



Complete Questionnaire Results

(October 2023)

Introduction

- 70 staff, 305 parents and 857 pupils responded to the Goldington Survey organised by Forschoolseducation in October/November 2023.
- A copy of the 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>

A handwritten signature in blue ink that reads "F. Galbraith".

Francis Galbraith

Pupil & Parent Survey

Statistical Report for
Goldington Academy

November 2023

FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - All Pupils

School: **Goldington Academy**

Cohort: **All Pupils**

02/11/2023
857

26/10/2021
766

Difference

Positive
Negative

Percentage of Respondents Performance Criteria

	Overall Strength %	Overall Weakness %	Overall Strength %	Overall Weakness %	Overall Strength	Overall Weakness
Quality of Education						
I enjoy being at school.	62	15	74	10	-12	5
I am expected to do my best in all lessons.	90	1	94	0	-4	1
Teachers and other adults help me to do my best in all lessons.	72	4	83	5	-10	0
Teachers have good knowledge in the subjects they teach.	82	2	89	1	-7	1
Teachers set challenging work in all lessons.	69	9	75	8	-6	1
Teachers encourage me to participate in lessons and listen to what I have to say.	72	6	80	6	-8	0
I enjoy learning at this school	66	12	75	6	-10	6
I am clear about what I am learning about and why.	73	7	78	6	-5	1
I can see how my learning has a sequence designed to build skills and knowledge.	61	7	68	7	-7	0
I am encouraged to apply my skills and knowledge in new situations.	70	8	81	3	-11	5
I get the chance to go over previous topics and recap learning.	73	8	76	6	-4	2
Teachers regularly tell me how well I am doing.	42	28	58	17	-17	11
Teachers regularly tell me what I need to do to improve	54	19	67	11	-13	8
I am making good progress	61	6	67	3	-6	3
Behaviour and Attitudes						
There are clear expectations and rules about behaviour.	94	1	96	1	-1	0
The behaviour routines are fairly applied by all staff.	63	20	72	12	-9	8
I am not bullied or harassed at school.	79	12	84	8	-4	4
If bullying, harassment and racism occurs, the school is good at dealing with it.	54	14	58	13	-4	0
In lessons I can learn well because other pupils behave sensibly.	37	29	49	21	-11	8
I feel safe in lessons.	83	5	87	2	-4	3

Percentage of Respondents

02/11/2023

26/10/2021

Difference

Performance Criteria

857

766

	857		766		Difference	
	Overall Strength %	Overall Weakness %	Overall Strength %	Overall Weakness %	Overall Strength	Overall Weakness
The behaviour of pupils is good around the school.	39	24	48	18	-9	6
I feel safe at breaktimes and around the school.	84	4	89	2	-5	2
I think adults in the school care about me.	49	14	58	9	-8	5
Personal Development						
The school teaches me about British values such as democracy, individual liberty and respect.	63	11	73	7	-10	4
The school helps me to develop my knowledge of human creativity and achievement.	70	6	76	7	-6	0
I am taught to respect people from different backgrounds and treat everyone equally.	93	2	96	1	-3	1
The school helps me to develop positive relationships with people in the school.	67	9	72	7	-5	2
The school teaches me to know the difference between right and wrong.	86	3	87	3	-1	0
I am expected to be resilient and persevere when faced with challenges.	79	3	84	2	-5	0
There are opportunities for me to make a positive contribution in my class.	79	4	84	3	-5	1
There are opportunities for me to make a positive contribution in the school.	80	4	79	5	1	-2
There are opportunities for me to make a positive contribution to the community outside school.	55	10	53	12	2	-2
The school asks for my views about important things in the school.	56	18	58	20	-2	-2
There are a variety of activities outside of lessons for pupils to be involved in.	90	2	92	2	-2	0
I take part in activities outside lessons.	65	24	65	26	0	-1
The school teaches me to understand and deal with a variety of risks in everyday life.	71	11	74	8	-3	3
The school encourages and helps me to look after my physical health and take regular exercise.	72	10	80	7	-8	3
The school encourages and helps me to eat and drink healthy things.	49	22	55	17	-6	5
The school encourages and helps me to look after my emotional and mental health and wellbeing.	63	13	69	10	-5	4
The school provides me with information, advice and support about relationships and sexual health.	65	10	67	13	-2	-3
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	82	5	81	6	1	-1
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	70	13	77	9	-7	4
The school helps me to prepare for my next steps, in school or beyond.	75	7	74	8	1	-1

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%

OVERALL SUMMARY

Pupil Attitudinal Survey:

School: **Goldington Academy**

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

Cohort: **All KS34 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:

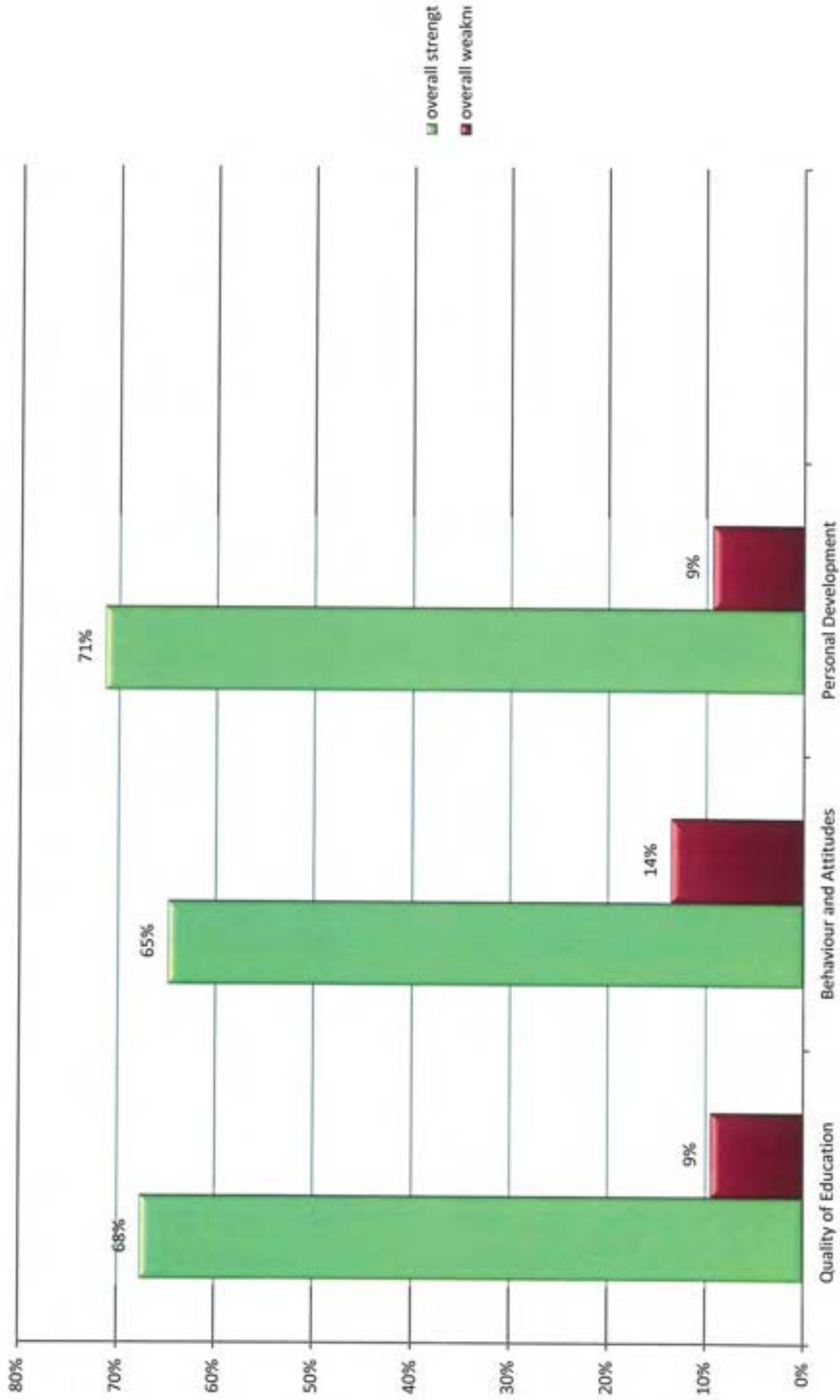
10%

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 KS3/4 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

Number of Respondents

Performance Criteria

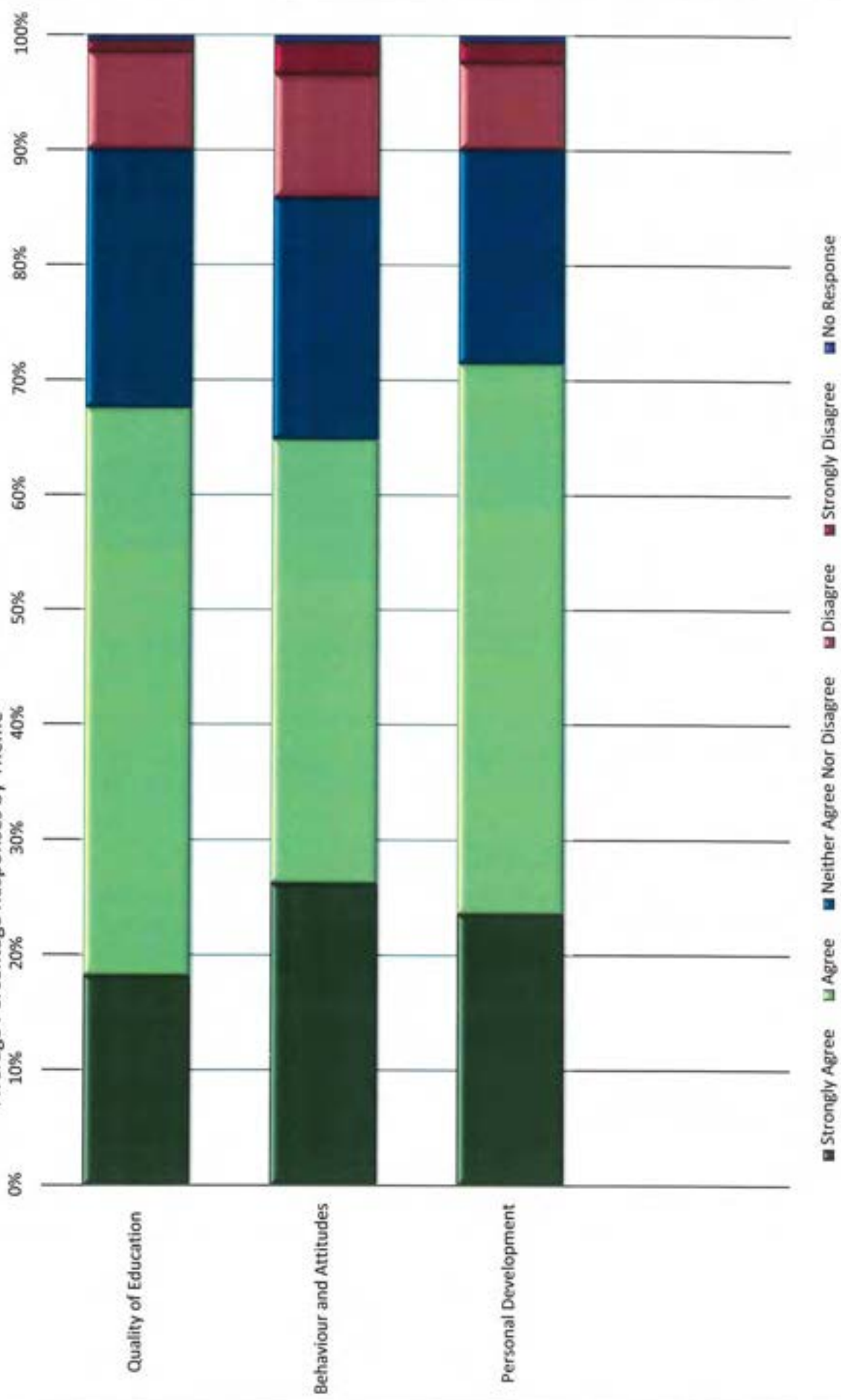
(Figures in red are the modal response)

	Number of Respondents							Strength	Weakness
	SA	A	NAND	D	SD	NR			
Quality of Education									
I enjoy being at school.	78	454	195	97	29	4	532	126	
I am expected to do my best in all lessons.	315	459	72	9	1	1	774	10	
Teachers and other adults help me to do my best in all lessons.	166	455	195	37	1	3	621	38	
Teachers have good knowledge in the subjects they teach.	286	419	129	17	0	6	705	17	
Teachers set challenging work in all lessons.	129	460	183	75	6	4	589	81	
Teachers encourage me to participate in lessons and listen to what I have to say.	179	441	180	48	2	7	620	50	
I enjoy learning at this school	138	425	190	83	20	1	563	103	
I am clear about what I am learning about and why.	157	470	169	54	5	2	627	59	
I can see how my learning has a sequence designed to build skills and knowledge.	117	406	273	55	3	3	523	58	
I am encouraged to apply my skills and knowledge in new situations.	140	462	181	66	3	5	602	69	
I get the chance to go over previous topics and recap learning.	177	445	161	70	1	3	622	71	
Teachers regularly tell me how well I am doing.	65	293	257	218	21	3	358	239	
Teachers regularly tell me what I need to do to improve	79	383	225	152	14	4	462	166	
I am making good progress	160	359	284	39	12	3	519	51	
Behaviour and Attitudes									
There are clear expectations and rules about behaviour.	483	325	34	12	0	3	808	12	
The behaviour routines are fairly applied by all staff.	143	397	144	135	34	4	540	169	
I am not bullied or harassed at school.	452	226	77	58	41	3	678	99	
If bullying, harassment and racism occurs, the school is good at dealing with it.	177	288	272	83	34	3	465	117	
In lessons I can learn well because other pupils behave sensibly.	38	283	284	210	36	6	321	246	
I feel safe in lessons.	307	407	99	35	7	2	714	42	

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

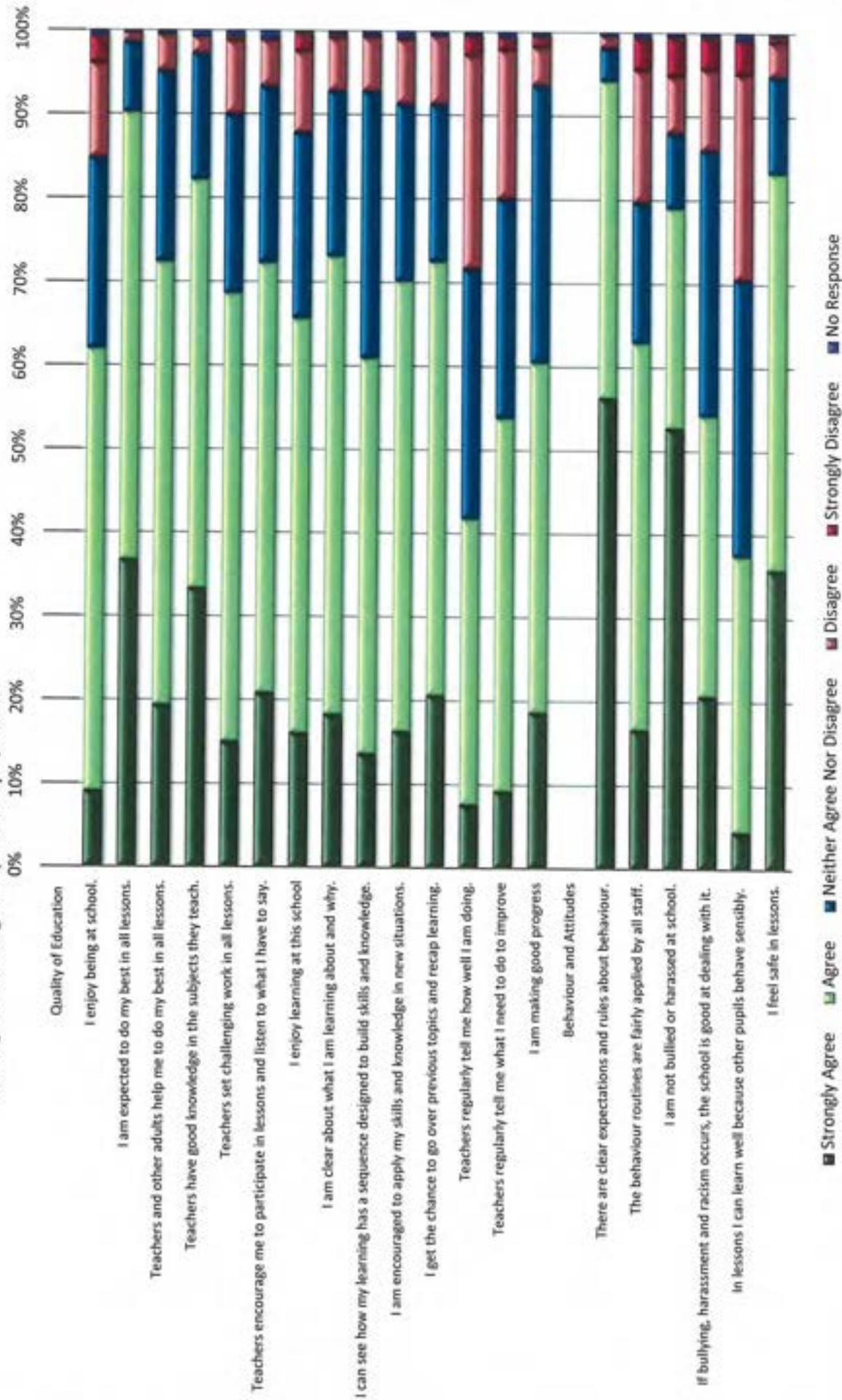
Pupil Attitudinal Survey: All KS34 Pupils - Years: 7 to 11

Average Percentage Responses by Theme



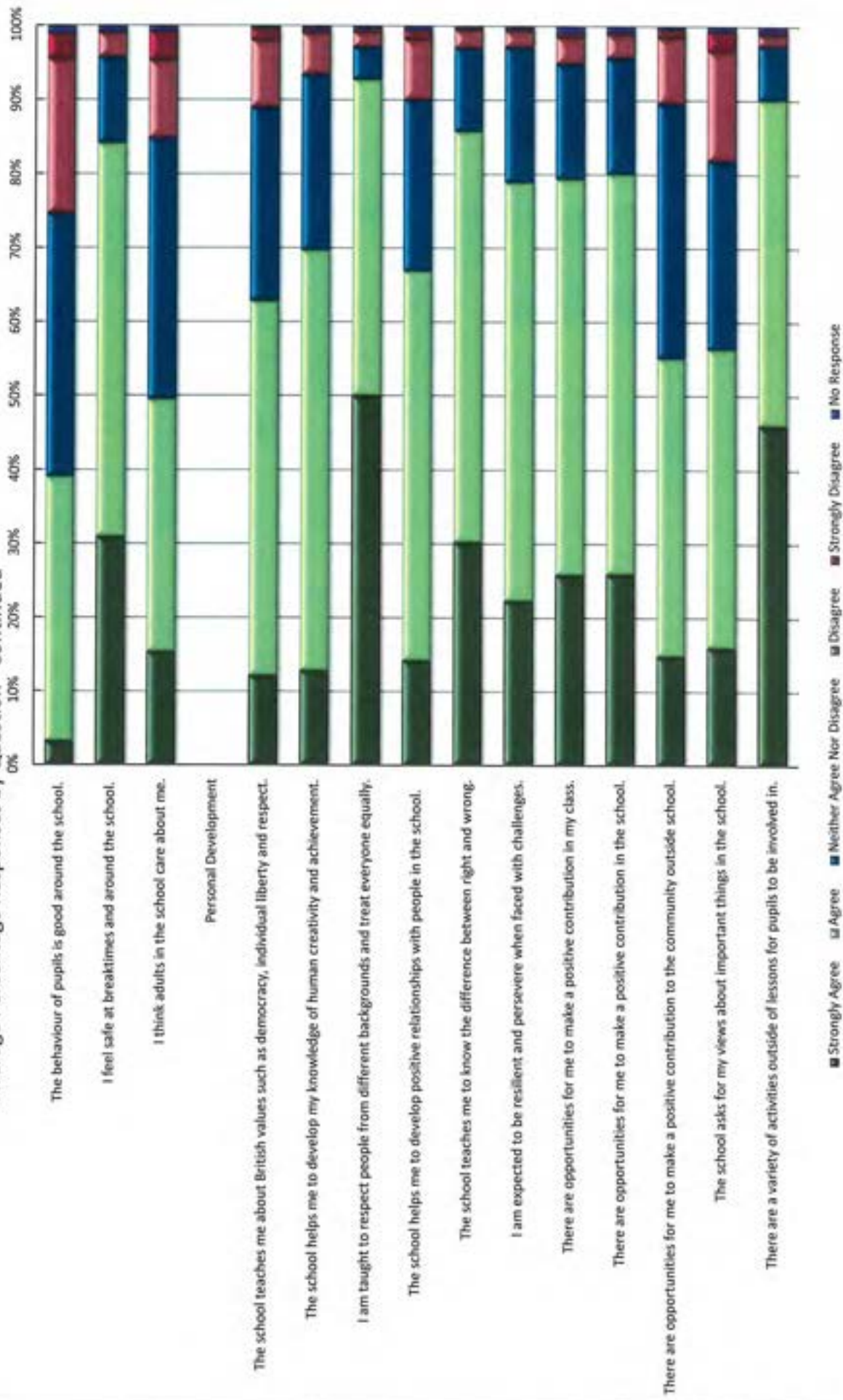
Pupil Attitudinal Survey: All KS34 Pupils - Years: 7 to 11

Average Percentage Responses by Question



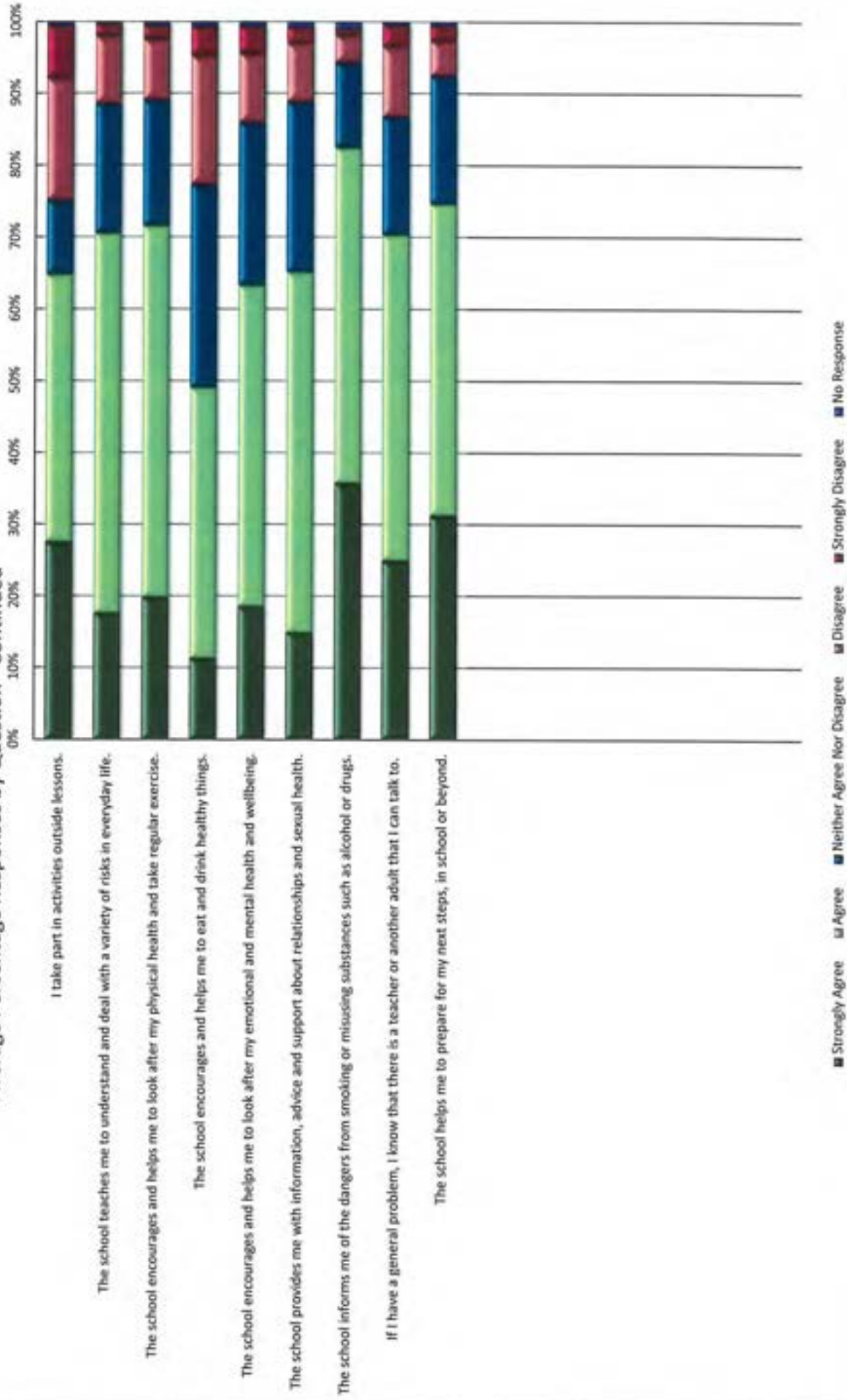
Pupil Attitudinal Survey: All KS34 Pupils - Years: 7 to 11

