. There are clear routines and expectations for the behaviour of pupils.	41	52	2	0	4	0	93	2
14. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	4	59	22	4	9	2	63	26
15. Pupils' behaviour is at least good in this school.	33	57	4	0	4	2	89	4
16. Leaders all support staff well in managing behaviour.	17	61	7	0	15	0	78	7
17. Behaviour makes a positive contribution to learning.	30	59	2	0	9	0	89	2

EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**

Date of Report: **02-Nov-23**

Number of Respondents: Leadership Team: Middle Managers: Teacher:
 In-class Support: Admin./Support: Governors:
 Lunch Time Supervisors: All Respondents:

Staff Survey

Average Percentage of Respondents

Key:

'Overall Strength' is a sum of the Strongly Agree & Agree responses. 'Overall Weakness' is a sum of Disagree & Strongly Disagree responses.

Performance Area

Performance Area	Average Overall Strength, %	Average Overall Weakness, %
Quality of Education	83	0
Behaviour & Attitudes	82	4
Personal Development	79	2
Leadership and Management	72	0

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **02-Nov-23**

Number of Respondents:	Leadership Team: <input style="width: 30px;" type="text" value="0"/>	Middle Managers: <input style="width: 30px;" type="text" value="0"/>	Teacher: <input style="width: 30px;" type="text" value="0"/>
	In-class Support: <input style="width: 30px;" type="text" value="4"/>	Admin./Support: <input style="width: 30px;" type="text" value="0"/>	Governors: <input style="width: 30px;" type="text" value="0"/>
	Lunch Time Supervisors: <input style="width: 30px;" type="text" value="0"/>	All Respondents: <input style="width: 30px;" type="text" value="4"/>	

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	D	SD	DK	NR		
Quality of Education							83	0
1. The school is aspirational for all pupils.	25	75	0	0	0	0	100	0
2. The school challenges all pupils to make good progress.	0	100	0	0	0	0	100	0
3. The curriculum is planned to give pupils the knowledge they need to be educated citizens.	50	50	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	50	25	0	0	25	0	75	0
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	25	75	0	0	0	0	100	0
6. Pupils are encouraged to embed key concepts and apply them in new situations.	25	25	0	0	25	25	50	0
7. Reading is given high priority across the school.	50	25	0	0	25	0	75	0
8. Pupils read widely and fluently, appropriate to their age.	25	50	0	0	25	0	75	0
9. The curriculum reflects the local context of the school.	25	50	0	0	25	0	75	0
10. Teachers have secure subject knowledge in the subjects they teach.	100	0	0	0	0	0	100	0
11. Teachers assess pupils' work regularly to check understanding and correct misunderstandings.	50	0	0	0	0	50	50	0
12. There are clear routines and expectations for the behaviour of pupils.	50	50	0	0	0	0	100	0
Behaviour & Attitudes							82	4
13. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	0	100	0	0	0	0	100	0
14. Pupils' behaviour is at least good in this school.	50	25	0	0	25	0	75	0
15. Leaders all support staff well in managing behaviour.	50	0	0	0	50	0	50	0
16. Behaviour makes a positive contribution to learning.	50	50	0	0	0	0	100	0
17. The school deals with all forms of bullying effectively.	25	50	0	0	0	25	75	0

EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**

Date of Report: **02-Nov-23**

Number of Respondents: Leadership Team: Middle Managers: Teacher:
 In-class Support: Admin./Support: Governors:
 Lunch Time Supervisors: All Respondents:

Staff Survey

Average Percentage of Respondents

Key:

'Overall Strength' is a sum of the Strongly Agree & Agree responses. 'Overall Weakness' is a sum of Disagree & Strongly Disagree responses.

Performance Area

Performance Area	Average Overall Strength, %	Average Overall Weakness, %
Quality of Education	75	0
Behaviour & Attitudes	80	6
Personal Development	74	2
Leadership and Management	78	6

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **02-Nov-23**

Number of Respondents:	Leadership Team: <input style="width: 30px;" type="text" value="0"/>	Middle Managers: <input style="width: 30px;" type="text" value="0"/>	Teacher: <input style="width: 30px;" type="text" value="0"/>
	In-class Support: <input style="width: 30px;" type="text" value="0"/>	Admin./Support: <input style="width: 30px;" type="text" value="19"/>	Governors: <input style="width: 30px;" type="text" value="0"/>
	Lunch Time Supervisors: <input style="width: 30px;" type="text" value="0"/>	All Respondents: <input style="width: 30px;" type="text" value="19"/>	