Average Percentage Responses by Question - Continued



Pupil Attitudinal Survey: All KS34 Pupils - Years: 7 to 11

Average Percentage Responses by Question - Continued



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 by Gender Performance Criteria

	Percentage of Respondents											
	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	10	8	53	54	24	22	10	12	4	3	1	0
I am expected to do my best in all lessons.	37	37	53	54	8	8	1	0	0	0	0	0
Teachers and other adults help me to do my best in all lessons.	22	18	51	56	22	22	4	4	0	0	0	0
Teachers have good knowledge in the subjects they teach.	36	31	50	47	12	18	1	3	0	0	0	1
Teachers set challenging work in all lessons.	15	15	55	52	18	25	10	8	1	0	1	0
Teachers encourage me to participate in lessons and listen to what I have to say.	21	21	53	50	20	22	4	6	0	0	1	0
I enjoy learning at this school	18	15	46	53	23	21	11	8	2	2	0	0
I am clear about what I am learning about and why.	21	16	54	56	18	22	6	6	0	0	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	14	13	48	47	29	35	8	4	0	0	1	0
I am encouraged to apply my skills and knowledge in new situations.	16	17	54	54	22	19	7	9	0	0	1	0
I get the chance to go over previous topics and recap learning.	21	20	52	53	18	19	9	8	0	0	1	0
Teachers regularly tell me how well I am doing.	8	7	38	32	28	32	23	28	3	2	1	0
Teachers regularly tell me what I need to do to improve	11	8	47	43	24	28	16	20	2	1	1	0
Behaviour and Attitudes												
I am making good progress	19	19	48	36	28	39	3	5	1	1	0	0
There are clear expectations and rules about behaviour.	58	55	37	38	3	5	1	1	0	0	0	0
The behaviour routines are fairly applied by all staff.	20	14	45	48	16	17	16	16	3	4	0	0
I am not bullied or harassed at school.	54	52	26	27	7	10	7	6	5	5	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	22	19	35	33	30	33	9	10	3	5	0	0
In lessons I can learn well because other pupils behave sensibly.	7	2	35	31	30	37	24	25	3	5	1	0
I feel safe in lessons.	39	32	47	49	9	14	4	4	1	1	0	0

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

Performance Criteria

Percentage of Respondents

Performance Criteria	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
	The behaviour of pupils is good around the school.	4	2	41	31	32	40	20	21	2	5	0
I feel safe at breaktimes and around the school.	33	30	54	53	10	13	3	3	0	0	1	1
I think adults in the school care about me.	14	17	37	31	35	36	10	11	4	4	1	1
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	11	13	49	52	27	26	10	8	2	1	0	0
The school helps me to develop my knowledge of human creativity and achievement.	13	13	57	57	22	26	8	3	0	0	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	47	54	46	39	5	4	2	1	0	1	0	0
The school helps me to develop positive relationships with people in the school.	14	16	55	51	23	23	8	8	1	1	0	1
The school teaches me to know the difference between right and wrong.	31	30	56	55	10	12	3	2	0	0	0	0
I am expected to be resilient and persevere when faced with challenges.	22	22	56	57	20	17	1	3	0	1	0	0
There are opportunities for me to make a positive contribution in my class.	29	23	53	54	14	17	4	3	0	1	0	1
There are opportunities for me to make a positive contribution in the school.	25	27	57	51	15	17	3	3	0	0	0	1
There are opportunities for me to make a positive contribution to the community.	15	15	40	42	34	35	10	7	1	1	0	1
The school asks for my views about important things in the school.	14	19	42	39	25	26	16	13	3	3	0	1
There are a variety of activities outside of lessons for pupils to be involved in.	46	47	45	43	7	8	1	2	0	0	1	1
I take part in activities outside lessons.	25	30	42	33	11	10	15	19	7	8	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	18	17	53	53	17	19	11	8	1	2	0	0
The school encourages and helps me to look after my physical health and take	21	18	50	54	17	18	9	8	3	0	0	1
The school encourages and helps me to eat and drink healthy things.	12	11	40	35	26	31	17	18	4	4	0	1
The school encourages and helps me to look after my emotional and mental health	19	19	48	42	22	23	8	11	3	4	0	1
The school provides me with information, advice and support about relationships and	14	16	51	51	24	23	8	8	2	2	1	1
The school informs me of the dangers from smoking or misusing substances such as	37	35	44	49	13	11	4	3	1	1	1	1
If I have a general problem, I know that there is a teacher or another adult that I	25	26	45	45	17	16	10	9	3	4	0	0
The school helps me to prepare for my next steps, in school or beyond.	29	34	46	41	18	17	5	5	1	2	0	1

All KS34 Pupils: Years: 7 to 11 - Gender Differences

Number of Respondents by Gender

Performance Criteria

Performance Criteria	Number of Respondents												
	St Agree		Agree		NA/NO		Disagree		St Disagree		No Resp.		
	B	G	B	G	B	G	B	G	B	G	B	G	
Quality of Education													
I enjoy being at school.	43	33	225	222	101	89	41	51	15	13	3	1	
I am expected to do my best in all lessons.	159	152	225	222	36	33	6	2	1	0	1	0	
Teachers and other adults help me to do my best in all lessons.	94	72	218	228	95	91	19	17	0	1	2	0	
Teachers have good knowledge in the subjects they teach.	154	128	215	194	51	73	6	11	0	0	2	3	
Teachers set challenging work in all lessons.	65	62	236	213	77	101	43	31	4	1	3	1	
Teachers encourage me to participate in lessons and listen to what I have to say.	89	87	228	205	85	89	19	26	1	1	6	1	
I enjoy learning at this school	75	61	199	218	98	87	45	33	10	10	1	0	
I am clear about what I am learning about and why.	90	65	233	228	75	88	27	26	2	1	1	1	
I can see how my learning has a sequence designed to build skills and knowledge.	61	53	207	193	123	143	33	18	1	2	3	0	
I am encouraged to apply my skills and knowledge in new situations.	68	69	232	221	95	79	28	37	2	1	3	2	
I get the chance to go over previous topics and recap learning.	88	83	221	218	79	77	37	31	0	0	3	0	
Teachers regularly tell me how well I am doing.	36	27	161	129	119	129	97	116	12	8	3	0	
Teachers regularly tell me what I need to do to improve	45	34	201	174	102	116	67	81	10	3	3	1	
I am making good progress	82	76	207	146	118	158	14	22	5	6	2	1	
Behaviour and Attitudes													
There are clear expectations and rules about behaviour.	250	226	158	156	13	20	5	6	0	0	2	1	
The behaviour routines are fairly applied by all staff.	84	58	194	196	67	70	67	65	14	18	2	2	
I am not bullied or harassed at school.	232	213	112	109	32	42	30	25	21	19	1	1	
If bullying, harassment and racism occurs, the school is good at dealing with it.	96	77	150	134	128	136	38	42	14	19	2	1	
In lessons I can learn well because other pupils behave sensibly.	28	10	151	126	130	150	101	102	14	19	4	2	
I feel safe in lessons.	169	132	200	200	37	58	18	15	3	4	1	0	

All KS34 Pupils: Years: 7 to 11 - Gender Differences
Number of Respondents by Gender - Continued

Performance Criteria

Number of Respondents

	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
	The behaviour of pupils is good around the school.	18	10	177	125	137	163	87	85	7	20	2
I feel safe at breaktimes and around the school.	140	122	230	215	41	54	13	14	1	1	3	3
I think adults in the school care about me.	59	71	157	128	149	149	43	43	17	15	3	3
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	49	54	211	213	115	105	44	31	9	4	0	2
The school helps me to develop my knowledge of human creativity and achievement.	55	54	243	232	93	106	34	12	2	2	1	3
I am taught to respect people from different backgrounds and treat everyone equally.	203	220	195	161	21	17	8	6	1	3	0	2
The school helps me to develop positive relationships with people in the school.	58	64	234	207	98	96	34	32	4	6	0	4
The school teaches me to know the difference between right and wrong.	132	124	240	225	41	50	14	7	1	1	0	2
I am expected to be resilient and persevere when faced with challenges.	96	90	241	233	85	70	6	11	0	3	0	2
There are opportunities for me to make a positive contribution in my class.	123	94	228	222	60	71	15	13	0	4	2	5
There are opportunities for me to make a positive contribution in the school.	105	112	245	210	64	69	12	13	1	1	1	4
There are opportunities for me to make a positive contribution to the community	64	60	172	171	144	142	43	30	5	3	0	3
The school asks for my views about important things in the school.	61	76	178	160	106	106	70	53	11	11	2	3
There are a variety of activities outside of lessons for pupils to be involved in.	197	192	193	174	28	31	6	7	1	2	3	3
I take part in activities outside lessons.	108	123	179	134	47	39	63	78	29	33	2	2
The school teaches me to understand and deal with a variety of risks in everyday life.	77	71	226	218	72	79	47	32	6	7	0	2
The school encourages and helps me to look after my physical health and take	90	74	216	221	72	74	37	34	13	2	0	4
The school encourages and helps me to eat and drink healthy things.	53	44	172	143	110	128	74	75	18	15	1	4
The school encourages and helps me to look after my emotional and mental health and wellbeing.	80	77	205	171	94	96	34	46	13	16	2	3
The school provides me with information, advice and support about relationships and sexual health.	60	65	218	207	103	96	34	31	10	7	3	3
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	158	144	189	201	55	44	18	13	4	3	4	4
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	107	105	191	186	74	64	44	37	11	15	1	2
The school helps me to prepare for my next steps, in school or beyond.	123	141	198	166	79	70	21	19	6	10	1	3

All KS34 Pupils: Years: 7 to 11 - Gender Differences
Percentage of Respondents by Gender

Performance Criteria

	Percentage of Respondents							
	Agree		WANO		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	63	62	24	22	13	16	1	0
I am expected to do my best in all lessons.	90	91	8	8	2	0	0	0
Teachers and other adults help me to do my best in all lessons.	73	73	22	22	4	4	0	0
Teachers have good knowledge in the subjects they teach.	86	79	12	18	1	3	0	1
Teachers set challenging work in all lessons.	70	67	18	25	11	8	1	0
Teachers encourage me to participate in lessons and listen to what I have to say.	74	71	20	22	5	7	1	0
I enjoy learning at this school	64	68	23	21	13	11	0	0
I am clear about what I am learning about and why.	75	72	18	22	7	7	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	63	60	29	35	8	5	1	0
I am encouraged to apply my skills and knowledge in new situations.	70	71	22	19	7	9	1	0
I get the chance to go over previous topics and recap learning.	72	74	18	19	9	8	1	0
Teachers regularly tell me how well I am doing.	46	38	28	32	25	30	1	0
Teachers regularly tell me what I need to do to improve	57	51	24	28	18	21	1	0
I am making good progress	68	54	28	39	4	7	0	0
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	95	93	3	5	1	1	0	0
The behaviour routines are fairly applied by all staff.	65	62	16	17	19	20	0	0
I am not bullied or harassed at school.	80	79	7	10	12	11	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	57	52	30	33	12	15	0	0
In lessons I can learn well because other pupils behave sensibly.	42	33	30	37	27	30	1	0
I feel safe in lessons.	86	81	9	14	5	5	0	0

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

Performance Criteria

Percentage of Respondents

	Agree		Don't Know		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
	The behaviour of pupils is good around the school.	46	33	32	40	22	26	0
I feel safe at breaktimes and around the school.	86	82	10	13	3	4	1	1
I think adults in the school care about me.	50	49	35	36	14	14	1	1
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	61	65	27	26	12	9	0	0
The school helps me to develop my knowledge of human creativity and achievement.	70	70	22	26	8	3	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	93	93	5	4	2	2	0	0
The school helps me to develop positive relationships with people in the school.	68	66	23	23	9	9	0	1
The school teaches me to know the difference between right and wrong.	87	85	10	12	4	2	0	0
I am expected to be resilient and persevere when faced with challenges.	79	79	20	17	1	3	0	0
There are opportunities for me to make a positive contribution in my class.	82	77	14	17	4	4	0	1
There are opportunities for me to make a positive contribution in the school.	82	79	15	17	3	3	0	1
There are opportunities for me to make a positive contribution to the community outside school.	55	56	34	35	11	8	0	1
The school asks for my views about important things in the school.	56	58	25	26	19	16	0	1
There are a variety of activities outside of lessons for pupils to be involved in.	91	89	7	8	2	2	1	1
I take part in activities outside lessons.	67	63	11	10	21	27	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	71	71	17	19	12	10	0	0
The school encourages and helps me to look after my physical health and take regular exercise.	71	72	17	18	12	9	0	1
The school encourages and helps me to eat and drink healthy things.	53	46	26	31	21	22	0	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	67	61	22	23	11	15	0	1
The school provides me with information, advice and support about relationships and sexual health.	65	67	24	23	10	9	1	1
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	81	84	13	11	5	4	1	1
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	70	71	17	16	13	13	0	0
The school helps me to prepare for my next steps, in school or beyond.	75	75	18	17	6	7	0	1

All KS34 Pupils: Years: 7 to 11 - Gender Differences
Variations in boys and girls responses

Performance Criteria

Percentage of Respondents

	Agree Overall		N/A/D		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	+0		+2		-3		+0	
I am expected to do my best in all lessons.	-2		+0		+1		+0	
Teachers and other adults help me to do my best in all lessons.	-0		-0		+0		+0	
Teachers have good knowledge in the subjects they teach.	+7		-6		-1		-0	
Teachers set challenging work in all lessons.	+3		-7		+3		+0	
Teachers encourage me to participate in lessons and listen to what I have to say.	+3		-2		-2		+1	
I enjoy learning at this school	-4		+2		+2		+0	
I am clear about what I am learning about and why.	+4		-4		+0		-0	
I can see how my learning has a sequence designed to build skills and knowledge.	+2		-6		+3		+1	
I am encouraged to apply my skills and knowledge in new situations.	-1		+3		-2		+0	
I get the chance to go over previous topics and recap learning.	-1		-0		+1		+1	
Teachers regularly tell me how well I am doing.	+8		-4		-5		+1	
Teachers regularly tell me what I need to do to improve	+7		-5		-3		+0	
I am making good progress	+13		-11		-2		+0	
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	+2		-2		-0		+0	
The behaviour routines are fairly applied by all staff.	+3		-1		-1		-0	
I am not bullied or harassed at school.	+2		-3		+1		-0	
If bullying, harassment and racism occurs, the school is good at dealing with it.	+6		-3		-3		+0	
In lessons I can learn well because other pupils behave sensibly.	+9		-6		-3		+0	
I feel safe in lessons.	+5		-6		+0		+0	

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

Negative numbers (-) indicate that more girls than boys gave this response

Key:

Figures in **red** indicate that the difference between boys and girls is greater than 25

Figures in **green** indicate that the difference between boys and girls is between 15 and 25

All KS34 Pupils: Years: 7 to 11 - Gender Differences
Variations in boys and girls responses - Continued

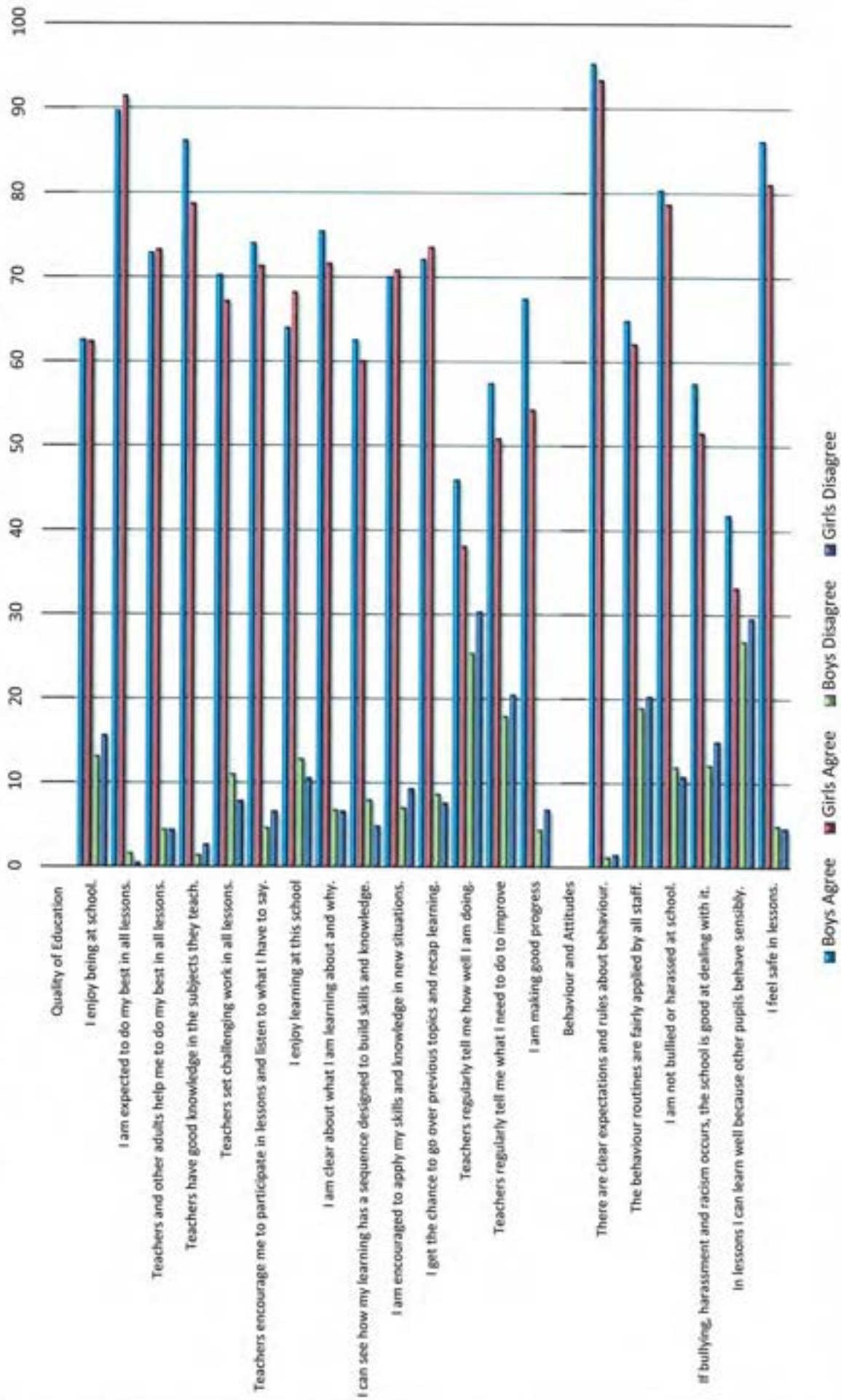
Performance Criteria

Percentage of Respondents

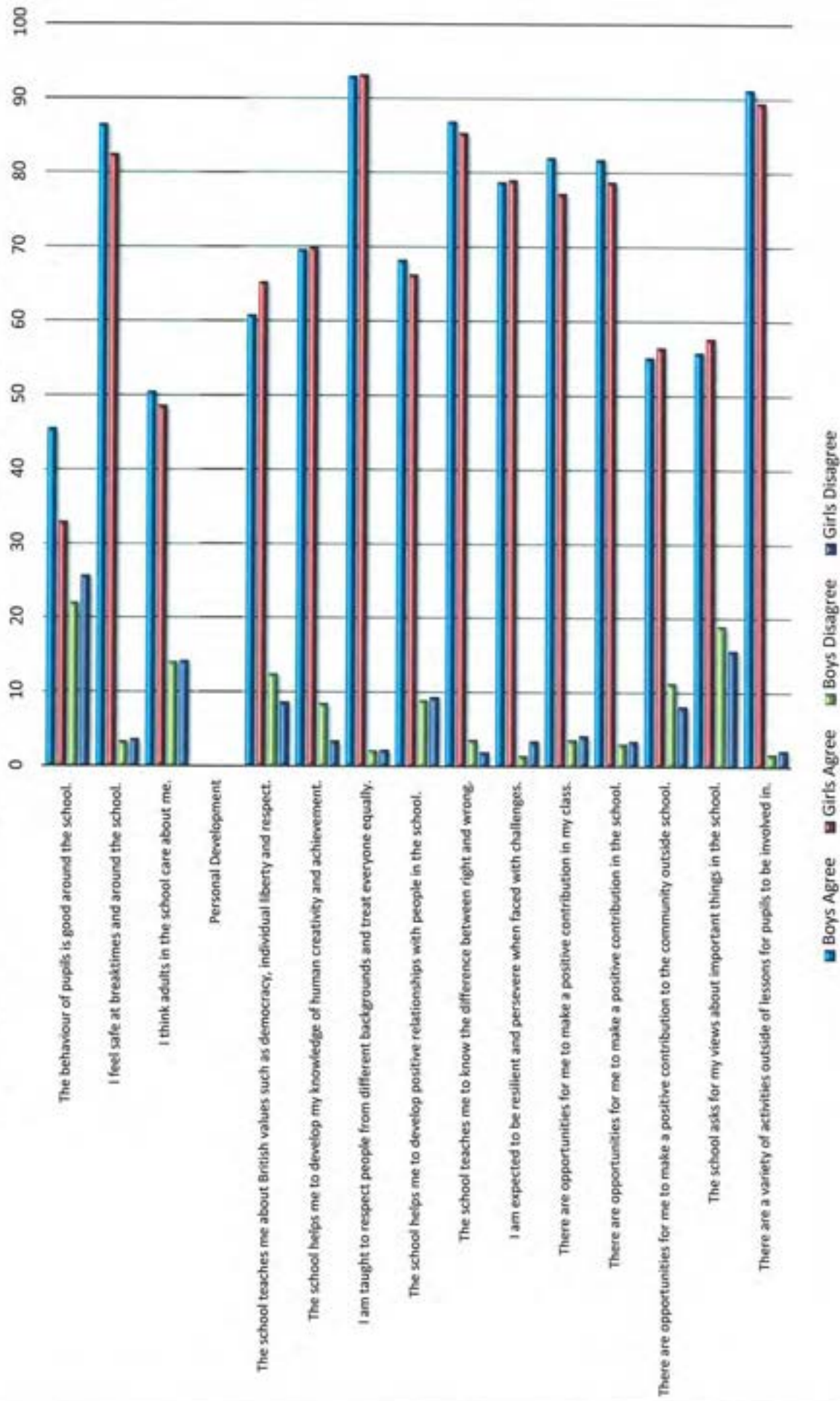
	Agree Overall		Don't know		Disagree Overall		No resp.	
	B	G	B	G	B	G	B	G
	The behaviour of pupils is good around the school.	+13		-8		-4		-1
I feel safe at breaktimes and around the school.	+4		-4		-0		-0	
I think adults in the school care about me.	+2		-2		-0		-0	
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	-5		+1		+4		-0	
The school helps me to develop my knowledge of human creativity and achievement.	-0		-4		+5		-0	
I am taught to respect people from different backgrounds and treat everyone equally.	-0		+1		-0		-0	
The school helps me to develop positive relationships with people in the school.	+2		-1		-0		-1	
The school teaches me to know the difference between right and wrong.	+2		-3		+2		-0	
I am expected to be resilient and persevere when faced with challenges.	-0		+3		-2		-0	
There are opportunities for me to make a positive contribution in my class.	+5		-3		-1		-1	
There are opportunities for me to make a positive contribution in the school.	+3		-2		-0		-1	
There are opportunities for me to make a positive contribution to the community outside school.	-1		-1		+3		-1	
The school asks for my views about important things in the school.	-2		-1		+3		-0	
There are a variety of activities outside of lessons for pupils to be involved in.	+2		-1		-1		-0	
I take part in activities outside lessons.	+4		+1		-6		-0	
The school teaches me to understand and deal with a variety of risks in everyday life.	+0		-2		+3		-0	
The school encourages and helps me to look after my physical health and take regular exercise.	-1		-1		+3		-1	
The school encourages and helps me to eat and drink healthy things.	+7		-6		-1		-1	
The school encourages and helps me to look after my emotional and mental health and wellbeing.	+6		-2		-4		-0	
The school provides me with information, advice and support about relationships and sexual health.	-2		+1		+1		-0	
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	-3		+2		+1		-0	
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	-2		+2		+0		-0	
The school helps me to prepare for my next steps, in school or beyond.	-0		+1		-1		-0	

Notes:
 Positive numbers (+) indicate that more boys than girls gave this response
 Negative numbers (-) indicate that more girls than boys gave this response
Key:
 Figures in red indicate that the difference between boys and girls is greater than 25
 Figures in green indicate that the difference between boys and girls is between 15 and 25

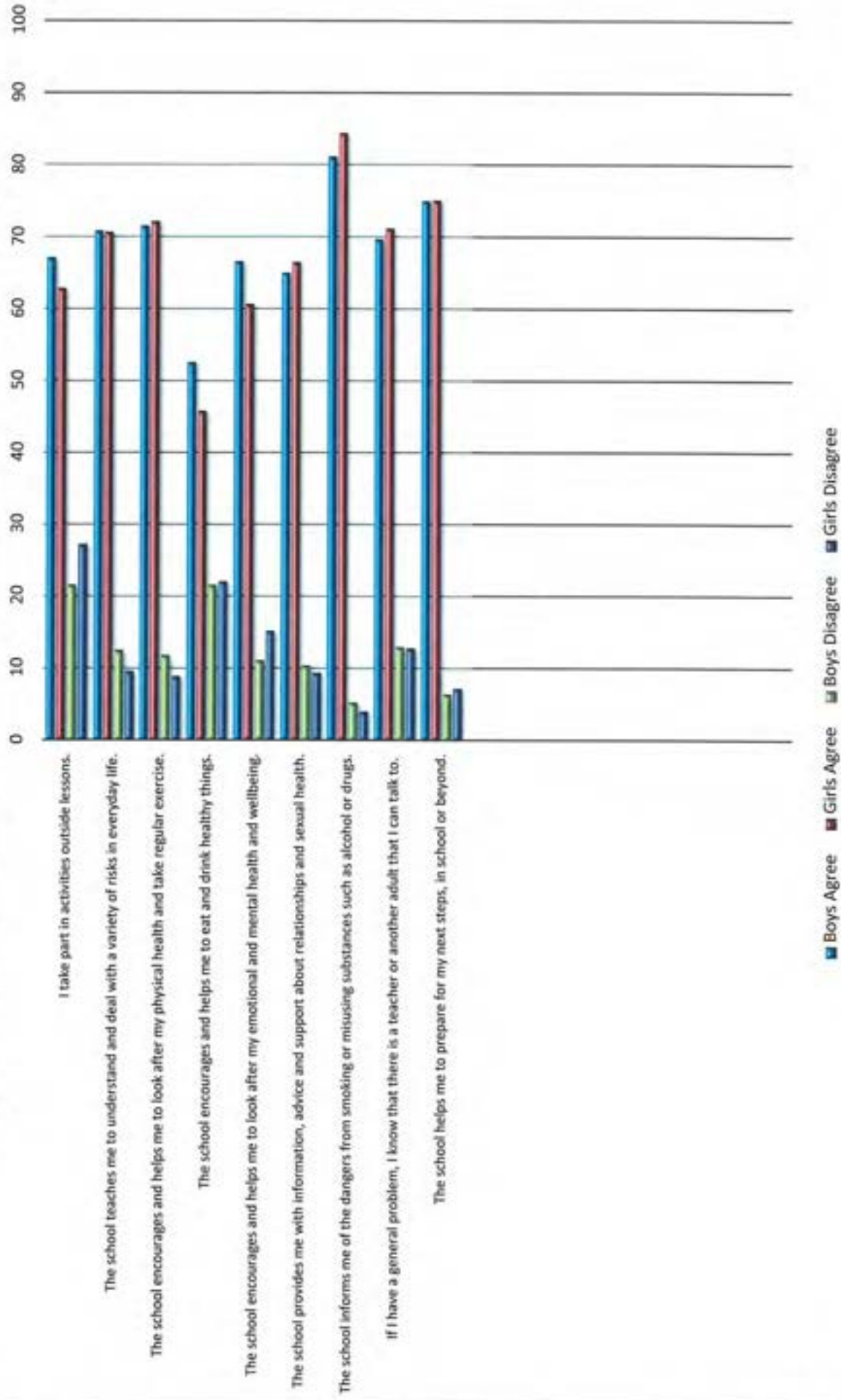
Pupil Attitudinal Survey: All KS34 Pupils - Gender Differences



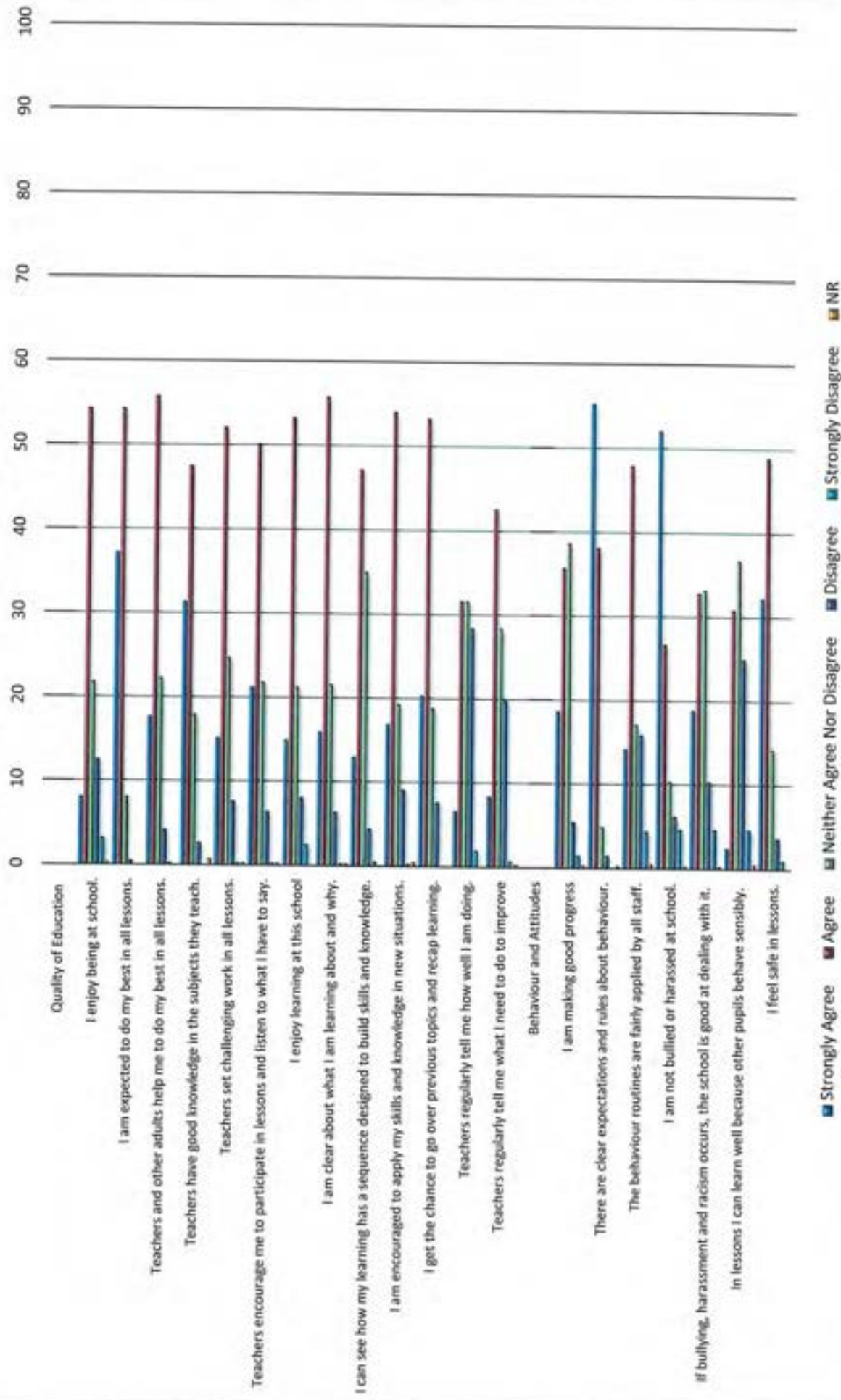
Pupil Attitudinal Survey: All KS34 Pupils - Gender Differences



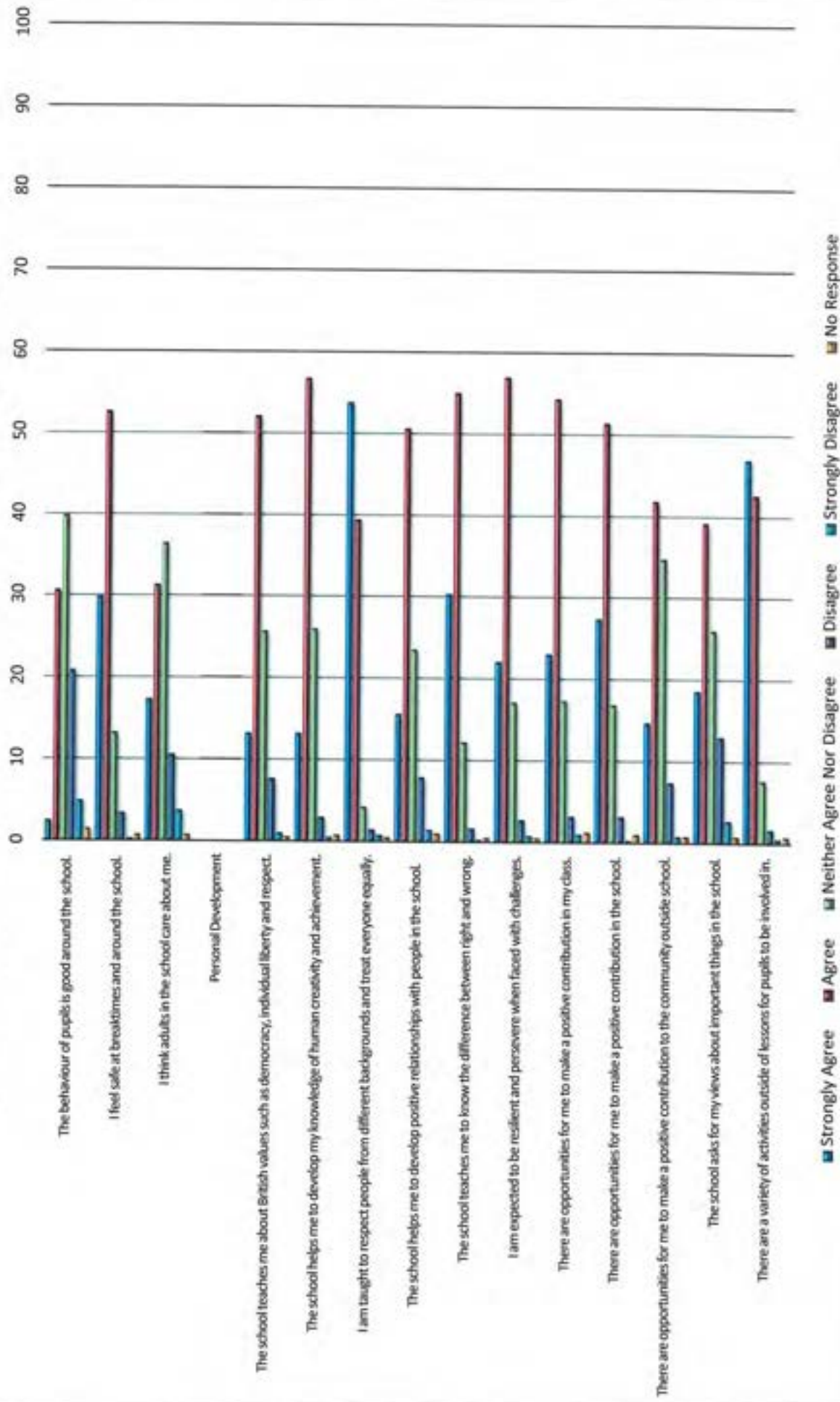
Pupil Attitudinal Survey: All KS34 Pupils - Gender Differences



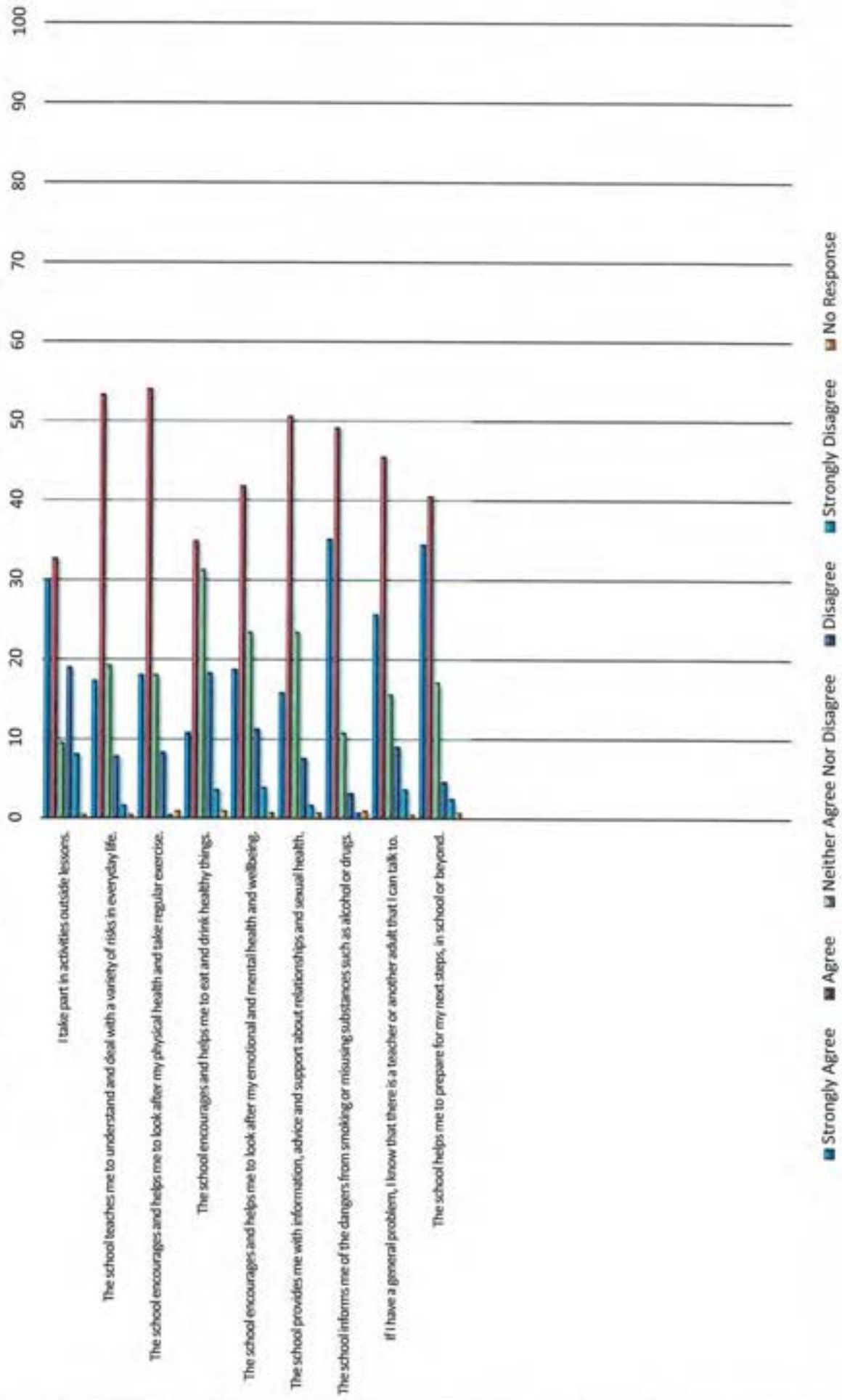
Pupil Attitudinal Survey: - Girls - Years: 7 to 11



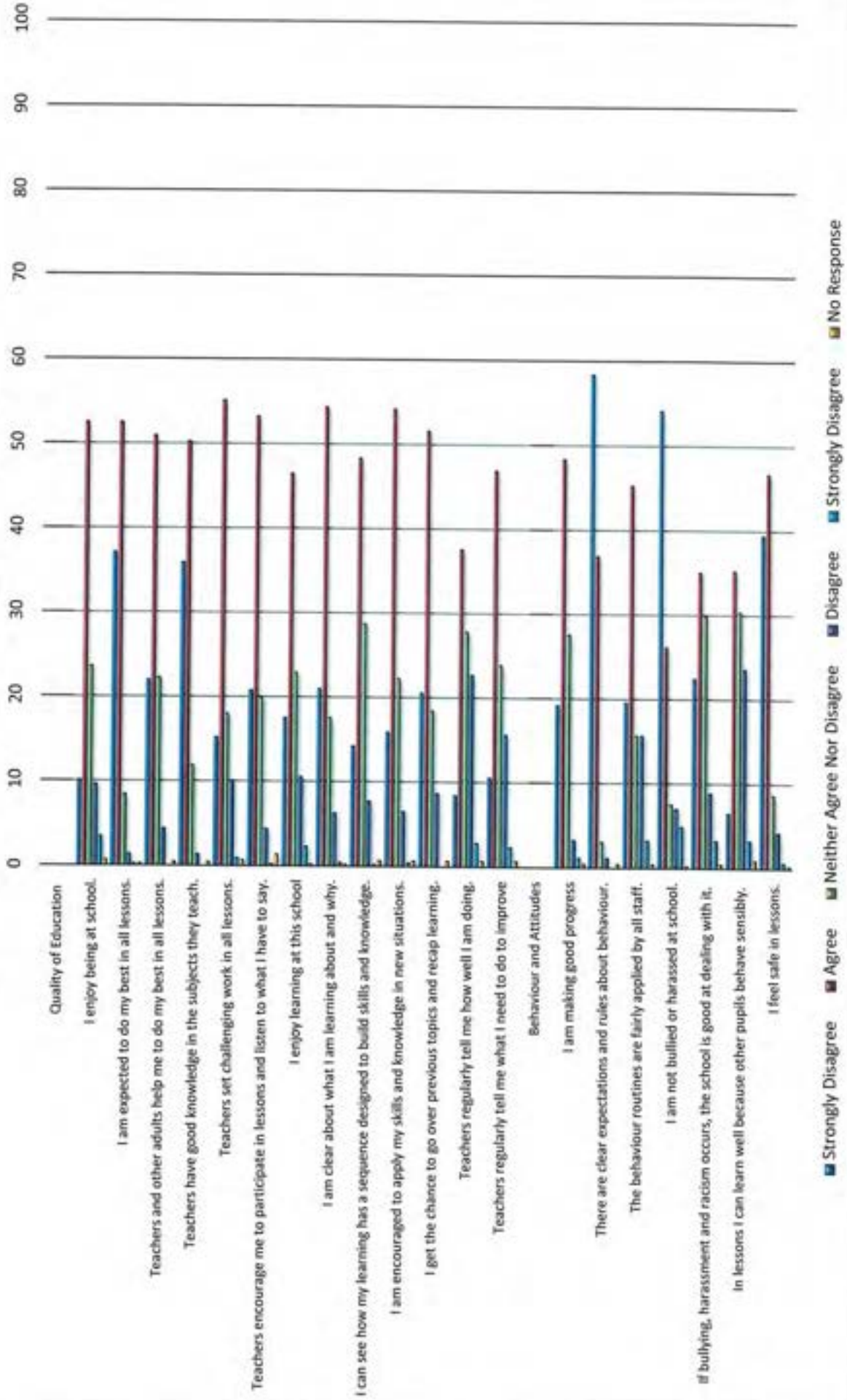
Pupil Attitudinal Survey: - Girls - Years: 7 to 11 - Continued



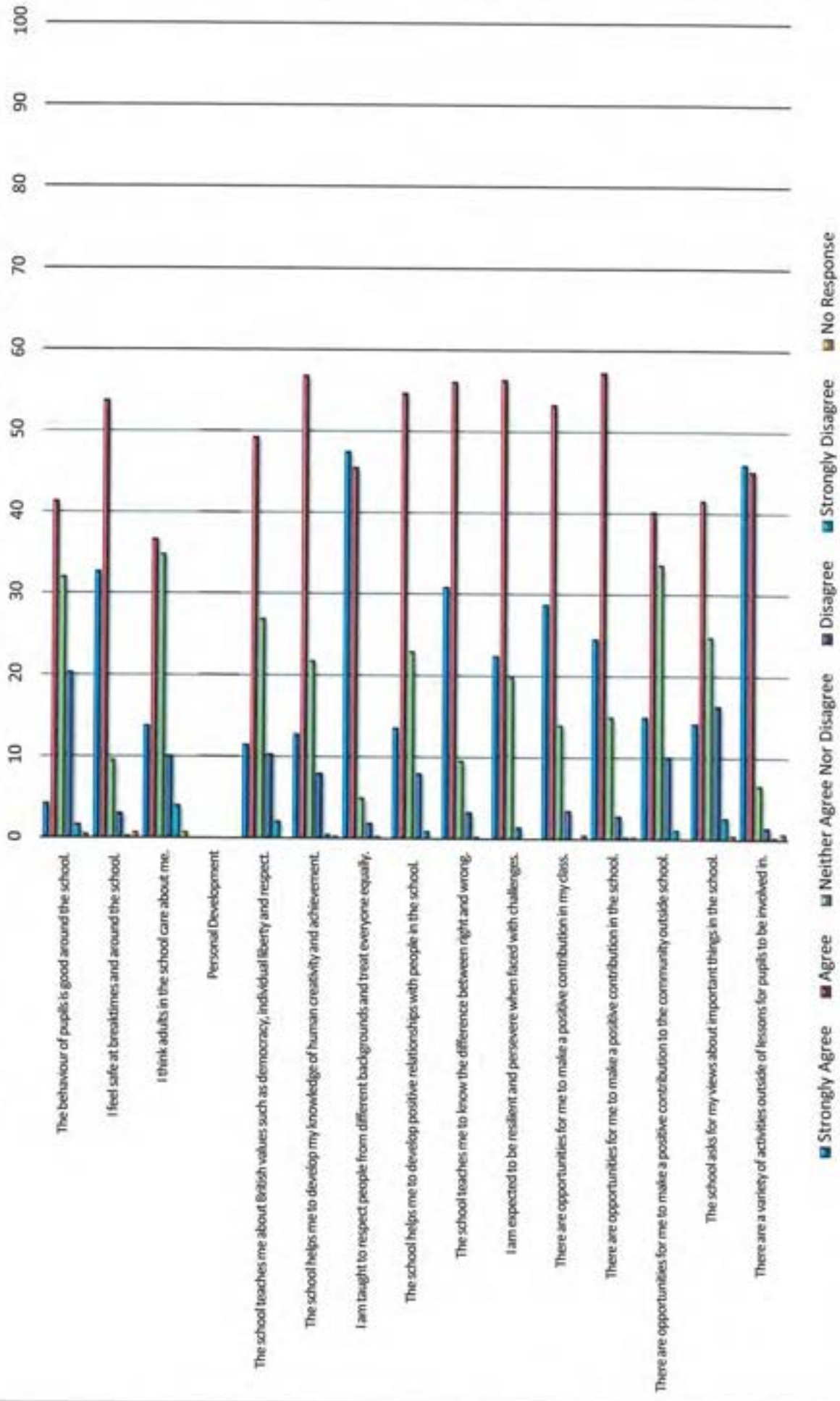
Pupil Attitudinal Survey: - Girls - Years: 7 to 11 - Continued



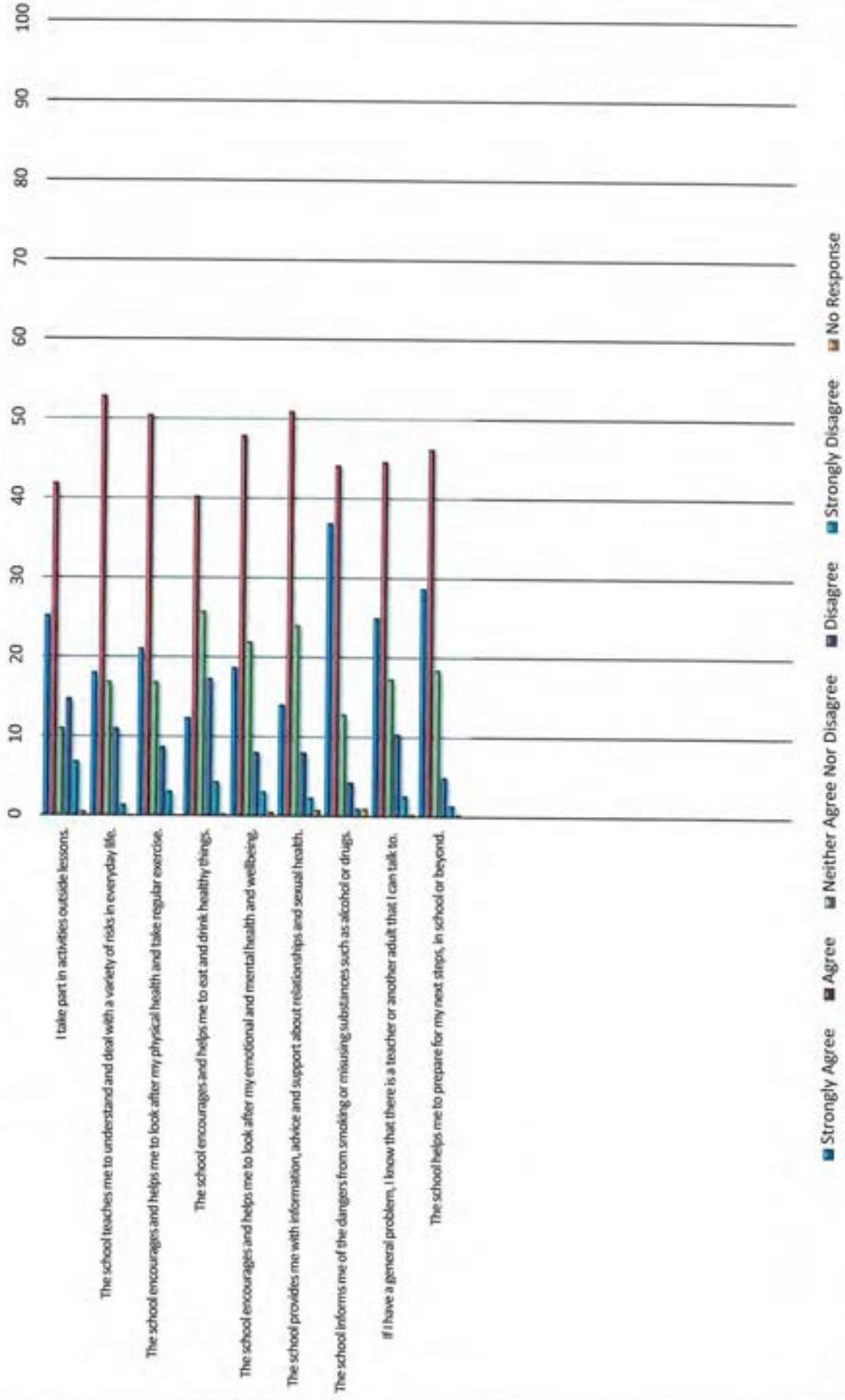
Pupil Attitudinal Survey: - Boys - Years: 7 to 11