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	D	SD	DK	NR		
Quality of Education							75	0
1. The school is aspirational for all pupils.	37	42	0	0	21	0	79	0
2. The school challenges all pupils to make good progress.	32	47	0	0	21	0	79	0
3. Reading is given high priority across the school.	26	42	0	0	26	5	68	0
Behaviour & Attitudes							80	6
4. There are clear routines and expectations for the behaviour of pupils.	21	63	11	5	0	0	84	16
5. Pupils' behaviour is at least good in this school.	21	63	5	0	11	0	84	5
6. Leaders all support staff well in managing behaviour.	11	53	16	0	21	0	63	16
7. Behaviour makes a positive contribution to learning.	37	53	0	0	11	0	89	0
8. The school deals with all forms of bullying effectively.	11	58	0	0	21	11	68	0
9. Staff and pupils treat one another with dignity and respect.	11	63	5	0	21	0	74	5
10. Pupils are safe at this school.	37	63	0	0	0	0	100	0
Personal Development							74	2
11. The school gives high priority to pupils' personal development.	32	42	0	0	26	0	74	0
12. The school promotes British values such as democracy, individual liberty and mutual respect.	16	68	0	0	16	0	84	0
13. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.	16	53	5	0	21	5	68	5
14. The school provides opportunities for pupils to contribute to the school community.	32	63	0	5	0	0	95	5
15. The school provides opportunities for pupils to contribute to the wider community.	11	47	0	0	26	16	58	0
16. Pupils understand how to recognise and manage online and offline risk.	21	47	0	0	11	21	68	0

Goldington Academy - Staff

Role	Any other comment
Teacher	behaviour management should be consistent throughout the school i.e. walking in corridors, chewing gum. These rules should be valid for staff as well
SLT	Not perfect but a super school. Well led. Excellent team.
SLT	The school continues to go from strength to strength. GA outperforms the vast majority of other schools locally (and nationally) in almost every area. There is always room for improvement in every area and SLT drive this, but I do think it is very important to take time to reflect on the successes of the school and the individuals who work here, hence my responses to the questions in this survey.
Middle Leader	There is a great atmosphere at Goldington and I enjoy coming to work.
Middle Leader	<p>There needs to be a vast improvement in isolation and behaviour support - students in isolation should not be in the same room as students receiving support from SS.</p> <p>There is a lack of visibility of certain members of SLT, which means behaviour is becoming more and more challenging with little serious consequences, and the students know this. SLT members should be in the garden area at lesson changeover rather than in the corridors in the main block, as teachers are in the classrooms and can monitor the corridor, but the garden area is a hub for students messing about and delaying getting to lessons.</p> <p>There is too much variation in the way that expectations and rules are applied by certain staff. Some let them out for water from lessons, for example, but the message is that students cannot leave for water, toilets, etc.</p> <p>Tutor workload is huge, especially with the new academic mentoring and the right click for behaviours - this is not fair on the wellbeing of tutors.</p>
TA	With regards to inclusion for some children with SEN. I feel sometimes the work given could be more simplified, or the pace of the class slowed, in order for some to process the information. With the child in mind instead of being generic. It would also be nice to see these same students asked more for answers in classroom for example
Support	Q.26 - my line manager is. Seen other's not to be so considerate.
Support	the first question has three options for my role within the school, I ticked premises but my role isn't included in these options.
Support	The school should take time to consider staff experience (work or otherwise), qualifications and motivation more carefully. This will allow staff, whether support or teachers to be in roles which are even more helpful and valuable to the school.