Pupil Attitudinal Survey: - Boys - Years: 7 to 11 - Continued



Pupil Attitudinal Survey: - Boys - Years: 7 to 11 - Continued



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 7**

Number of respondents: **185**

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.	11	54	22	10	2	0	65	12	
I am expected to do my best in all lessons.	49	44	6	1	0	0	93	1	
Teachers and other adults help me to do my best in all lessons.	36	43	18	2	1	0	79	3	
Teachers have good knowledge in the subjects they teach.	51	40	8	1	0	1	91	1	
Teachers set challenging work in all lessons.	18	46	22	12	2	1	64	14	
Teachers encourage me to participate in lessons and listen to what I have to say.	35	48	11	4	1	1	83	5	
I enjoy learning at this school	30	43	21	5	1	0	73	6	
I am clear about what I am learning about and why.	23	55	17	5	0	0	78	5	
I can see how my learning has a sequence designed to build skills and knowledge.	21	54	19	6	1	0	74	6	
I am encouraged to apply my skills and knowledge in new situations.	27	52	16	3	1	2	79	4	
I get the chance to go over previous topics and recap learning.	22	48	24	6	0	1	70	6	
Teachers regularly tell me how well I am doing.	15	36	34	13	2	0	51	15	
Teachers regularly tell me what I need to do to improve	15	46	24	13	2	1	61	15	
I am making good progress	30	35	29	4	2	1	65	6	
Behaviour and Attitudes									
There are clear expectations and rules about behaviour.	72	24	2	1	0	1	96	1	
The behaviour routines are fairly applied by all staff.	29	50	11	8	1	1	79	9	
I am not bullied or harassed at school.	54	23	8	8	7	1	76	15	
If bullying, harassment and racism occurs, the school is good at dealing with it.	32	32	29	4	2	1	64	6	
In lessons I can learn well because other pupils behave sensibly.	3	37	35	22	3	1	39	25	
I feel safe in lessons.	45	45	8	1	1	0	90	2	

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%

Year 7:

Number of Respondents

Performance Criteria

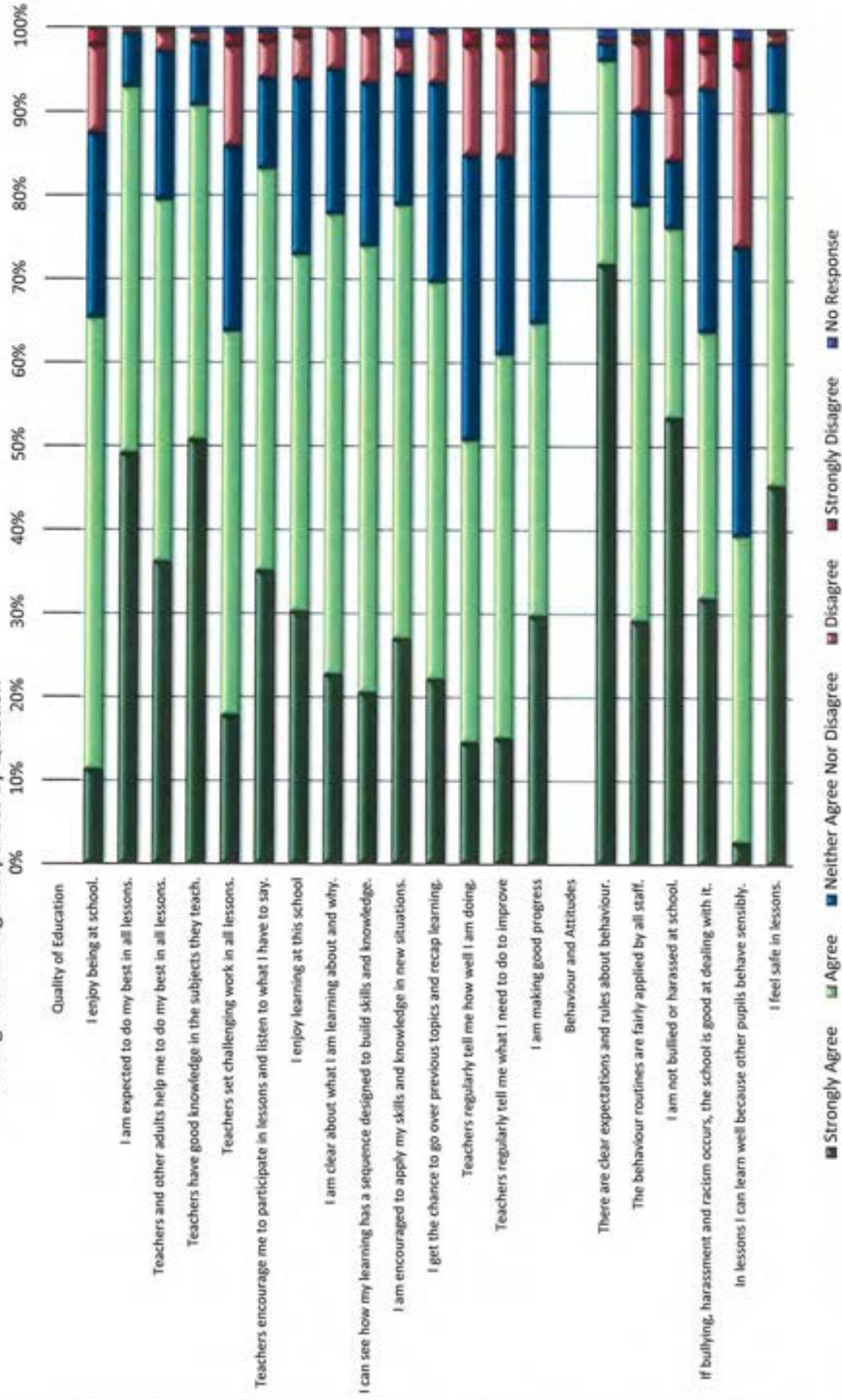
(Figures in red are the modal response)

Performance Criteria	Number of Respondents							Strength	Weakness
	SA	A	NAND	D	SD	NR			
Quality of Education									
I enjoy being at school.	21	100	41	19	4	0	121	23	
I am expected to do my best in all lessons.	91	81	12	1	0	0	172	1	
Teachers and other adults help me to do my best in all lessons.	67	80	33	4	1	0	147	5	
Teachers have good knowledge in the subjects they teach.	94	74	14	2	0	1	168	2	
Teachers set challenging work in all lessons.	33	85	41	22	3	1	118	25	
Teachers encourage me to participate in lessons and listen to what I have to say.	65	89	20	8	2	1	154	10	
I enjoy learning at this school	56	79	39	9	2	0	135	11	
I am clear about what I am learning about and why.	42	102	32	9	0	0	144	9	
I can see how my learning has a sequence designed to build skills and knowledge.	38	99	36	11	1	0	137	12	
I am encouraged to apply my skills and knowledge in new situations.	50	96	29	6	1	3	146	7	
I get the chance to go over previous topics and recap learning.	41	88	44	11	0	1	129	11	
Teachers regularly tell me how well I am doing.	27	67	63	24	4	0	94	28	
Teachers regularly tell me what I need to do to improve	28	85	44	24	3	1	113	27	
I am making good progress	55	65	53	8	3	1	120	11	
Behaviour and Attitudes									
There are clear expectations and rules about behaviour.	133	45	4	1	0	2	178	1	
The behaviour routines are fairly applied by all staff.	54	92	21	15	2	1	146	17	
I am not bullied or harassed at school.	99	42	15	15	13	1	141	28	
If bullying, harassment and racism occurs, the school is good at dealing with it.	59	59	54	8	4	1	118	12	
In lessons I can learn well because other pupils behave sensibly.	5	68	64	40	6	2	73	46	
I feel safe in lessons.	84	83	15	2	1	0	167	3	

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

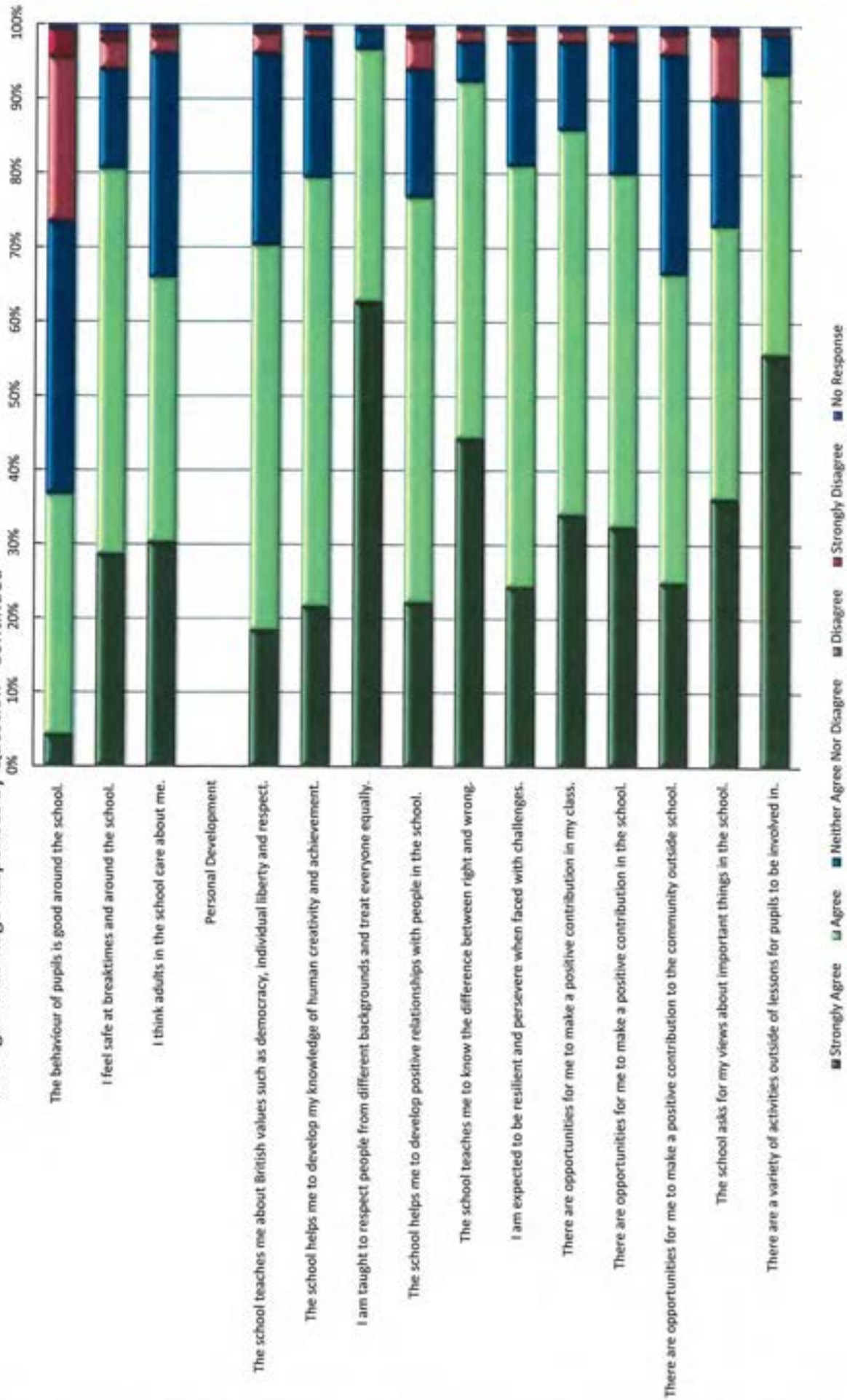
Year 7 -

Average Percentage Responses by Question



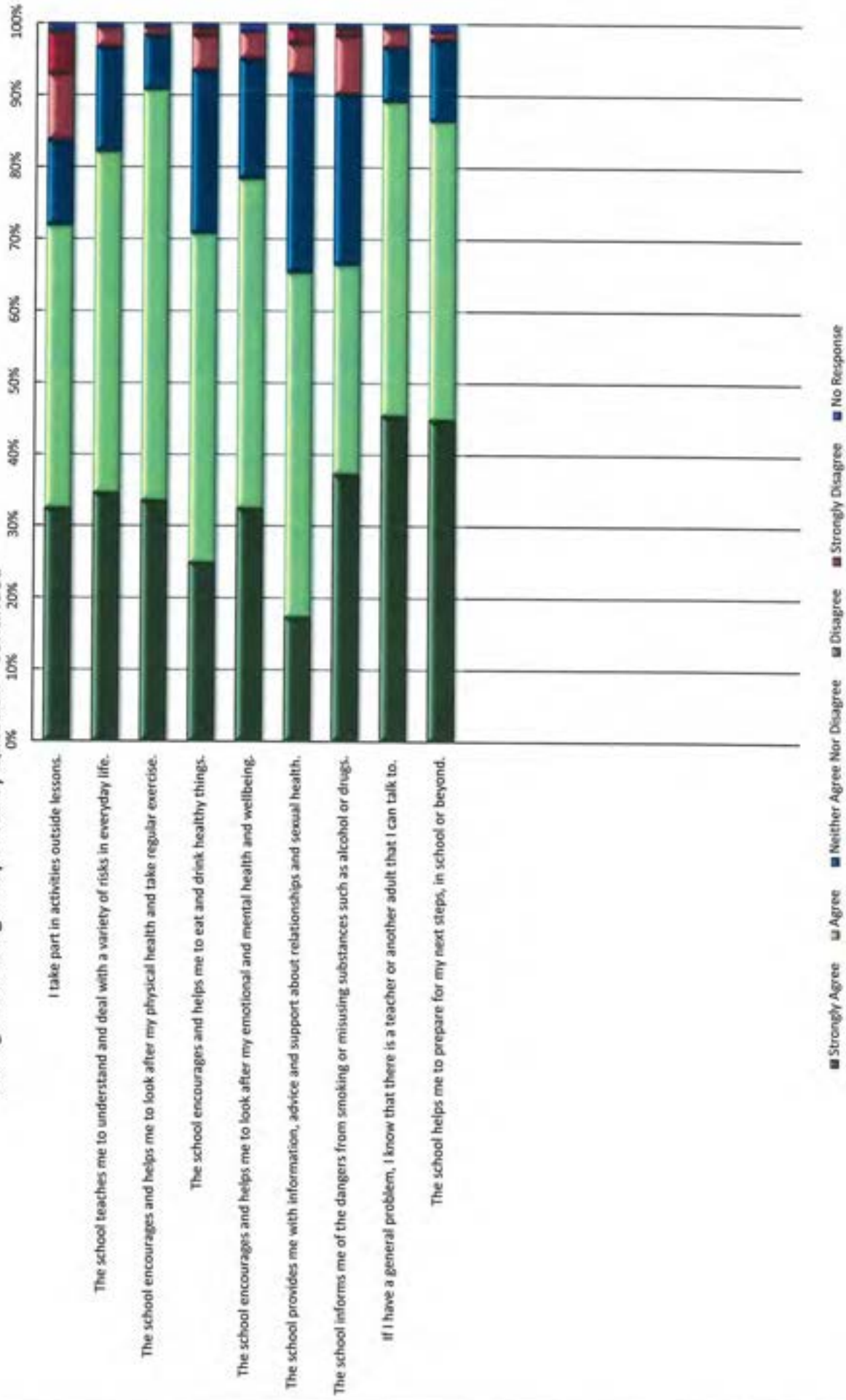
Year 7 -

Average Percentage Responses by Question - Continued



Year 7 -

Average Percentage Responses by Question - Continued



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 7**

Number of respondents: **185**

Percentage of Respondents by Gender Performance Criteria

Performance Criteria	Percentage of Respondents											
	St Agree		Agree		NAND		Disagree		St Disagree		No Resp	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	10	13	55	53	18	27	14	6	3	1	0	0
I am expected to do my best in all lessons.	46	52	46	41	8	5	0	1	0	0	0	0
Teachers and other adults help me to do my best in all lessons.	43	30	34	52	20	16	3	1	0	1	0	0
Teachers have good knowledge in the subjects they teach.	47	54	47	33	3	12	1	1	0	0	1	0
Teachers set challenging work in all lessons.	18	18	44	48	24	20	11	13	2	1	1	0
Teachers encourage me to participate in lessons and listen to what I have to say.	35	35	48	48	11	11	3	5	1	1	1	0
I enjoy learning at this school	30	31	41	45	21	21	7	3	2	0	0	0
I am clear about what I am learning about and why.	23	22	55	55	18	17	4	5	0	0	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	25	16	47	60	20	19	8	4	0	1	0	0
I am encouraged to apply my skills and knowledge in new situations.	24	30	54	50	18	14	3	3	0	1	1	2
I get the chance to go over previous topics and recap learning.	20	24	43	52	30	18	7	5	0	0	1	0
Teachers regularly tell me how well I am doing.	16	13	32	40	34	34	15	11	2	2	0	0
Teachers regularly tell me what I need to do to improve	18	13	45	47	22	26	12	14	2	1	1	0
Behaviour and Attitudes												
I am making good progress	27	32	40	31	25	32	4	4	2	1	1	0
There are clear expectations and rules about behaviour.	73	71	25	23	1	3	0	1	0	0	1	1
The behaviour routines are fairly applied by all staff.	31	28	44	55	14	9	10	6	0	2	1	0
I am not bullied or harassed at school.	47	60	29	17	4	12	13	3	7	7	0	1
If bullying, harassment and racism occurs, the school is good at dealing with it.	31	33	33	31	26	32	5	3	3	1	1	0
In lessons I can learn well because other pupils behave sensibly.	4	1	38	35	32	37	21	22	2	4	2	0
I feel safe in lessons.	49	41	43	47	4	12	2	0	1	0	0	0

Year 7: - Gender Differences
Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents											
	St Agree		Agree		NARD		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	5	3	30	35	33	40	27	17	3	4	1	0
I feel safe at breaktimes and around the school.	33	24	52	52	10	17	4	3	1	1	0	2
I think adults in the school care about me.	27	33	40	32	27	33	4	0	1	1	0	1
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	15	21	48	55	31	21	5	0	0	1	0	1
The school helps me to develop my knowledge of human creativity and achievement.	24	19	57	59	18	20	1	1	0	0	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	63	63	34	34	3	2	0	0	0	0	0	1
The school helps me to develop positive relationships with people in the school.	23	21	53	56	18	17	5	3	1	1	0	1
The school teaches me to know the difference between right and wrong.	44	45	46	50	7	4	3	0	0	0	0	1
I am expected to be resilient and persevere when faced with challenges.	24	24	56	57	19	15	1	1	0	1	0	1
There are opportunities for me to make a positive contribution in my class.	37	31	51	53	9	15	3	0	0	0	0	1
There are opportunities for me to make a positive contribution in the school.	33	32	47	48	18	18	2	1	0	0	0	1
There are opportunities for me to make a positive contribution to the community	25	24	37	46	32	28	5	0	0	1	0	1
The school asks for my views about important things in the school.	29	44	41	33	19	16	12	5	0	1	0	1
There are a variety of activities outside of lessons for pupils to be involved in.	55	56	37	38	8	3	0	1	0	0	0	1
I take part in activities outside lessons.	26	38	41	38	13	11	11	7	8	4	1	1
The school teaches me to understand and deal with a variety of risks in everyday life.	34	35	51	45	11	18	4	1	0	0	0	1
The school encourages and helps me to look after my physical health and take	33	34	55	60	11	4	1	1	0	0	0	1
The school encourages and helps me to eat and drink healthy things.	19	31	46	46	27	18	7	3	1	1	0	1
The school encourages and helps me to look after my emotional and mental health	35	30	44	48	14	19	5	2	0	0	1	1
The school provides me with information, advice and support about relationships and	19	16	47	49	26	29	7	2	1	3	0	1
The school informs me of the dangers from smoking or misusing substances such as	37	37	30	29	22	26	9	7	2	0	0	1
If I have a general problem, I know that there is a teacher or another adult that I	48	43	40	48	8	7	4	1	0	0	0	1
The school helps me to prepare for my next steps, in school or beyond.	45	45	46	37	8	15	1	1	0	0	0	2

Year 7: - Gender Differences
Number of Respondents by Gender
Performance Criteria

	Number of Respondents											
	St. Agree		Agree		NAND		Disagree		St. Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	9	12	50	50	16	25	13	6	3	1	0	0
I am expected to do my best in all lessons.	42	49	42	39	7	5	0	1	0	0	0	0
Teachers and other adults help me to do my best in all lessons.	39	28	31	49	18	15	3	1	0	1	0	0
Teachers have good knowledge in the subjects they teach.	43	51	43	31	3	11	1	1	0	0	1	0
Teachers set challenging work in all lessons.	16	17	40	45	22	19	10	12	2	1	1	0
Teachers encourage me to participate in lessons and listen to what I have to say.	32	33	44	45	10	10	3	5	1	1	1	0
I enjoy learning at this school	27	29	37	42	19	20	6	3	2	0	0	0
I am clear about what I am learning about and why.	21	21	50	52	16	16	4	5	0	0	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	23	15	43	56	18	18	7	4	0	1	0	0
I am encouraged to apply my skills and knowledge in new situations.	22	28	49	47	16	13	3	3	0	1	1	2
I get the chance to go over previous topics and recap learning.	18	23	39	49	27	17	6	5	0	0	1	0
Teachers regularly tell me how well I am doing.	15	12	29	38	31	32	14	10	2	2	0	0
Teachers regularly tell me what I need to do to improve	16	12	41	44	20	24	11	13	2	1	1	0
I am making good progress	25	30	36	29	23	30	4	4	2	1	1	0
Behaviour and Attitudes												
There are clear expectations and rules about behaviour.	66	67	23	22	1	3	0	1	0	0	1	1
The behaviour routines are fairly applied by all staff.	28	26	40	52	13	8	9	6	0	2	1	0
I am not bullied or harassed at school.	43	56	26	16	4	11	12	3	6	7	0	1
If bullying, harassment and racism occurs, the school is good at dealing with it.	28	31	30	29	24	30	5	3	3	1	1	0
In lessons I can learn well because other pupils behave sensibly.	4	1	35	33	29	35	19	21	2	4	2	0
I feel safe in lessons.	45	39	39	44	4	11	2	0	1	0	0	0

Year 7: - Gender Differences

Number of Respondents by Gender - Continued

Performance Criteria	Number of Respondents											
	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	5	3	27	33	30	38	25	16	3	4	1	0
I feel safe at breaktimes and around the school.	30	23	47	49	9	16	4	3	1	1	0	2
I think adults in the school care about me.	25	31	36	30	25	31	4	0	1	1	0	1
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	14	20	44	52	28	20	5	0	0	1	0	1
The school helps me to develop my knowledge of human creativity and achievement.	22	18	52	55	16	19	1	1	0	0	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	57	59	31	32	3	2	0	0	0	0	0	1
The school helps me to develop positive relationships with people in the school.	21	20	48	53	16	16	5	3	1	1	0	1
The school teaches me to know the difference between right and wrong.	40	42	42	47	6	4	3	0	0	0	0	1
I am expected to be resilient and persevere when faced with challenges.	22	23	51	54	17	14	1	1	0	1	0	1
There are opportunities for me to make a positive contribution in my class.	34	29	46	50	8	14	3	0	0	0	0	1
There are opportunities for me to make a positive contribution in the school.	30	30	43	45	16	17	2	1	0	0	0	1
There are opportunities for me to make a positive contribution to the community	23	23	34	43	29	26	5	0	0	1	0	1
The school asks for my views about important things in the school.	26	41	37	31	17	15	11	5	0	1	0	1
There are a variety of activities outside of lessons for pupils to be involved in.	50	53	34	36	7	3	0	1	0	0	0	1
I take part in activities outside lessons.	24	36	37	36	12	10	10	7	7	4	1	1
The school teaches me to understand and deal with a variety of risks in everyday life.	31	33	46	42	10	17	4	1	0	0	0	1
The school encourages and helps me to look after my physical health and take	30	32	50	56	10	4	1	1	0	0	0	1
The school encourages and helps me to eat and drink healthy things.	17	29	42	43	25	17	6	3	1	1	0	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	32	28	40	45	13	18	5	2	0	0	1	1
The school provides me with information, advice and support about relationships and sexual health.	17	15	43	46	24	27	6	2	1	3	0	1
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	34	35	27	27	20	24	8	7	2	0	0	1
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	44	40	36	45	7	7	4	1	0	0	0	1
The school helps me to prepare for my next steps, in school or beyond.	41	42	42	35	7	14	1	1	0	0	0	2

Year 7: - Gender Differences
Percentage of Respondents by Gender

Performance Criteria

	Percentage of Respondents							
	Agree		NAND		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	65	66	18	27	18	7	0	0
I am expected to do my best in all lessons.	92	94	8	5	0	1	0	0
Teachers and other adults help me to do my best in all lessons.	77	82	20	16	3	2	0	0
Teachers have good knowledge in the subjects they teach.	95	87	3	12	1	1	1	0
Teachers set challenging work in all lessons.	62	66	24	20	13	14	1	0
Teachers encourage me to participate in lessons and listen to what I have to say.	84	83	11	11	4	6	1	0
I enjoy learning at this school	70	76	21	21	9	3	0	0
I am clear about what I am learning about and why.	78	78	18	17	4	5	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	73	76	20	19	8	5	0	0
I am encouraged to apply my skills and knowledge in new situations.	78	80	18	14	3	4	1	2
I get the chance to go over previous topics and recap learning.	63	77	30	18	7	5	1	0
Teachers regularly tell me how well I am doing.	48	53	34	34	18	13	0	0
Teachers regularly tell me what I need to do to improve	63	60	22	26	14	15	1	0
I am making good progress	67	63	25	32	7	5	1	0
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	98	95	1	3	0	1	1	1
The behaviour routines are fairly applied by all staff.	75	83	14	9	10	9	1	0
I am not bullied or harassed at school.	76	77	4	12	20	11	0	1
If bullying, harassment and racism occurs, the school is good at dealing with it.	64	64	26	32	9	4	1	0
In lessons I can learn well because other pupils behave sensibly.	43	36	32	37	23	27	2	0
I feel safe in lessons.	92	88	4	12	3	0	0	0

Year 7: - Gender Differences

Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents							
	Agree		Don't Know		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	35	38	33	40	31	21	1	0
I feel safe at breaktimes and around the school.	85	77	10	17	5	4	0	2
I think adults in the school care about me.	67	65	27	33	5	1	0	1
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	64	77	31	21	5	1	0	1
The school helps me to develop my knowledge of human creativity and achievement.	81	78	18	20	1	1	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	97	97	3	2	0	0	0	1
The school helps me to develop positive relationships with people in the school.	76	78	18	17	7	4	0	1
The school teaches me to know the difference between right and wrong.	90	95	7	4	3	0	0	1
I am expected to be resilient and persevere when faced with challenges.	80	82	19	15	1	2	0	1
There are opportunities for me to make a positive contribution in my class.	88	84	9	15	3	0	0	1
There are opportunities for me to make a positive contribution in the school.	80	80	18	18	2	1	0	1
There are opportunities for me to make a positive contribution to the community outside school.	63	70	32	28	5	1	0	1
The school asks for my views about important things in the school.	69	77	19	16	12	6	0	1
There are a variety of activities outside of lessons for pupils to be involved in.	92	95	8	3	0	1	0	1
I take part in activities outside lessons.	67	77	13	11	19	12	1	1
The school teaches me to understand and deal with a variety of risks in everyday life.	85	80	11	18	4	1	0	1
The school encourages and helps me to look after my physical health and take regular exercise.	88	94	11	4	1	1	0	1
The school encourages and helps me to eat and drink healthy things.	65	77	27	18	8	4	0	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	79	78	14	19	5	2	1	1
The school provides me with information, advice and support about relationships and sexual health.	66	65	26	29	8	5	0	1
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	67	66	22	26	11	7	0	1
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	88	90	8	7	4	1	0	1
The school helps me to prepare for my next steps, in school or beyond.	91	82	8	15	1	1	0	2

Year 7: - Gender Differences
Variations in boys and girls responses

Performance Criteria

Percentage of Respondents

	Agree Overall		N/A/NO		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	-1	-9	+10	+0				
I am expected to do my best in all lessons.	-1	+2	-1	+0				
Teachers and other adults help me to do my best in all lessons.	-5	+4	+1	+0				
Teachers have good knowledge in the subjects they teach.	+7	-8	+0	+1				
Teachers set challenging work in all lessons.	-4	+4	-1	+1				
Teachers encourage me to participate in lessons and listen to what I have to say.	+1	+0	-2	+1				
I enjoy learning at this school	-5	-0	+6	+0				
I am clear about what I am learning about and why.	+0	+1	-1	+0				
I can see how my learning has a sequence designed to build skills and knowledge.	-3	+1	+2	+0				
I am encouraged to apply my skills and knowledge in new situations.	-2	+4	-1	-1				
I get the chance to go over previous topics and recap learning.	-14	+12	+1	+1				
Teachers regularly tell me how well I am doing.	-5	+0	+5	+0				
Teachers regularly tell me what I need to do to improve	+3	-4	-1	+1				
I am making good progress	+4	-7	+1	+1				
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	+3	-2	-1	+0				
The behaviour routines are fairly applied by all staff.	-8	+6	+1	+1				
I am not bullied or harassed at school.	-1	-7	+9	-1				
If bullying, harassment and racism occurs, the school is good at dealing with it.	-0	-6	+5	+1				
In lessons I can learn well because other pupils behave sensibly.	+7	-5	-4	+2				
I feel safe in lessons.	+4	-7	+3	+0				

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

Negative numbers (-) indicate that more girls than boys gave this response

Key:

Figures in **red** indicate that the difference between boys and girls is greater than 25

Figures in **green** indicate that the difference between boys and girls is between 15 and 25

Year 7: - Gender Differences
Variations in boys and girls responses - Continued

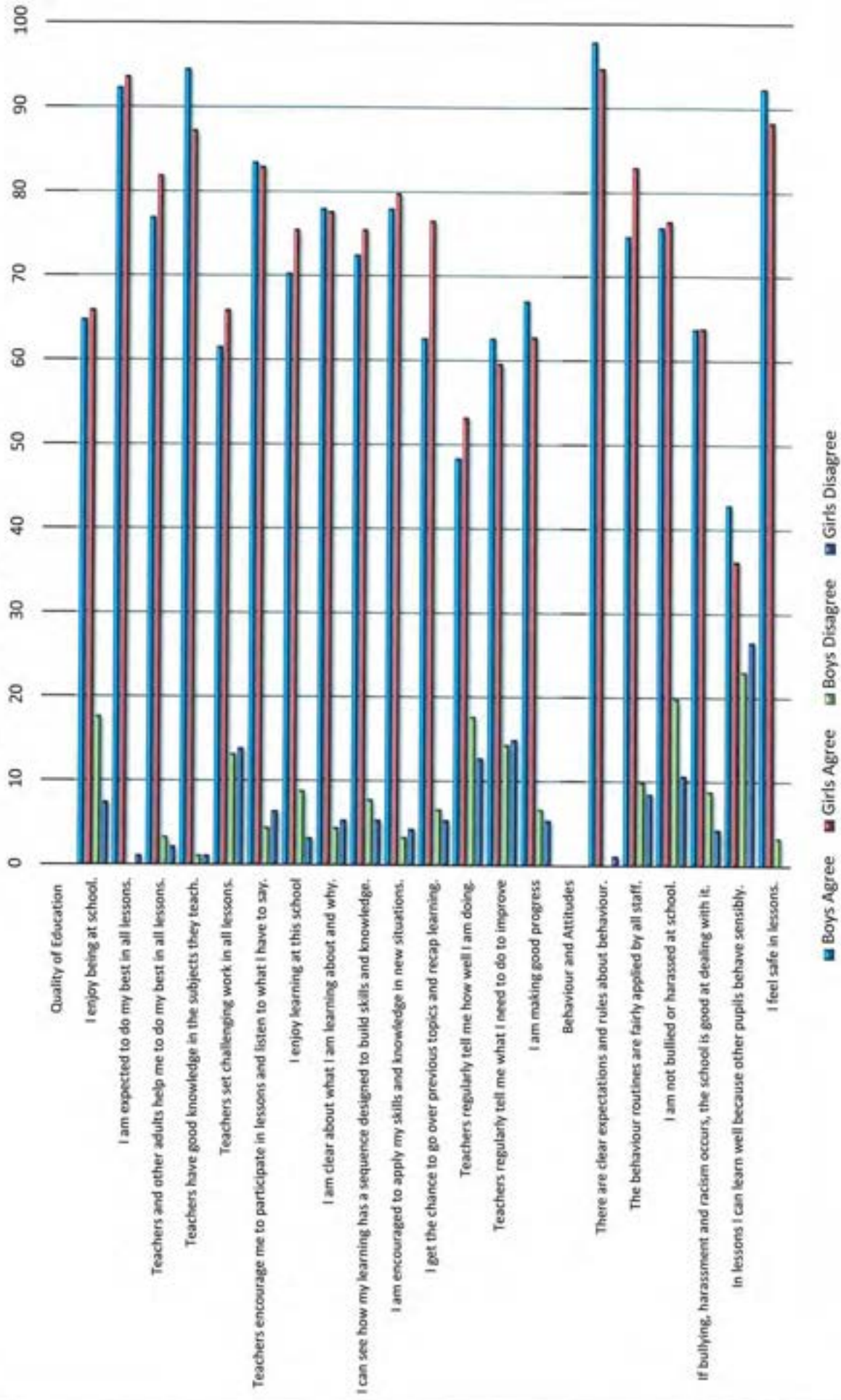
Performance Criteria

Percentage of Respondents

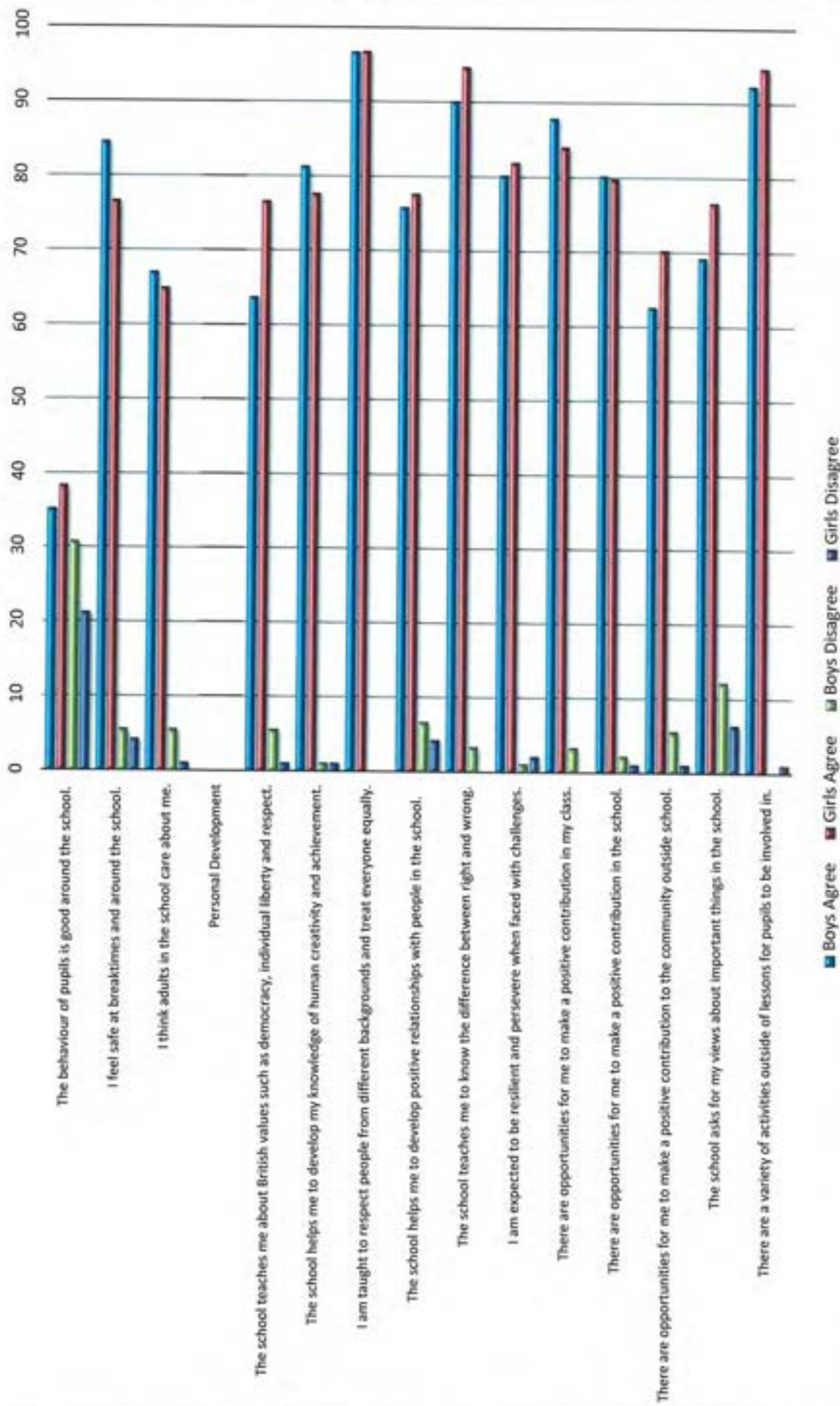
	Agree Overall		Don't Know		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
	The behaviour of pupils is good around the school.	-3	-7	+9	+1			
I feel safe at breaktimes and around the school.	+8	-7	+1	-2				
I think adults in the school care about me.	+2	-6	+4	-1				
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	-13	+9	+4	-1				
The school helps me to develop my knowledge of human creativity and achievement.	+4	-3	+0	-1				
I am taught to respect people from different backgrounds and treat everyone equally.	-0	+1	+0	-1				
The school helps me to develop positive relationships with people in the school.	-2	+1	+2	-1				
The school teaches me to know the difference between right and wrong.	-5	+2	+3	-1				
I am expected to be resilient and persevere when faced with challenges.	-2	+4	-1	-1				
There are opportunities for me to make a positive contribution in my class.	+4	-6	+3	-1				
There are opportunities for me to make a positive contribution in the school.	+0	-1	+1	-1				
There are opportunities for me to make a positive contribution to the community outside school.	-8	+4	+4	-1				
The school asks for my views about important things in the school.	-7	+3	+6	-1				
There are a variety of activities outside of lessons for pupils to be involved in.	-2	+5	-1	-1				
I take part in activities outside lessons.	-10	+3	+7	+0				
The school teaches me to understand and deal with a variety of risks in everyday life.	+5	-7	+3	-1				
The school encourages and helps me to look after my physical health and take regular exercise.	-6	+7	+0	-1				
The school encourages and helps me to eat and drink healthy things.	-12	+9	+3	-1				
The school encourages and helps me to look after my emotional and mental health and wellbeing.	+1	-5	+3	+0				
The school provides me with information, advice and support about relationships and sexual health.	+1	-2	+2	-1				
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	+1	-4	+4	-1				
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	-3	+0	+3	-1				
The school helps me to prepare for my next steps, in school or beyond.	+9	-7	+0	-2				

Notes:
 Positive numbers (+) indicate that more boys than girls gave this response
 Negative numbers (-) indicate that more girls than boys gave this response
Key:
 Figures in red indicate that the difference between boys and girls is greater than 25
 Figures in green indicate that the difference between boys and girls is between 15 and 25

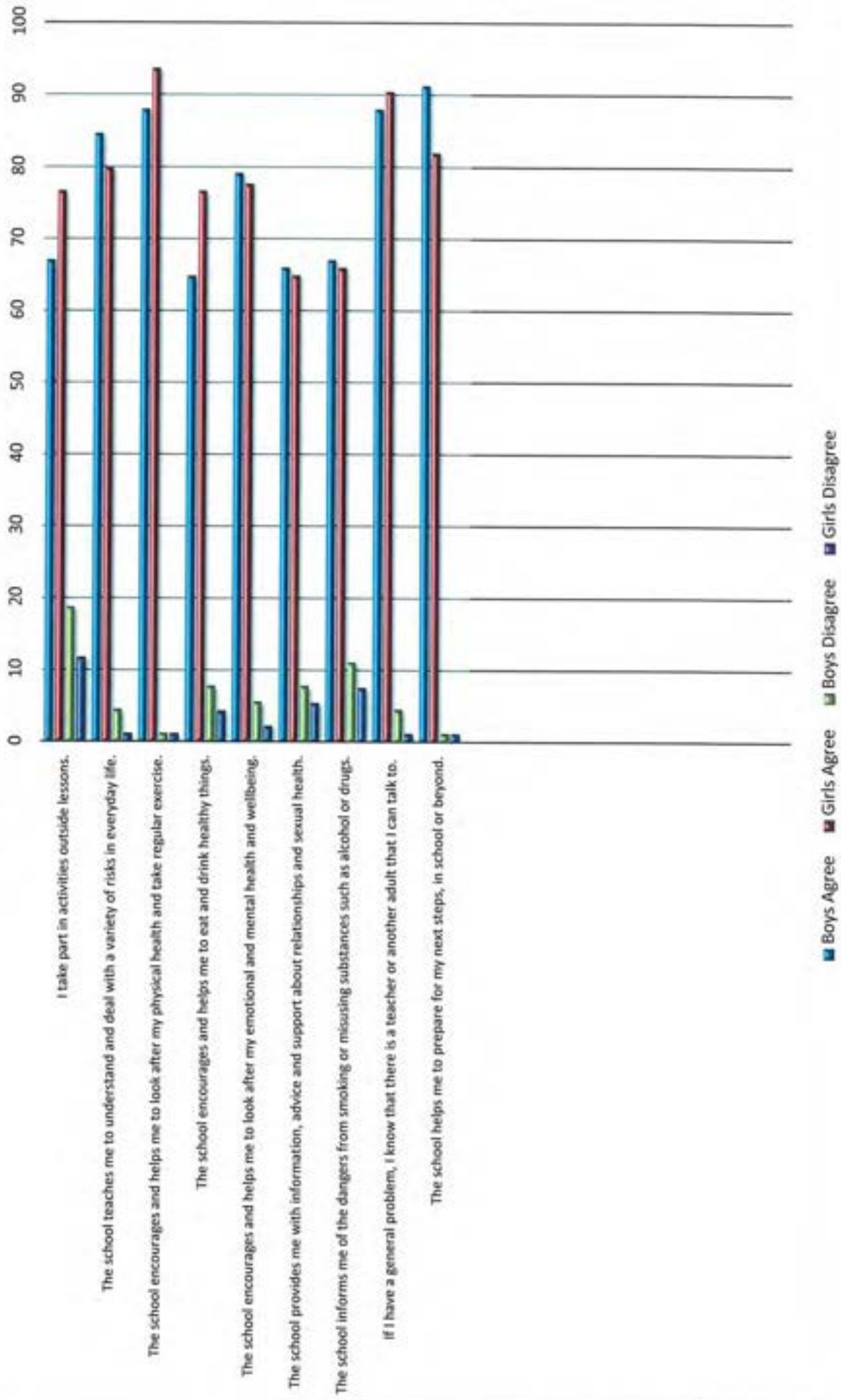
Year 7 - Gender Differences



Year 7 - Gender Differences



Year 7 - Gender Differences



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 8**

Number of respondents: **178**

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.	6	51	26	13	4	0	56	17
I am expected to do my best in all lessons.	34	52	14	1	0	0	85	1
Teachers and other adults help me to do my best in all lessons.	16	50	29	5	0	0	66	5
Teachers have good knowledge in the subjects they teach.	30	46	23	1	0	1	76	1
Teachers set challenging work in all lessons.	15	52	22	10	1	0	67	11
Teachers encourage me to participate in lessons and listen to what I have to say.	17	46	27	9	0	1	63	9
I enjoy learning at this school	8	47	24	17	4	0	54	21
I am clear about what I am learning about and why.	16	50	24	10	0	0	66	10
I can see how my learning has a sequence designed to build skills and knowledge.	10	41	40	8	1	1	51	8
I am encouraged to apply my skills and knowledge in new situations.	13	54	20	11	1	0	68	12
I get the chance to go over previous topics and recap learning.	20	50	17	13	0	0	70	13
Teachers regularly tell me how well I am doing.	5	39	22	31	2	0	44	33
Teachers regularly tell me what I need to do to improve	10	43	29	16	1	0	53	17
I am making good progress	21	46	28	4	1	0	67	5
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	49	44	4	3	0	0	93	3
The behaviour routines are fairly applied by all staff.	14	47	21	15	3	0	61	18
I am not bullied or harassed at school.	50	25	13	8	3	0	75	11
If bullying, harassment and racism occurs, the school is good at dealing with it.	19	33	30	14	4	0	52	18
In lessons I can learn well because other pupils behave sensibly.	5	24	29	34	7	1	29	42
I feel safe in lessons.	30	43	17	8	2	0	72	10

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%

Year 8:

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

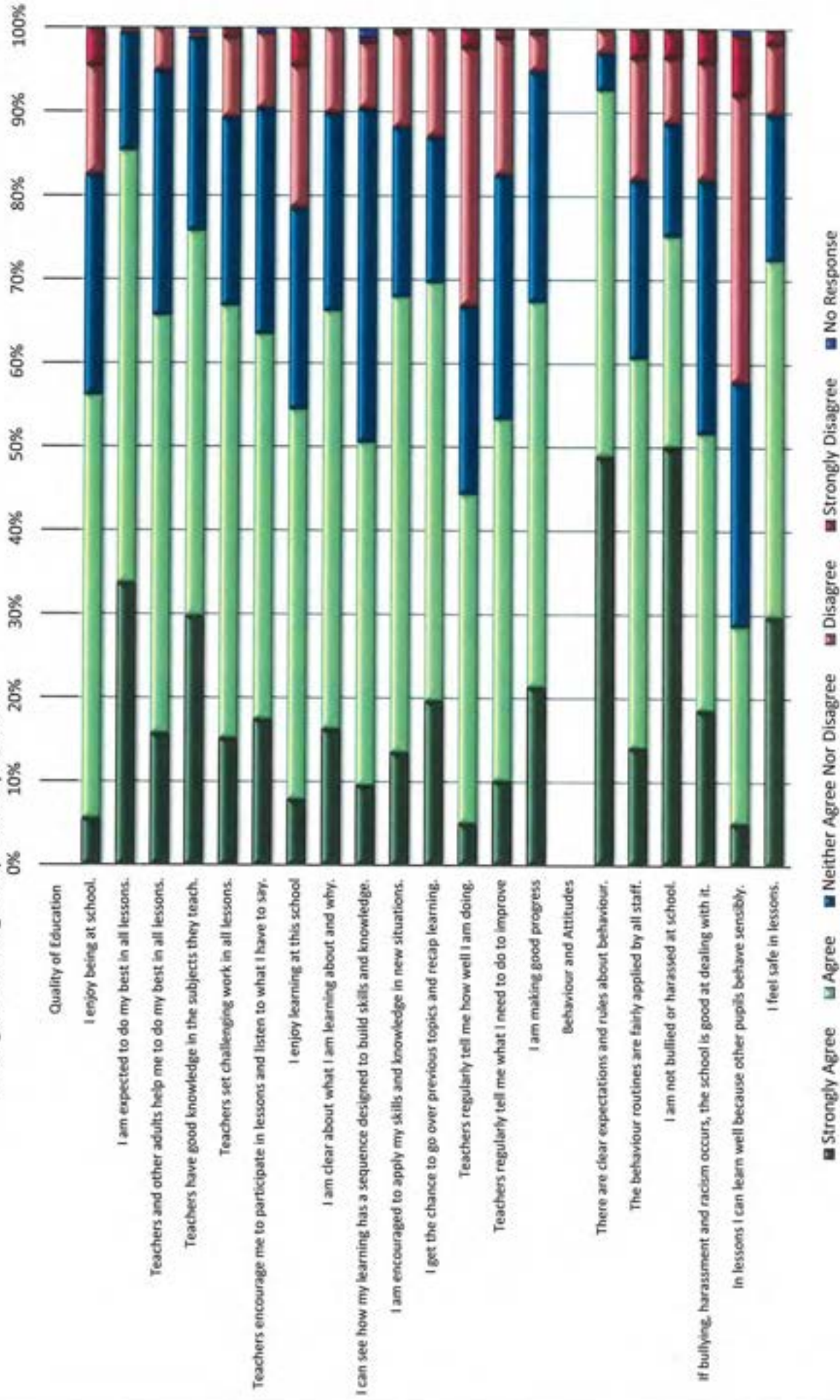
Number of Respondents

	SA	A	NAND	D	SD	NR	Strength	Weakness
Quality of Education								
I enjoy being at school.	10	90	47	23	8	0	100	31
I am expected to do my best in all lessons.	60	92	25	1	0	0	152	1
Teachers and other adults help me to do my best in all lessons.	28	89	52	9	0	0	117	9
Teachers have good knowledge in the subjects they teach.	53	82	41	1	0	1	135	1
Teachers set challenging work in all lessons.	27	92	40	17	2	0	119	19
Teachers encourage me to participate in lessons and listen to what I have to say.	31	82	48	16	0	1	113	16
I enjoy learning at this school	14	83	43	30	8	0	97	38
I am clear about what I am learning about and why.	29	89	42	18	0	0	118	18
I can see how my learning has a sequence designed to build skills and knowledge.	17	73	71	14	1	2	90	15
I am encouraged to apply my skills and knowledge in new situations.	24	97	36	20	1	0	121	21
I get the chance to go over previous topics and recap learning.	35	89	31	23	0	0	124	23
Teachers regularly tell me how well I am doing.	9	70	40	55	4	0	79	59
Teachers regularly tell me what I need to do to improve	18	77	52	29	2	0	95	31
I am making good progress	38	82	49	8	1	0	120	9
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	87	78	8	5	0	0	165	5
The behaviour routines are fairly applied by all staff.	25	83	38	26	6	0	108	32
I am not bullied or harassed at school.	89	45	24	14	6	0	134	20
If bullying, harassment and racism occurs, the school is good at dealing with it.	33	59	54	25	7	0	92	32
In lessons I can learn well because other pupils behave sensibly.	9	42	52	61	13	1	51	74
I feel safe in lessons.	53	76	31	15	3	0	129	18