Goldington Academy

Role	Any other comments
Teacher	Although I think communication within the wider school is always clear, sometimes I feel like communication within my department is not. Things are often expected of us which have not explicitly been asked, and sometimes miscommunication within the department causes issues with the smooth running of the team. It feels like the whole school runs in a very specific way, but subject areas do not have the same framework and so each department runs in a different way.
Middle Leader	Being told to park off site on Open Evening shows little care for staff who will have been in school for at least 12 hours Being told to 'DO NOW' in an email is not encouraging and supportive when everyone is busy
Support	Communication is a huge issue here. Over the last few years, things have become very cloudy around the edges. Overall, really love working here.
Teacher	Extra form time duties are making it more difficult to use PPA time well for actual planning
SLT	I am proud of the school and the work we have done here. There are always areas for improvement, but overall we do a very good job.
Middle Leader	I find my workload hard to manage and often work excessive hours. This is not due to anyone putting pressure on me to do things, but due to the amount of responsibilities I do have. I find it hard to do my departmental responsibilities, plan, teach, and assess in the time I have without working in my own free time. The school is a good place to work and I love what I do, but I work hard every week (regularly 60+ hours) and still have jobs that slip through the cracks because I feel I have too many responsibilities.
SLT	I wouldn't swap working here for any other school in the locality.
TA	In relation to question 40, I don't feel challenged enough.
SLT	The majority of things I find frustrating are not really about Goldington. They are about teaching and society but spill into here. Overall its an excellent Secondary school environment to work in and one I am proud to be involved with.
Support	The questionnaire highlights in the first question how support staff are thought of in the school, all teaching staff are listed as their levels of job role and support staff lumped together as 'other'. Staff handbooks are another example. Teaching staff books are printed and bound professionally where support staff get issued with an after thought with information copied and pasted from the teaching handbook that is not relevant.

FUTURE PROOF EVALUATION OF SCHOOL PERFORMANCE

STAFF WELLBEING PERFORMANCE AREA SUMMARY REPORT

School: Goldington Academy

Date of Report: 02-Nov-23

Number of Respondents:

Leadership Team:	5	Middle Managers:	17	Teacher:	12
In-class Support:	7	Admin./Support:	14	L Mentor:	0
Others:	0	All Respondents:	55		

Staff Wellbeing

Average Percentage of Respondents

Key:

'Overall Strength' is a sum of the Strongly Agree & Agree responses. 'Overall Weakness' is a sum of Disagree & Strongly Disagree responses.

Performance Area

	Average Overall Strength, %	Average Overall Weakness, %
School Culture	76	7
Role	82	9
Relationships	84	5
Change	55	15
Summary	85	4

STAFF WELLBEING SURVEY

STAFF WELLBEING SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **02-Nov-23**

Number of Respondents: Leadership Team: Middle Managers: Teacher:
 In-class Support: Admin./Support: L Mentor:
 Others: All Respondents:

Staff Wellbeing Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	D	SD	DK	NR		
School Culture							76	7
1. There is real interest in the welfare and wellbeing of the people who work here.	13	64	9	2	11	2	76	11
2. We all have a clear and shared understanding of what we are trying to achieve.	27	69	2	0	2	0	96	2
3. We are achieving things we can be proud of.	44	51	0	0	5	0	95	0
4. Problems are recognised and solved promptly whenever they arise.	13	47	5	4	29	2	60	9
5. Communication between staff is good and open.	13	60	7	2	16	2	73	9
6. We are all appropriately consulted in the decisions that affect us.	11	35	25	0	27	2	45	25
7. We are not encouraged to work excessively long hours.	16	53	9	0	20	2	69	9
8. We are encouraged to be creative and innovative.	20	58	2	0	18	2	78	2
9. We are encouraged to learn from our mistakes rather than suffer because of them..	16	58	4	0	22	0	75	4
10. I receive adequate health and safety training.	22	71	2	0	5	0	93	2
Role							82	9
11. I am clear about my roles and responsibilities.	35	58	5	2	0	0	93	7
12. My roles and responsibilities are clear to other people.	20	56	13	4	7	0	76	16
13. I have the resources to do my job well.	29	62	7	0	2	0	91	7
14. I have the skills and training to do my job well.	40	51	2	0	5	2	91	2
15. I have the right amount of challenge and pressure to keep me interested and motivated.	25	55	7	2	9	2	80	9
16. I have a good physical environment to work in.	16	62	15	0	7	0	78	15
17. I can do my job well without having to work excessively long hours.	11	50	24	7	6	2	61	31

Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
18. My performance is appropriately monitored and managed.	31	52	2	0	13	2	83	2
19. I have the opportunities I need to advance and get ahead.	20	41	17	4	15	4	61	20
20. I have a say in how I do my work.	24	70	0	0	4	2	94	0
21. I am not unreasonably expected to take on extra duties beyond the scope and responsibilities of my job.	9	70	6	0	15	0	80	6
22. If the pressure of work is ever too great, I feel I can do something constructive about it.	13	48	15	4	15	6	61	19
23. I feel capable in my ability to deliver my responsibilities.	33	65	0	0	2	0	98	0
24. I know how I contribute to the success of the school.	35	59	2	0	2	2	94	2
25. I feel I am doing a good job.	39	54	2	0	4	2	93	2
Relationships							84	5
26. We treat one another with dignity and respect.	33	57	4	0	4	2	91	4
27. I am not harassed, bullied or victimised.	67	24	2	2	4	2	91	4
28. I do not experience unfair discrimination.	61	30	0	0	9	0	91	0
29. Inappropriate behaviour by any member of staff is effectively dealt with.	24	44	6	0	13	13	69	6
30. Staff support and value each other.	35	54	4	0	7	0	89	4
31. If I make an extra effort, managers and colleagues show that they appreciate it.	24	39	11	0	15	11	63	11
32. I feel supported by the way I am supervised and line-managed.	41	48	2	2	7	0	89	4
33. We all help and encourage one another to do a good job.	30	61	4	0	4	2	91	4
34. Under pressure we all pull together.	30	52	4	0	11	4	81	4
Change							55	15
35. The need for change is quickly and clearly communicated to all concerned.	6	50	9	2	30	4	56	11
36. We are kept well informed about the plan and timetable for change.	6	52	17	2	22	2	57	19
37. We are asked for our comments, questions and suggestions about the changes that affect us.	6	39	20	2	30	4	44	22
38. I feel that my comments, questions and suggestions about changes that affect the school are acknowledged.	8	35	21	0	29	6	44	21
39. We are given the help and training we need to cope with the effects of change.	4	69	0	0	24	4	72	0
Summary							85	4
40. I enjoy working here.	31	59	0	0	9	0	91	0
41. I have a good work life balance.	19	54	9	4	11	4	72	13
42. I would recommend this as a good place to work.	30	61	0	0	7	2	91	0

EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: Goldington Academy

Date of Report: 10-Nov-23

Number of Respondents:

Leadership Team:	0	Middle Managers:	0	Teacher:	0
In-class Support:	0	Admin./Support:	0	Governors:	2
Lunch Time Supervisors:	0	All Respondents:	2		

Staff Survey

Average Percentage of Respondents

Key:

'Overall Strength' is a sum of the Strongly Agree & Agree responses. 'Overall Weakness' is a sum of Disagree & Strongly Disagree responses.

Performance Area

	Average Overall Strength, %	Average Overall Weakness, %
Quality of Education	88	0
Behaviour & Attitudes	100	0
Personal Development	92	0
Leadership and Management	90	0

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **10-Nov-23**

Number of Respondents: Leadership Team: Middle Managers: Teacher:
 In-class Support: Admin./Support: Governors:
 Lunch Time Supervisors: All Respondents:

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	D	SD	DK	NR		
Quality of Education							88	0
1. The school is aspirational for all pupils.	50	50	0	0	0	0	100	0
2. The school challenges all pupils to make good progress.	50	50	0	0	0	0	100	0
3. The curriculum is planned to give pupils the knowledge pupils need to be educated citizens.	0	100	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	0	100	0	0	0	0	100	0
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	0	100	0	0	0	0	100	0
6. The curriculum is designed and delivered to allow pupils to transfer knowledge to long-term	0	100	0	0	0	0	100	0
7. Pupils are encouraged to embed key concepts and apply them in new situations.	0	100	0	0	0	0	100	0
8. Reading is prioritised to allow full access to the curriculum.	50	0	0	0	50	0	50	0
9. Pupils read widely and fluently, appropriate to their age.	50	0	0	0	50	0	50	0
10. The curriculum reflects the local context of the school.	0	100	0	0	0	0	100	0
11. Teachers have secure subject knowledge in the subjects they teach.	0	100	0	0	0	0	100	0
12. Teachers assess pupils' work regularly to check understanding and correct misunderstandings.	0	50	0	0	50	0	50	0
Behaviour & Attitudes							100	0
13. There are clear routines and expectations for the behaviour of pupils.	100	0	0	0	0	0	100	0
14. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	50	50	0	0	0	0	100	0
15. Pupils' behaviour is at least good in this school.	50	50	0	0	0	0	100	0
16. Leaders all support staff well in managing behaviour.	0	100	0	0	0	0	100	0
17. Behaviour makes a positive contribution to learning.	100	0	0	0	0	0	100	0