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

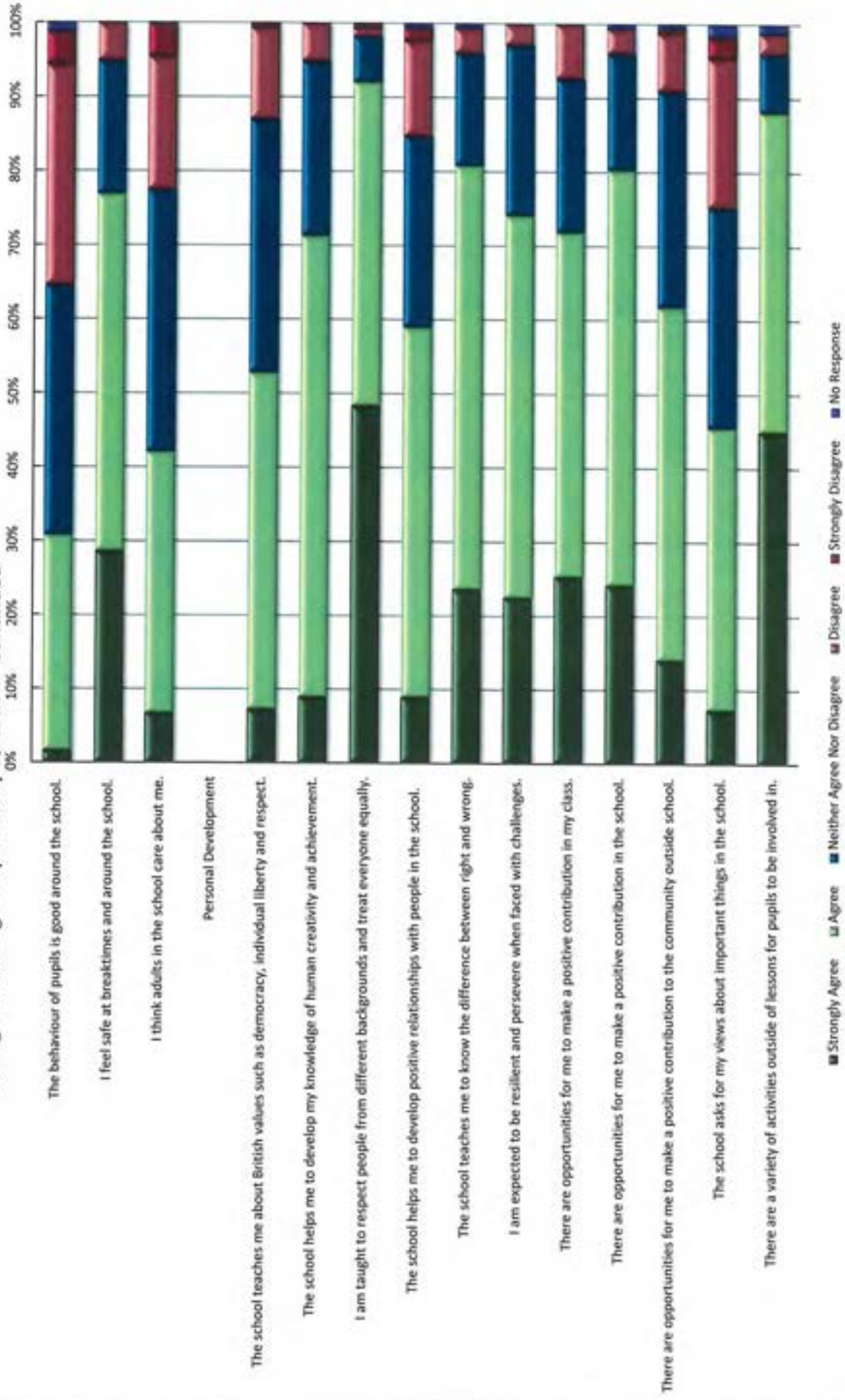
Year 8 -

Average Percentage Responses by Question



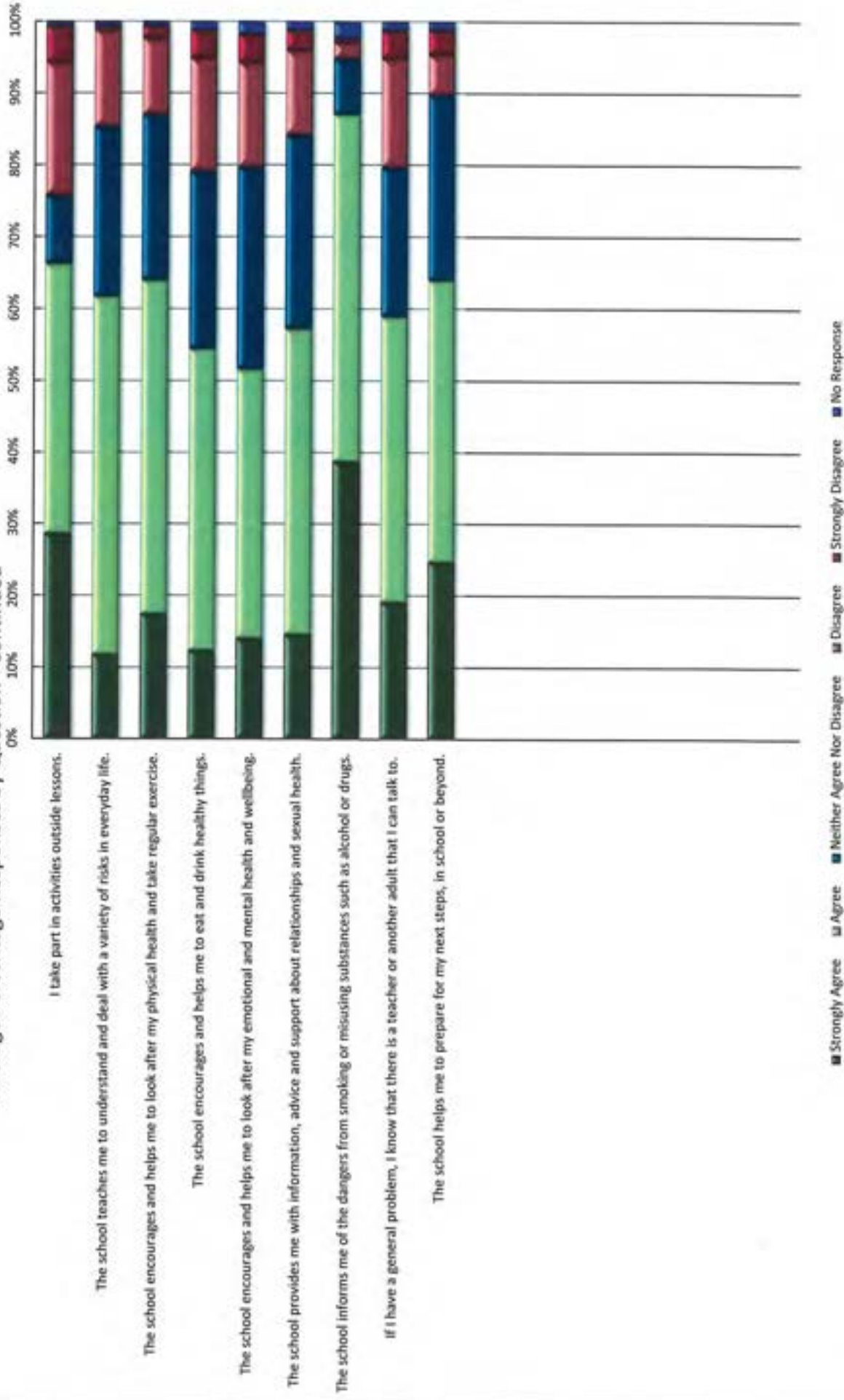
Year 8 -

Average Percentage Responses by Question - Continued



Year 8 -

Average Percentage Responses by Question - Continued



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 8**

Number of respondents: **178**

Percentage of Respondents by Gender Performance Criteria

Performance Criteria	Percentage of Respondents											
	St Agree		Agree		NAND		Dis/rev		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	7	4	42	59	35	18	13	13	3	6	0	0
I am expected to do my best in all lessons.	32	36	55	49	13	16	1	0	0	0	0	0
Teachers and other adults help me to do my best in all lessons.	17	14	44	56	31	28	8	2	0	0	0	0
Teachers have good knowledge in the subjects they teach.	27	32	55	38	18	28	0	1	0	0	0	1
Teachers set challenging work in all lessons.	17	13	57	47	13	32	11	8	2	0	0	0
Teachers encourage me to participate in lessons and listen to what I have to say.	15	20	48	44	30	24	8	10	0	0	0	1
I enjoy learning at this school	6	10	36	57	32	17	22	12	5	4	0	0
I am clear about what I am learning about and why.	11	21	51	49	25	22	13	8	0	0	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	7	12	36	46	41	39	13	3	1	0	2	0
I am encouraged to apply my skills and knowledge in new situations.	8	19	53	56	26	14	11	11	1	0	0	0
I get the chance to go over previous topics and recap learning.	16	23	52	48	19	16	13	13	0	0	0	0
Teachers regularly tell me how well I am doing.	7	3	40	39	23	22	27	34	3	1	0	0
Teachers regularly tell me what I need to do to improve	13	8	40	47	26	32	20	12	1	1	0	0
Behaviour and Attitudes												
I am making good progress	18	24	53	39	27	28	1	8	0	1	0	0
There are clear expectations and rules about behaviour.	51	47	44	43	2	7	2	3	0	0	0	0
The behaviour routines are fairly applied by all staff.	16	12	49	44	16	27	15	14	5	2	0	0
I am not bullied or harassed at school.	51	49	26	24	13	14	7	9	3	3	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	18	19	39	28	30	31	10	18	3	4	0	0
In lessons I can learn well because other pupils behave sensibly.	7	3	23	24	27	31	38	31	6	9	0	1
I feel safe in lessons.	31	29	42	43	18	17	8	9	1	2	0	0

Year 8: - Gender Differences
Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents											
	St Agree		Agree		Neutral		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	2	1	35	23	33	34	27	32	2	7	0	2
I feel safe at breaktimes and around the school.	26	31	51	46	17	19	6	4	0	0	0	0
I think adults in the school care about me.	3	10	41	30	31	40	20	16	5	4	0	0
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	8	7	34	57	40	29	17	8	1	0	0	0
The school helps me to develop my knowledge of human creativity and achievement.	8	10	60	64	24	23	8	2	0	0	0	0
I am taught to respect people from different backgrounds and treat everyone equally.	41	56	50	38	7	6	1	1	1	0	0	0
The school helps me to develop positive relationships with people in the school.	3	14	52	48	31	21	11	14	2	1	0	1
The school teaches me to know the difference between right and wrong.	22	26	60	54	14	17	5	2	0	0	0	1
I am expected to be resilient and persevere when faced with challenges.	18	27	51	52	30	17	1	4	0	0	0	0
There are opportunities for me to make a positive contribution in my class.	19	31	52	41	18	23	10	4	0	0	0	0
There are opportunities for me to make a positive contribution in the school.	19	29	60	52	17	14	3	3	0	0	0	1
There are opportunities for me to make a positive contribution to the community	10	18	47	49	34	24	8	8	1	0	0	1
The school asks for my views about important things in the school.	6	9	35	41	31	29	23	18	5	1	1	2
There are a variety of activities outside of lessons for pupils to be involved in.	44	46	47	40	6	10	2	3	0	0	1	1
I take part in activities outside lessons.	20	37	50	26	9	10	15	22	6	4	0	1
The school teaches me to understand and deal with a variety of risks in everyday life.	11	12	51	49	20	27	17	10	0	1	0	1
The school encourages and helps me to look after my physical health and take	17	18	47	47	20	26	13	9	3	0	0	1
The school encourages and helps me to eat and drink healthy things.	14	11	44	40	20	29	15	17	6	2	1	1
The school encourages and helps me to look after my emotional and mental health	11	17	36	39	35	21	10	19	6	2	1	2
The school provides me with information, advice and support about relationships and	14	16	41	44	28	26	10	13	6	0	1	1
The school informs me of the dangers from smoking or misusing substances such as	41	37	44	52	9	7	2	2	1	0	2	2
If I have a general problem, I know that there is a teacher or another adult that I	17	21	41	39	20	21	17	13	3	4	1	1
The school helps me to prepare for my next steps, in school or beyond.	19	30	40	39	31	21	8	3	1	6	1	1

Year 8: - Gender Differences
Number of Respondents by Gender
Performance Criteria

	Number of Respondents											
	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	6	4	37	53	31	16	11	12	3	5	0	0
I am expected to do my best in all lessons.	28	32	48	44	11	14	1	0	0	0	0	0
Teachers and other adults help me to do my best in all lessons.	15	13	39	50	27	25	7	2	0	0	0	0
Teachers have good knowledge in the subjects they teach.	24	29	48	34	16	25	0	1	0	0	0	1
Teachers set challenging work in all lessons.	15	12	50	42	11	29	10	7	2	0	0	0
Teachers encourage me to participate in lessons and listen to what I have to say.	13	18	42	40	26	22	7	9	0	0	0	1
I enjoy learning at this school	5	9	32	51	28	15	19	11	4	4	0	0
I am clear about what I am learning about and why.	10	19	45	44	22	20	11	7	0	0	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	6	11	32	41	36	35	11	3	1	0	2	0
I am encouraged to apply my skills and knowledge in new situations.	7	17	47	50	23	13	10	10	1	0	0	0
I get the chance to go over previous topics and recap learning.	14	21	46	43	17	14	11	12	0	0	0	0
Teachers regularly tell me how well I am doing.	6	3	35	35	20	20	24	31	3	1	0	0
Teachers regularly tell me what I need to do to improve	11	7	35	42	23	29	18	11	1	1	0	0
I am making good progress	16	22	47	35	24	25	1	7	0	1	0	0
Behaviour and Attitudes												
There are clear expectations and rules about behaviour.	45	42	39	39	2	6	2	3	0	0	0	0
The behaviour routines are fairly applied by all staff.	14	11	43	40	14	24	13	13	4	2	0	0
I am not bullied or harassed at school.	45	44	23	22	11	13	6	8	3	3	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	16	17	34	25	26	28	9	16	3	4	0	0
In lessons I can learn well because other pupils behave sensibly.	6	3	20	22	24	28	33	28	5	8	0	1
I feel safe in lessons.	27	26	37	39	16	15	7	8	1	2	0	0

Year 8: - Gender Differences

Number of Respondents by Gender - Continued

Performance Criteria	Number of Respondents											
	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	2	1	31	21	29	31	24	29	2	6	0	2
I feel safe at breaktimes and around the school.	23	28	45	41	15	17	5	4	0	0	0	0
I think adults in the school care about me.	3	9	36	27	27	36	18	14	4	4	0	0
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	7	6	30	51	35	26	15	7	1	0	0	0
The school helps me to develop my knowledge of human creativity and achievement.	7	9	53	58	21	21	7	2	0	0	0	0
I am taught to respect people from different backgrounds and treat everyone equally.	36	50	44	34	6	5	1	1	1	0	0	0
The school helps me to develop positive relationships with people in the school.	3	13	46	43	27	19	10	13	2	1	0	1
The school teaches me to know the difference between right and wrong.	19	23	53	49	12	15	4	2	0	0	0	1
I am expected to be resilient and persevere when faced with challenges.	16	24	45	47	26	15	1	4	0	0	0	0
There are opportunities for me to make a positive contribution in my class.	17	28	46	37	16	21	9	4	0	0	0	0
There are opportunities for me to make a positive contribution in the school.	17	26	53	47	15	13	3	3	0	0	0	1
There are opportunities for me to make a positive contribution to the community	9	16	41	44	30	22	7	7	1	0	0	1
The school asks for my views about important things in the school.	5	8	31	37	27	26	20	16	4	1	1	2
There are a variety of activities outside of lessons for pupils to be involved in.	39	41	41	36	5	9	2	3	0	0	1	1
I take part in activities outside lessons.	18	33	44	23	8	9	13	20	5	4	0	1
The school teaches me to understand and deal with a variety of risks in everyday life.	10	11	45	44	18	24	15	9	0	1	0	1
The school encourages and helps me to look after my physical health and take	15	16	41	42	18	23	11	8	3	0	0	1
The school encourages and helps me to eat and drink healthy things.	12	10	39	36	18	26	13	15	5	2	1	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	10	15	32	35	31	19	9	17	5	2	1	2
The school provides me with information, advice and support about relationships and sexual health.	12	14	36	40	25	23	9	12	5	0	1	1
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	36	33	39	47	8	6	2	2	1	0	2	2
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	15	19	36	35	18	19	15	12	3	4	1	1
The school helps me to prepare for my next steps, in school or beyond.	17	27	35	35	27	19	7	3	1	5	1	1

Year 8: - Gender Differences
Percentage of Respondents by Gender

Performance Criteria

Percentage of Respondents

	Agree		Hardly		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	49	63	35	18	16	19	0	0
I am expected to do my best in all lessons.	86	84	13	16	1	0	0	0
Teachers and other adults help me to do my best in all lessons.	61	70	31	28	8	2	0	0
Teachers have good knowledge in the subjects they teach.	82	70	18	28	0	1	0	1
Teachers set challenging work in all lessons.	74	60	13	32	14	8	0	0
Teachers encourage me to participate in lessons and listen to what I have to say.	63	64	30	24	8	10	0	1
I enjoy learning at this school	42	67	32	17	26	17	0	0
I am clear about what I am learning about and why.	63	70	25	22	13	8	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	43	58	41	39	14	3	2	0
I am encouraged to apply my skills and knowledge in new situations.	61	74	26	14	13	11	0	0
I get the chance to go over previous topics and recap learning.	68	71	19	16	13	13	0	0
Teachers regularly tell me how well I am doing.	47	42	23	22	31	36	0	0
Teachers regularly tell me what I need to do to improve	52	54	26	32	22	13	0	0
I am making good progress	72	63	27	28	1	9	0	0
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	95	90	2	7	2	3	0	0
The behaviour routines are fairly applied by all staff.	65	57	16	27	19	17	0	0
I am not bullied or harassed at school.	77	73	13	14	10	12	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	57	47	30	31	14	22	0	0
In lessons I can learn well because other pupils behave sensibly.	30	28	27	31	43	40	0	1
I feel safe in lessons.	73	72	18	17	9	11	0	0

Year 8: - Gender Differences

Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents							
	Agree		Don't Know		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	38	24	33	34	30	39	0	2
I feel safe at breaktimes and around the school.	77	77	17	19	6	4	0	0
I think adults in the school care about me.	44	40	31	40	25	20	0	0
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	42	63	40	29	18	8	0	0
The school helps me to develop my knowledge of human creativity and achievement.	68	74	24	23	8	2	0	0
I am taught to respect people from different backgrounds and treat everyone equally.	91	93	7	6	2	1	0	0
The school helps me to develop positive relationships with people in the school.	56	62	31	21	14	16	0	1
The school teaches me to know the difference between right and wrong.	82	80	14	17	5	2	0	1
I am expected to be resilient and persevere when faced with challenges.	69	79	30	17	1	4	0	0
There are opportunities for me to make a positive contribution in my class.	72	72	18	23	10	4	0	0
There are opportunities for me to make a positive contribution in the school.	80	81	17	14	3	3	0	1
There are opportunities for me to make a positive contribution to the community outside school.	57	67	34	24	9	8	0	1
The school asks for my views about important things in the school.	41	50	31	29	27	19	1	2
There are a variety of activities outside of lessons for pupils to be involved in.	91	86	6	10	2	3	1	1
I take part in activities outside lessons.	70	62	9	10	20	27	0	1
The school teaches me to understand and deal with a variety of risks in everyday life.	63	61	20	27	17	11	0	1
The school encourages and helps me to look after my physical health and take regular exercise.	64	64	20	26	16	9	0	1
The school encourages and helps me to eat and drink healthy things.	58	51	20	29	20	19	1	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	48	56	35	21	16	21	1	2
The school provides me with information, advice and support about relationships and sexual health.	55	60	28	26	16	13	1	1
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	85	89	9	7	3	2	2	2
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	58	60	20	21	20	18	1	1
The school helps me to prepare for my next steps, in school or beyond.	59	69	31	21	9	9	1	1

Year 8: - Gender Differences
Variations in boys and girls responses

Performance Criteria

Percentage of Respondents

	Agree Disagree		N/A		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	-14	+17			-3		+0	
I am expected to do my best in all lessons.	+2	-3			+1		+0	
Teachers and other adults help me to do my best in all lessons.	-9	+3			+6		+0	
Teachers have good knowledge in the subjects they teach.	+12	-10			-1		-1	
Teachers set challenging work in all lessons.	+14	-20			+6		+0	
Teachers encourage me to participate in lessons and listen to what I have to say.	-2	+5			-2		-1	
I enjoy learning at this school	-25	+15			+9		+0	
I am clear about what I am learning about and why.	-8	+3			+5		+0	
I can see how my learning has a sequence designed to build skills and knowledge.	-15	+2			+10		+2	
I am encouraged to apply my skills and knowledge in new situations.	-13	+12			+1		+0	
I get the chance to go over previous topics and recap learning.	-3	+4			-1		+0	
Teachers regularly tell me how well I am doing.	+4	+1			-5		+0	
Teachers regularly tell me what I need to do to improve	-2	-6			+8		+0	
I am making good progress	+8	-1			-8		+0	
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	+5	-4			-1		+0	
The behaviour routines are fairly applied by all staff.	+8	-11			+3		+0	
I am not bullied or harassed at school.	+4	-2			-2		+0	
If bullying, harassment and racism occurs, the school is good at dealing with it.	+10	-2			-9		+0	
In lessons I can learn well because other pupils behave sensibly.	+2	-4			+3		-1	
I feel safe in lessons.	+1	+2			-2		+0	

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

Negative numbers (-) indicate that more girls than boys gave this response

Key:

Figures in red indicate that the difference between boys and girls is greater than 25

Figures in green indicate that the difference between boys and girls is between 15 and 25

Year 8: - Gender Differences
Variations in boys and girls responses - Continued

Performance Criteria

Percentage of Respondents

	Agree Overall		Don't Know		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
	The behaviour of pupils is good around the school.	+13	-1	-9	-2			
I feel safe at breaktimes and around the school.	+1	-2	+1	+0				
I think adults in the school care about me.	+4	-9	+5	+0				
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	-21	+11	+10	+0				
The school helps me to develop my knowledge of human creativity and achievement.	-6	+1	+6	+0				
I am taught to respect people from different backgrounds and treat everyone equally.	-2	+1	+1	+0				
The school helps me to develop positive relationships with people in the school.	-7	+10	-2	-1				
The school teaches me to know the difference between right and wrong.	+2	-3	+2	-1				
I am expected to be resilient and persevere when faced with challenges.	-10	+13	-3	+0				
There are opportunities for me to make a positive contribution in my class.	-1	-5	+6	+0				
There are opportunities for me to make a positive contribution in the school.	-2	+3	+0	-1				
There are opportunities for me to make a positive contribution to the community outside school.	-10	+10	+1	-1				
The school asks for my views about important things in the school.	-9	+2	+8	-1				
There are a variety of activities outside of lessons for pupils to be involved in.	+5	-4	-1	+0				
I take part in activities outside lessons.	+8	-1	-6	-1				
The school teaches me to understand and deal with a variety of risks in everyday life.	+1	-6	+6	-1				
The school encourages and helps me to look after my physical health and take regular exercise.	-1	-5	+7	-1				
The school encourages and helps me to eat and drink healthy things.	+7	-8	+2	+0				
The school encourages and helps me to look after my emotional and mental health and wellbeing.	-8	+14	-5	-1				
The school provides me with information, advice and support about relationships and sexual health.	-5	+3	+3	+0				
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	-4	+2	+1	+0				
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	-2	-1	+3	+0				
The school helps me to prepare for my next steps, in school or beyond.	-10	+10	+0	+0				

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

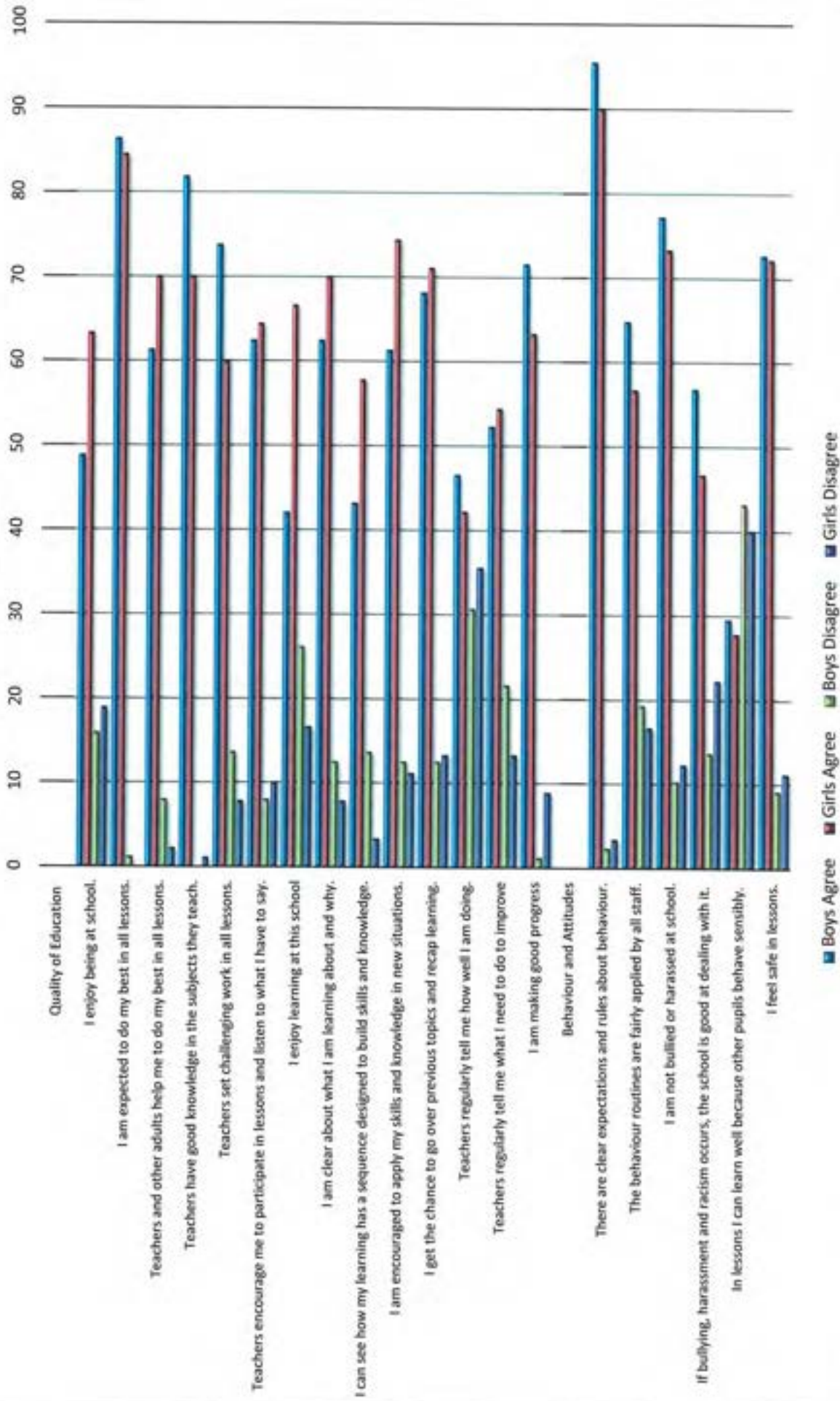
Negative numbers (-) indicate that more girls than boys gave this response

Key:

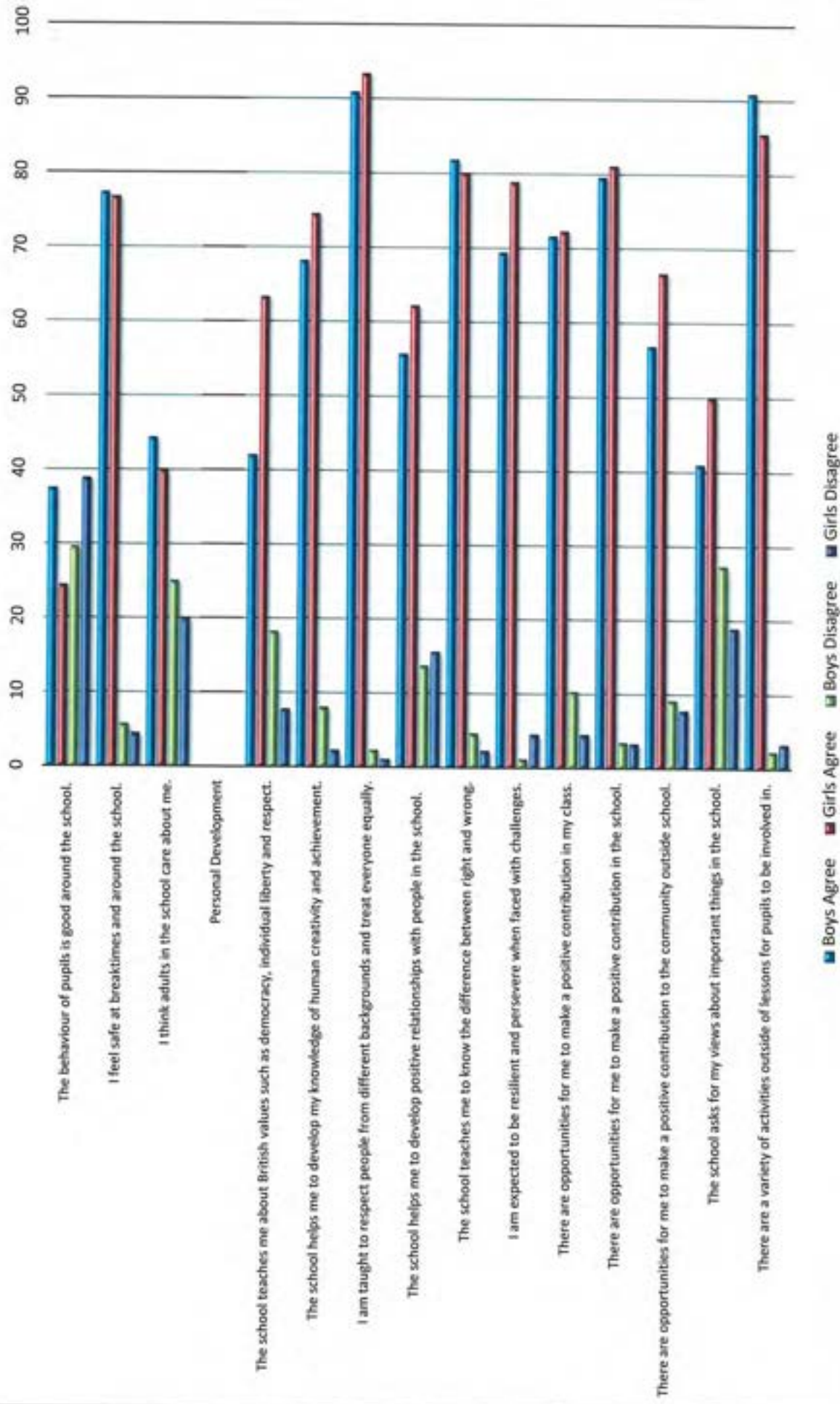
Figures in **red** indicate that the difference between boys and girls is greater than 25

Figures in **green** indicate that the difference between boys and girls is between 15 and 25

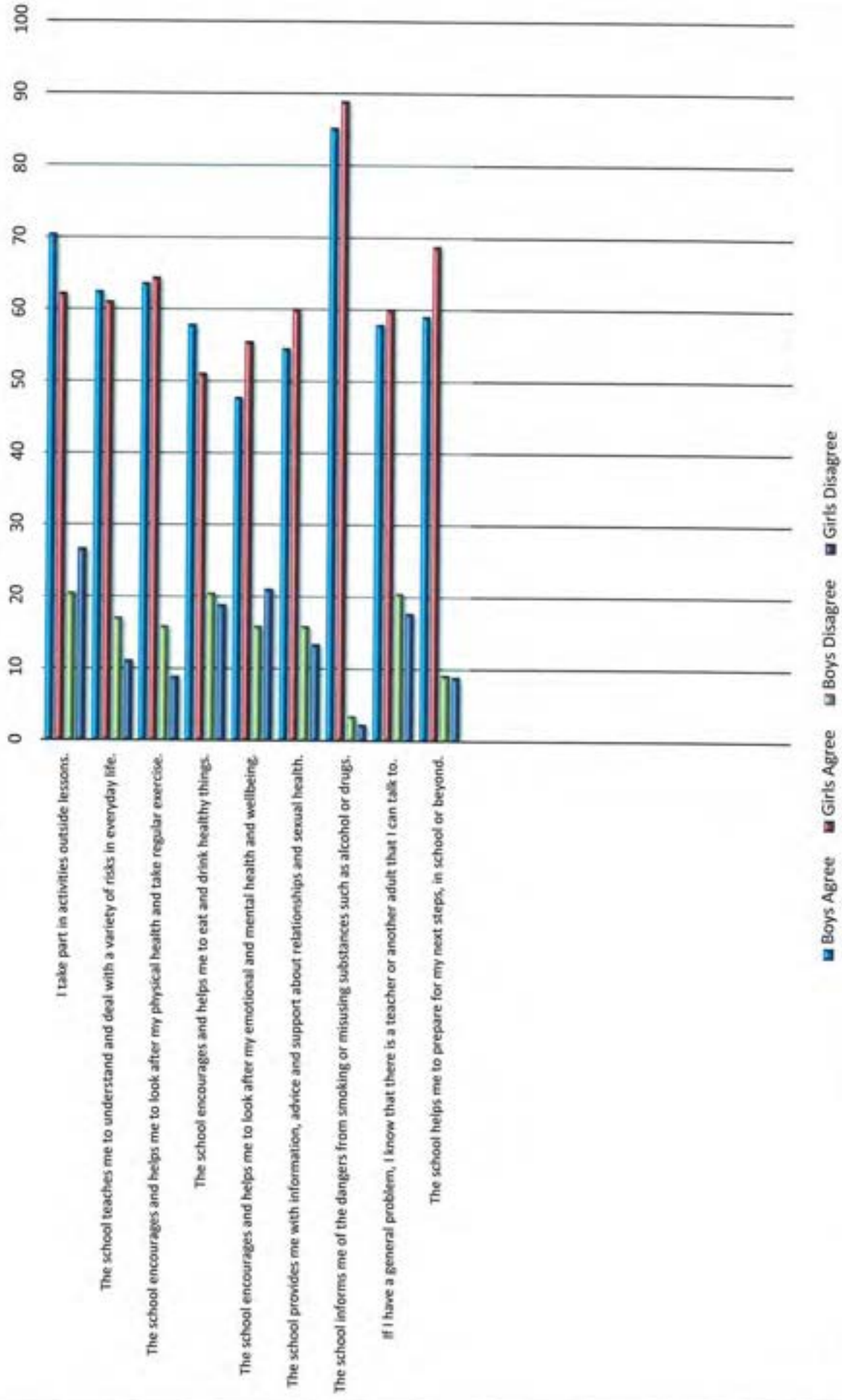
Year 8 - Gender Differences



Year 8 - Gender Differences



Year 8 - Gender Differences



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 9**

Number of respondents: **170**

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.	15	59	15	8	1	1	75	9	
I am expected to do my best in all lessons.	38	54	6	1	0	1	92	1	
Teachers and other adults help me to do my best in all lessons.	17	56	21	5	0	1	74	5	
Teachers have good knowledge in the subjects they teach.	35	46	15	2	0	1	82	2	
Teachers set challenging work in all lessons.	12	60	18	9	0	1	72	9	
Teachers encourage me to participate in lessons and listen to what I have to say.	22	48	23	6	0	1	69	6	
I enjoy learning at this school	21	58	15	5	1	1	79	5	
I am clear about what I am learning about and why.	27	55	13	4	1	1	82	5	
I can see how my learning has a sequence designed to build skills and knowledge.	18	46	31	4	0	1	64	4	
I am encouraged to apply my skills and knowledge in new situations.	15	54	22	8	0	1	69	8	
I get the chance to go over previous topics and recap learning.	22	49	21	8	0	1	71	8	
Teachers regularly tell me how well I am doing.	9	35	28	28	1	1	44	28	
Teachers regularly tell me what I need to do to improve	9	45	27	18	1	1	54	18	
I am making good progress	20	43	34	2	1	1	63	2	
Behaviour and Attitudes									
There are clear expectations and rules about behaviour.	59	39	2	0	0	0	98	0	
The behaviour routines are fairly applied by all staff.	12	48	16	19	4	1	60	23	
I am not bullied or harassed at school.	58	25	5	8	5	0	82	13	
If bullying, harassment and racism occurs, the school is good at dealing with it.	19	39	29	9	4	0	58	12	
In lessons I can learn well because other pupils behave sensibly.	7	32	36	22	2	1	39	25	
I feel safe in lessons.	39	46	11	4	0	0	85	4	

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%

Year 9 :

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

Number of Respondents

	SA	A	NAND	D	SD	NR	Strength	Weakness
Quality of Education								
I enjoy being at school.	26	101	25	14	2	2	127	16
I am expected to do my best in all lessons.	65	91	11	2	0	1	156	2
Teachers and other adults help me to do my best in all lessons.	29	96	35	9	0	1	125	9
Teachers have good knowledge in the subjects they teach.	60	79	26	3	0	2	139	3
Teachers set challenging work in all lessons.	21	102	31	15	0	1	123	15
Teachers encourage me to participate in lessons and listen to what I have to say.	37	81	39	11	0	2	118	11
I enjoy learning at this school.	35	99	26	8	1	1	134	9
I am clear about what I am learning about and why.	46	93	22	7	1	1	139	8
I can see how my learning has a sequence designed to build skills and knowledge.	31	78	53	7	0	1	109	7
I am encouraged to apply my skills and knowledge in new situations.	26	92	38	13	0	1	118	13
I get the chance to go over previous topics and recap learning.	37	83	36	13	0	1	120	13
Teachers regularly tell me how well I am doing.	15	59	47	47	1	1	74	48
Teachers regularly tell me what I need to do to improve	16	76	46	30	1	1	92	31
I am making good progress	34	73	57	3	1	2	107	4
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	101	66	3	0	0	0	167	0
The behaviour routines are fairly applied by all staff.	21	81	27	32	7	2	102	39
I am not bullied or harassed at school.	98	42	8	13	9	0	140	22
If bullying, harassment and racism occurs, the school is good at dealing with it.	33	66	50	15	6	0	99	21
In lessons I can learn well because other pupils behave sensibly.	12	54	61	38	4	1	66	42
I feel safe in lessons.	66	79	18	7	0	0	145	7

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

Year 9 :
Number of Respondents - Continued

Performance Criteria

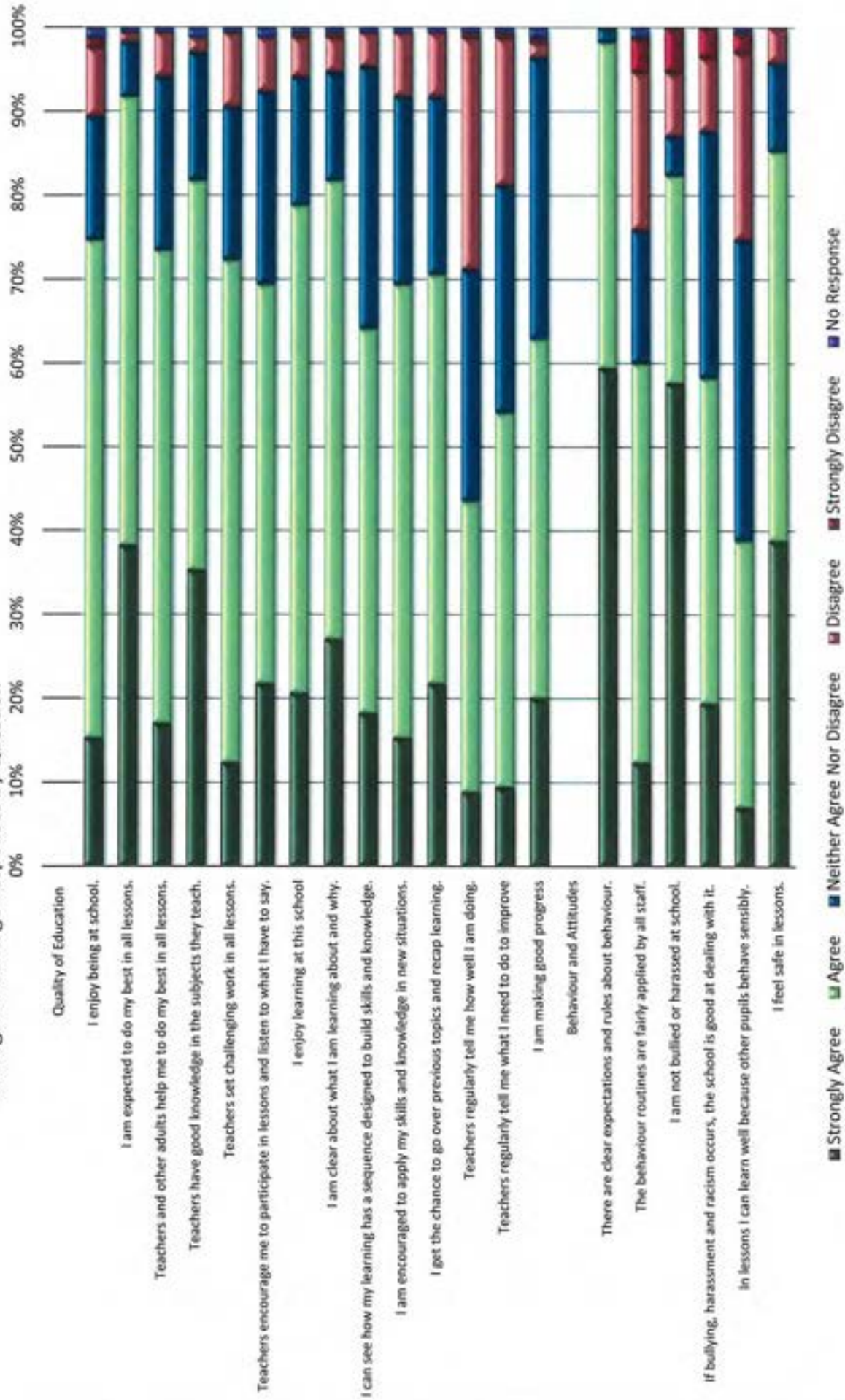
(Figures in red are the modal response)

Number of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
The behaviour of pupils is good around the school.	10	69	58	28	3	2	79	31
I feel safe at breaktimes and around the school.	64	86	16	4	0	0	150	4
I think adults in the school care about me.	30	62	52	18	7	1	92	25
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	27	85	40	17	0	1	112	17
The school helps me to develop my knowledge of human creativity and achievement.	24	102	35	9	0	0	126	9
I am taught to respect people from different backgrounds and treat everyone equally.	96	67	6	1	0	0	163	1
The school helps me to develop positive relationships with people in the school.	30	90	38	9	1	2	120	10
The school teaches me to know the difference between right and wrong.	60	91	15	4	0	0	151	4
I am expected to be resilient and persevere when faced with challenges.	47	87	34	2	0	0	134	2
There are opportunities for me to make a positive contribution in my class.	43	98	25	2	1	1	141	3
There are opportunities for me to make a positive contribution in the school.	52	88	25	4	0	1	140	4
There are opportunities for me to make a positive contribution to the community outside school.	24	71	60	14	1	0	95	15
The school asks for my views about important things in the school.	33	84	37	14	2	0	117	16
There are a variety of activities outside of lessons for pupils to be involved in.	97	62	8	2	0	1	159	2
I take part in activities outside lessons.	53	56	15	33	13	0	109	46
The school teaches me to understand and deal with a variety of risks in everyday life.	33	105	20	9	3	0	138	12
The school encourages and helps me to look after my physical health and take regular exercise.	37	90	25	15	2	1	127	17
The school encourages and helps me to eat and drink healthy things.	16	63	47	38	5	1	79	43
The school encourages and helps me to look after my emotional and mental health and wellbeing.	30	90	35	11	4	0	120	15
The school provides me with information, advice and support about relationships and sexual health.	34	98	31	6	0	1	132	6
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	94	73	2	0	0	1	167	0
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	44	89	21	13	3	0	133	16
The school helps me to prepare for my next steps, in school or beyond.	57	73	32	6	2	0	130	8
Key: SA=Strongly Agree, A=Agree, NAND = Neither Agree nor Disagree, D=Disagree, SD=Strongly Disagree, NR=No Response or unclear response								

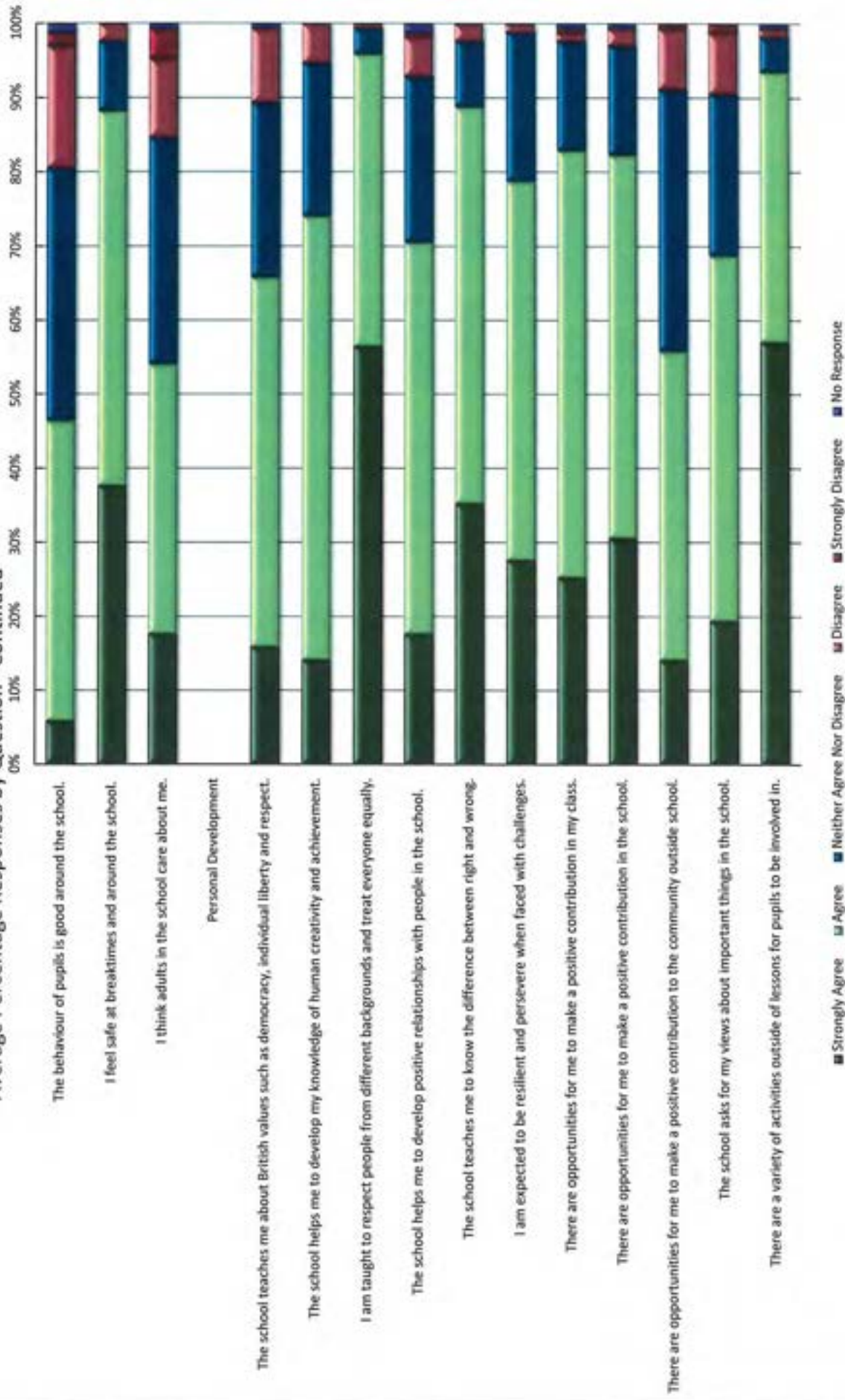
Year 9 -

Average Percentage Responses by Question



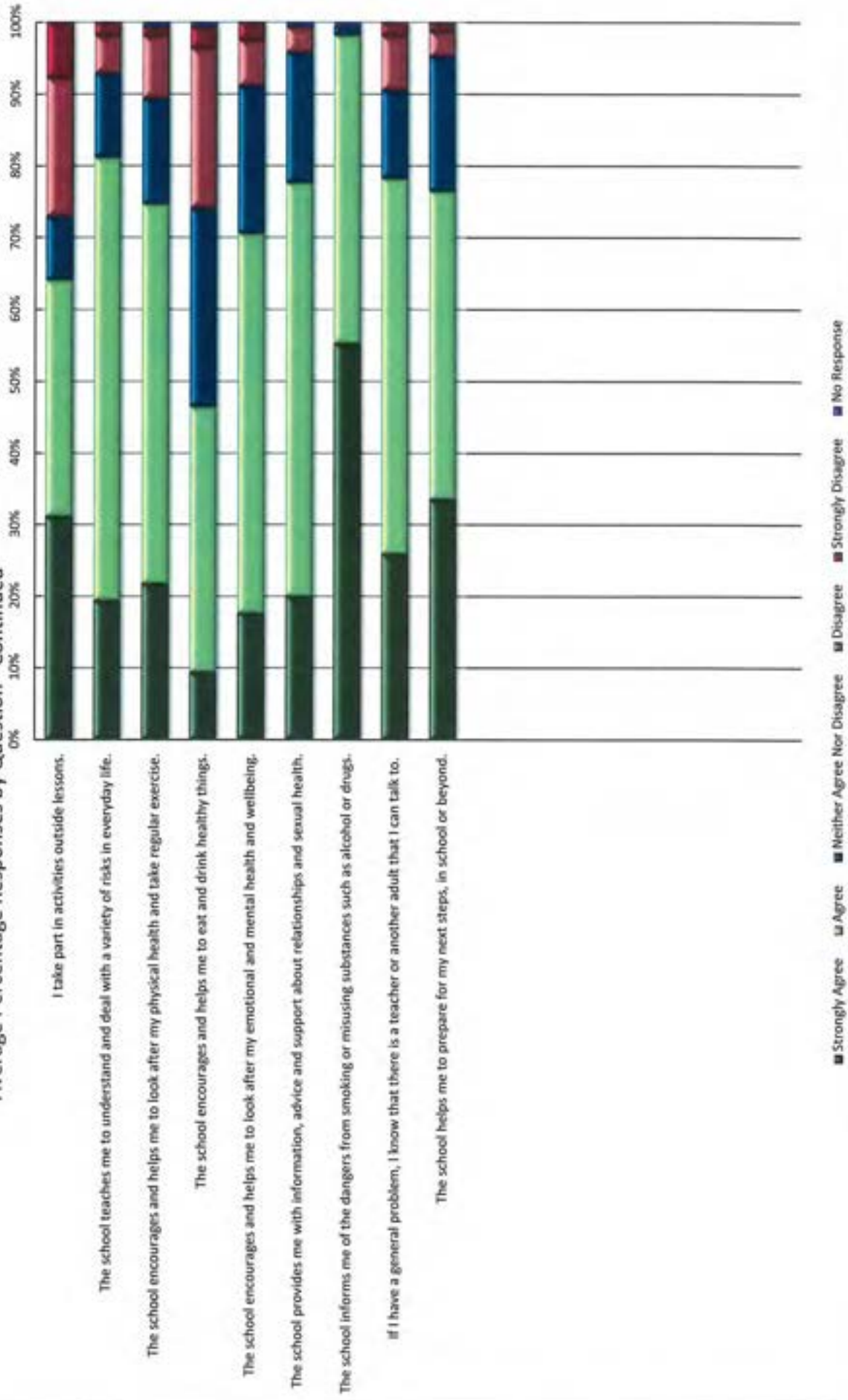
Year 9 -

Average Percentage Responses by Question - Continued



Year 9 -

Average Percentage Responses by Question - Continued



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 9**

Number of respondents: **170**

Percentage of Respondents by Gender Performance Criteria

	Percentage of Respondents											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	20	10	61	58	14	15	4	13	0	2	1	1
I am expected to do my best in all lessons.	36	41	55	52	7	6	1	1	0	0	1	0
Teachers and other adults help me to do my best in all lessons.	18	16	58	55	21	20	1	9	0	0	1	0
Teachers have good knowledge in the subjects they teach.	45	26	42	51	12	19	0	3	0	0	1	1
Teachers set challenging work in all lessons.	12	13	62	58	15	21	10	8	0	0	1	0
Teachers encourage me to participate in lessons and listen to what I have to say.	26	17	48	48	20	26	4	9	0	0	2	0
I enjoy learning at this school	25	16	61	56	11	20	2	7	0	1	1	0
I am clear about what I am learning about and why.	39	15	46	63	11	15	1	7	1	0	1	0
I can see how my learning has a sequence designed to build skills and knowledge.	24	13	45	47	26	36	4	5	0	0	1	0
I am encouraged to apply my skills and knowledge in new situations.	18	13	55	53	23	22	4	12	0	0	1	0
I get the chance to go over previous topics and recap learning.	24	20	45	52	20	22	10	6	0	0	1	0
Teachers regularly tell me how well I am doing.	11	7	43	27	20	35	24	31	1	0	1	0
Teachers regularly tell me what I need to do to improve	11	8	50	40	23	31	14	21	1	0	1	0
Behaviour and Attitudes												
I am making good progress	25	15	50	36	21	45	1	2	1	0	1	1
There are clear expectations and rules about behaviour.	62	57	36	42	2	1	0	0	0	0	0	0
The behaviour routines are fairly applied by all staff.	15	9	49	47	14	17	19	19	2	6	0	2
I am not bullied or harassed at school.	61	55	18	31	6	3	7	8	8	2	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	26	13	39	38	23	36	11	7	1	6	0	0
In lessons I can learn well because other pupils behave sensibly.	10	5	33	30	35	37	19	26	2	2	1	0
I feel safe in lessons.	48	30	44	49	6	15	2	6	0	0	0	0

Year 9 : - Gender Differences
Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents											
	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	8	3	48	34	31	37	12	21	1	2	0	2
I feel safe at breaktimes and around the school.	43	33	51	50	6	13	0	5	0	0	0	0
I think adults in the school care about me.	20	15	37	36	31	30	7	14	5	3	0	1
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	17	15	56	44	19	28	8	12	0	0	0	1
The school helps me to develop my knowledge of human creativity and achievement.	17	12	60	60	15	26	8	2	0	0	0	0
I am taught to respect people from different backgrounds and treat everyone equally.	58	55	39	40	2	5	0	1	0	0	0	0
The school helps me to develop positive relationships with people in the school.	19	16	58	48	17	28	6	5	0	1	0	2
The school teaches me to know the difference between right and wrong.	37	34	56	51	6	12	1	3	0	0	0	0
I am expected to be resilient and persevere when faced with challenges.	29	27	54	49	18	22	0	2	0	0	0	0
There are opportunities for me to make a positive contribution in my class.	33	17	57	58	10	20	0	2	0	1	0	1
There are opportunities for me to make a positive contribution in the school.	31	30	58	45	11	19	0	5	0	0	0	1
There are opportunities for me to make a positive contribution to the community	17	12	49	35	24	47	10	7	1	0	0	0
The school asks for my views about important things in the school.	20	19	51	48	21	22	6	10	1	1	0	0
There are a variety of activities outside of lessons for pupils to be involved in.	58	56	37	36	4	6	1	1	0	0	0	1
I take part in activities outside lessons.	30	33	33	33	11	7	19	20	7	8	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	23	16	58	65	12	12	6	5	1	2	0	0
The school encourages and helps me to look after my physical health and take	29	15	55	51	11	19	5	13	1	1	0	1
The school encourages and helps me to eat and drink healthy things.	18	1	39	35	24	31	17	28	2	3	0	1
The school encourages and helps me to look after my emotional and mental health	19	16	60	47	20	21	0	13	1	3	0	0
The school provides me with information, advice and support about relationships and	20	20	60	56	14	22	5	2	0	0	1	0
The school informs me of the dangers from smoking or misusing substances such as	55	56	44	42	0	2	0	0	0	0	1	0
If I have a general problem, I know that there is a teacher or another adult that I	25	27	51	53	14	10	7	8	2	1	0	0
The school helps me to prepare for my next steps, in school or beyond.	35	33	46	40	17	21	1	6	1	1	0	0

Year 9 : - Gender Differences
Number of Respondents by Gender
Performance Criteria

	Number of Respondents												
	St. Agree		Agree		NAND		Disagree		St. Disagree		No Resp.		
	B	G	B	G	B	G	B	G	B	G	B	G	
Quality of Education													
I enjoy being at school.	17	9	51	50	12	13	3	11	0	2	1	1	
I am expected to do my best in all lessons.	30	35	46	45	6	5	1	1	0	0	1	0	
Teachers and other adults help me to do my best in all lessons.	15	14	49	47	18	17	1	8	0	0	1	0	
Teachers have good knowledge in the subjects they teach.	38	22	35	44	10	16	0	3	0	0	1	1	
Teachers set challenging work in all lessons.	10	11	52	50	13	18	8	7	0	0	1	0	
Teachers encourage me to participate in lessons and listen to what I have to say.	22	15	40	41	17	22	3	8	0	0	2	0	
I enjoy learning at this school	21	14	51	48	9	17	2	6	0	1	1	0	
I am clear about what I am learning about and why.	33	13	39	54	9	13	1	6	1	0	1	0	
I can see how my learning has a sequence designed to build skills and knowledge.	20	11	38	40	22	31	3	4	0	0	1	0	
I am encouraged to apply my skills and knowledge in new situations.	15	11	46	46	19	19	3	10	0	0	1	0	
I get the chance to go over previous topics and recap learning.	20	17	38	45	17	19	8	5	0	0	1	0	
Teachers regularly tell me how well I am doing.	9	6	36	23	17	30	20	27	1	0	1	0	
Teachers regularly tell me what I need to do to improve	9	7	42	34	19	27	12	18	1	0	1	0	
I am making good progress	21	13	42	31	18	39	1	2	1	0	1	1	
Behaviour and Attitudes													
There are clear expectations and rules about behaviour.	52	49	30	36	2	1	0	0	0	0	0	0	
The behaviour routines are fairly applied by all staff.	13	8	41	40	12	15	16	16	2	5	0	2	
I am not bullied or harassed at school.	51	47	15	27	5	3	6	7	7	2	0	0	
If bullying, harassment and racism occurs, the school is good at dealing with it.	22	11	33	33	19	31	9	6	1	5	0	0	
In lessons I can learn well because other pupils behave sensibly.	8	4	28	26	29	32	16	22	2	2	1	0	
I feel safe in lessons.	40	26	37	42	5	13	2	5	0	0	0	0	

Year 9 : - Gender Differences

Number of Respondents by Gender - Continued

Performance Criteria	Number of Respondents											
	St Agree		Agree		NAAD		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	7	3	40	29	26	32	10	18	1	2	0	2
I feel safe at breaktimes and around the school.	36	28	43	43	5	11	0	4	0	0	0	0
I think adults in the school care about me.	17	13	31	31	26	26	6	12	4	3	0	1
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	14	13	47	38	16	24	7	10	0	0	0	1
The school helps me to develop my knowledge of human creativity and achievement.	14	10	50	52	13	22	7	2	0	0	0	0
I am taught to respect people from different backgrounds and treat everyone equally.	49	47	33	34	2	4	0	1	0	0	0	0
The school helps me to develop positive relationships with people in the school.	16	14	49	41	14	24	5	4	0	1	0	2
The school teaches me to know the difference between right and wrong.	31	29	47	44	5	10	1	3	0	0	0	0
I am expected to be resilient and persevere when faced with challenges.	24	23	45	42	15	19	0	2	0	0	0	0
There are opportunities for me to make a positive contribution in my class.	28	15	48	50	8	17	0	2	0	1	0	1
There are opportunities for me to make a positive contribution in the school.	26	26	49	39	9	16	0	4	0	0	0	1
There are opportunities for me to make a positive contribution to the community.	14	10	41	30	20	40	8	6	1	0	0	0
The school asks for my views about important things in the school.	17	16	43	41	18	19	5	9	1	1	0	0
There are a variety of activities outside of lessons for pupils to be involved in.	49	48	31	31	3	5	1	1	0	0	0	1
I take part in activities outside lessons.	25	28	28	28	9	6	16	17	6	7	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	19	14	49	56	10	10	5	4	1	2	0	0
The school encourages and helps me to look after my physical health and take	24	13	46	44	9	16	4	11	1	1	0	1
The school encourages and helps me to eat and drink healthy things.	15	1	33	30	20	27	14	24	2	3	0	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	16	14	50	40	17	18	0	11	1	3	0	0
The school provides me with information, advice and support about relationships and sexual health.	17	17	50	48	12	19	4	2	0	0	1	0
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	46	48	37	36	0	2	0	0	0	0	1	0
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	21	23	43	46	12	9	6	7	2	1	0	0
The school helps me to prepare for my next steps, in school or beyond.	29	28	39	34	14	18	1	5	1	1	0	0

Year 9 : - Gender Differences
Percentage of Respondents by Gender

Performance Criteria

Percentage of Respondents

	Agree		N/A/D		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	81	69	14	15	4	15	1	1
I am expected to do my best in all lessons.	90	93	7	6	1	1	1	0
Teachers and other adults help me to do my best in all lessons.	76	71	21	20	1	9	1	0
Teachers have good knowledge in the subjects they teach.	87	77	12	19	0	3	1	1
Teachers set challenging work in all lessons.	74	71	15	21	10	8	1	0
Teachers encourage me to participate in lessons and listen to what I have to say.	74	65	20	26	4	9	2	0
I enjoy learning at this school	86	72	11	20	2	8	1	0
I am clear about what I am learning about and why.	86	78	11	15	2	7	1	0
I can see how my learning has a sequence designed to build skills and knowledge.	69	59	26	36	4	5	1	0
I am encouraged to apply my skills and knowledge in new situations.	73	66	23	22	4	12	1	0
I get the chance to go over previous topics and recap learning.	69	72	20	22	10	6	1	0
Teachers regularly tell me how well I am doing.	54	34	20	35	25	31	1	0
Teachers regularly tell me what I need to do to improve	61	48	23	31	15	21	1	0
I am making good progress	75	51	21	45	2	2	1	1
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	98	99	2	1	0	0	0	0
The behaviour routines are fairly applied by all staff.	64	56	14	17	21	24	0	2
I am not bullied or harassed at school.	79	86	6	3	15	10	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	65	51	23	36	12	13	0	0
In lessons I can learn well because other pupils behave sensibly.	43	35	35	37	21	28	1	0
I feel safe in lessons.	92	79	6	15	2	6	0	0

Year 9 : - Gender Differences

Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents							
	Agree		Don't Know		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	56	37	31	37	13	23	0	2
I feel safe at breaktimes and around the school.	94	83	6	13	0	5	0	0
I think adults in the school care about me.	57	51	31	30	12	17	0	1
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	73	59	19	28	8	12	0	1
The school helps me to develop my knowledge of human creativity and achievement.	76	72	15	26	8	2	0	0
I am taught to respect people from different backgrounds and treat everyone equally.	98	94	2	5	0	1	0	0
The school helps me to develop positive relationships with people in the school.	77	64	17	28	6	6	0	2
The school teaches me to know the difference between right and wrong.	93	85	6	12	1	3	0	0
I am expected to be resilient and persevere when faced with challenges.	82	76	18	22	0	2	0	0
There are opportunities for me to make a positive contribution in my class.	90	76	10	20	0	3	0	1
There are opportunities for me to make a positive contribution in the school.	89	76	11	19	0	5	0	1
There are opportunities for me to make a positive contribution to the community outside school.	65	47	24	47	11	7	0	0
The school asks for my views about important things in the school.	71	66	21	22	7	12	0	0
There are a variety of activities outside of lessons for pupils to be involved in.	95	92	4	6	1	1	0	1
I take part in activities outside lessons.	63	65	11	7	26	28	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	81	81	12	12	7	7	0	0
The school encourages and helps me to look after my physical health and take regular exercise.	83	66	11	19	6	14	0	1
The school encourages and helps me to eat and drink healthy things.	57	36	24	31	19	31	0	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	79	63	20	21	1	16	0	0
The school provides me with information, advice and support about relationships and sexual health.	80	76	14	22	5	2	1	0
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	99	98	0	2	0	0	1	0
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	76	80	14	10	10	9	0	0
The school helps me to prepare for my next steps, in school or beyond.	81	72	17	21	2	7	0	0

Year 9 : - Gender Differences
Variations in boys and girls responses

Performance Criteria

Percentage of Respondents

	Agree Overall		Disagree Overall		No Resp.	
	B	G	B	G	B	G
Quality of Education						
I enjoy being at school.	+12	-1	-12	+0		
I am expected to do my best in all lessons.	-3	+1	+0	+1		
Teachers and other adults help me to do my best in all lessons.	+5	+2	-8	+1		
Teachers have good knowledge in the subjects they teach.	+10	-7	-3	+0		
Teachers set challenging work in all lessons.	+3	-5	+1	+1		
Teachers encourage me to participate in lessons and listen to what I have to say.	+9	-5	-6	+2		
I enjoy learning at this school	+14	-9	-6	+1		
I am clear about what I am learning about and why.	+8	-4	-5	+1		
I can see how my learning has a sequence designed to build skills and knowledge.	+10	-10	-1	+1		
I am encouraged to apply my skills and knowledge in new situations.	+6	+1	-8	+1		
I get the chance to go over previous topics and recap learning.	-3	-2	+4	+1		
Teachers regularly tell me how well I am doing.	+20	-15	-6	+1		
Teachers regularly tell me what I need to do to improve	+13	-9	-5	+1		
I am making good progress	+24	-24	+0	+0		
Behaviour and Attitudes						
There are clear expectations and rules about behaviour.	-1	+1	+0	+0		
The behaviour routines are fairly applied by all staff.	+8	-3	-3	-2		
I am not bullied or harassed at school.	-7	+2	+5	+0		
If bullying, harassment and racism occurs, the school is good at dealing with it.	+14	-13	-1	+0		
In lessons I can learn well because other pupils behave sensibly.	+8	-3	-6	+1		
I feel safe in lessons.	+13	-9	-3	+0		

Notes:

Positive numbers (+) indicate that more boys than girls gave this response
 Negative numbers (-) indicate that more girls than boys gave this response

Key:

Figures in **red** indicate that the difference between boys and girls is greater than 25
 Figures in **green** indicate that the difference between boys and girls is between 15 and 25

Year 9 : - Gender Differences

Variations in boys and girls responses - Continued

Performance Criteria

	Percentage of Respondents							
	Agree Overall		Don't Know		Disagree Overall		No Resp	
	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	+19		-6		-10		-2	
I feel safe at breaktimes and around the school.	+11		-7		-5		+0	
I think adults in the school care about me.	+6		+1		-6		-1	
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	+13		-9		-3		-1	
The school helps me to develop my knowledge of human creativity and achievement.	+4		-10		+6		+0	
I am taught to respect people from different backgrounds and treat everyone equally.	+3		-2		-1		+0	
The school helps me to develop positive relationships with people in the school.	+13		-11		+0		-2	
The school teaches me to know the difference between right and wrong.	+8		-6		-2		+0	
I am expected to be resilient and persevere when faced with challenges.	+7		-4		-2		+0	
There are opportunities for me to make a positive contribution in my class.	+15		-10		-3		-1	
There are opportunities for me to make a positive contribution in the school.	+14		-8		-5		-1	
There are opportunities for me to make a positive contribution to the community outside school.	+19		-23		+4		+0	
The school asks for my views about important things in the school.	+5		-1		-4		+0	
There are a variety of activities outside of lessons for pupils to be involved in.	+3		-2		+0		-1	
I take part in activities outside lessons.	-2		+4		-2		+0	
The school teaches me to understand and deal with a variety of risks in everyday life.	-0		+0		+0		+0	
The school encourages and helps me to look after my physical health and take regular exercise.	+17		-8		-8		-1	
The school encourages and helps me to eat and drink healthy things.	+21		-8		-12		-1	
The school encourages and helps me to look after my emotional and mental health and wellbeing.	+16		-1		-15		+0	
The school provides me with information, advice and support about relationships and sexual health.	+4		-8		+2		+1	
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	+1		-2		+0		+1	
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	-4		+4		+0		+0	
The school helps me to prepare for my next steps, in school or beyond.	+9		-4		-5		+0	

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

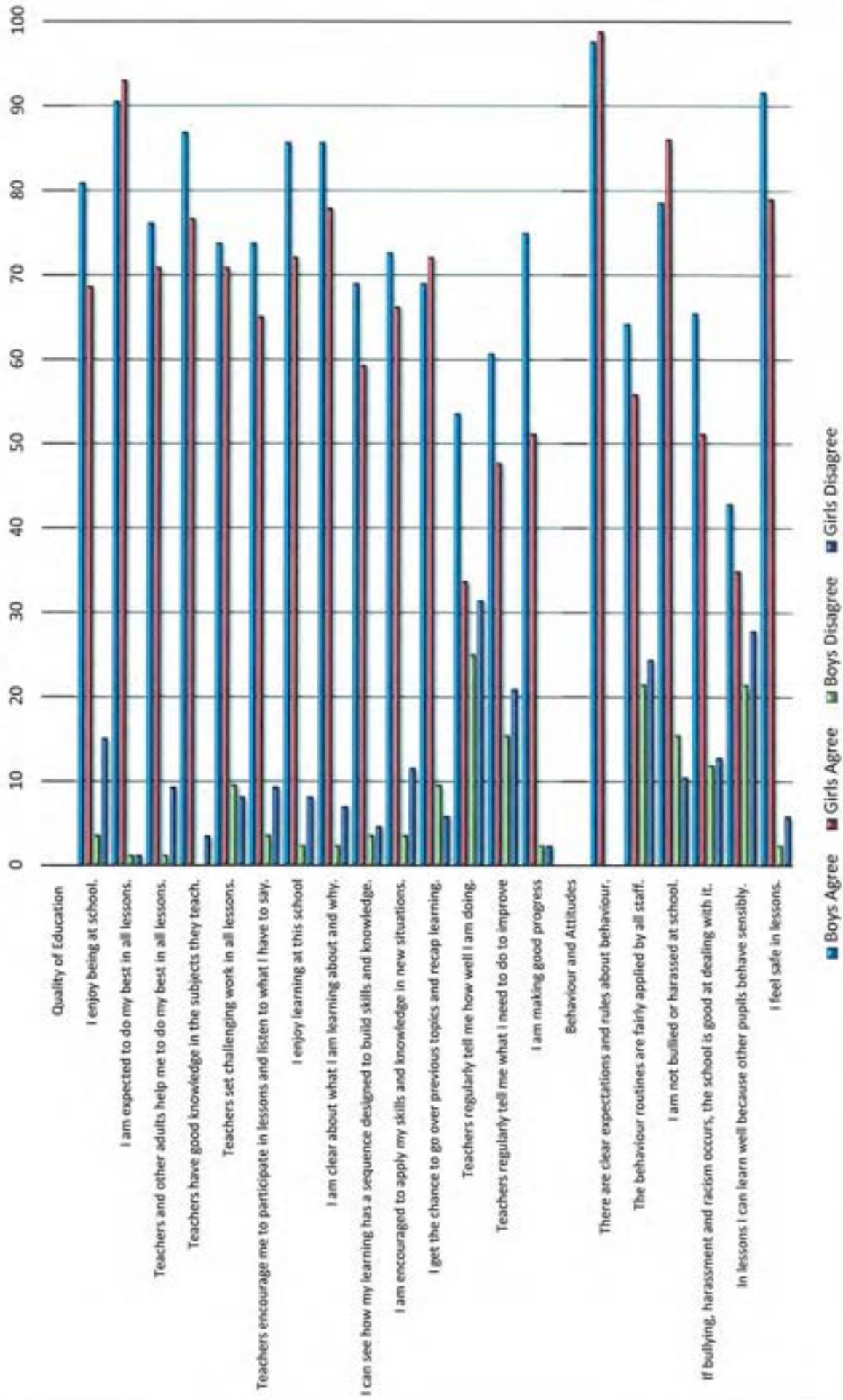
Negative numbers (-) indicate that more girls than boys gave this response

Key:

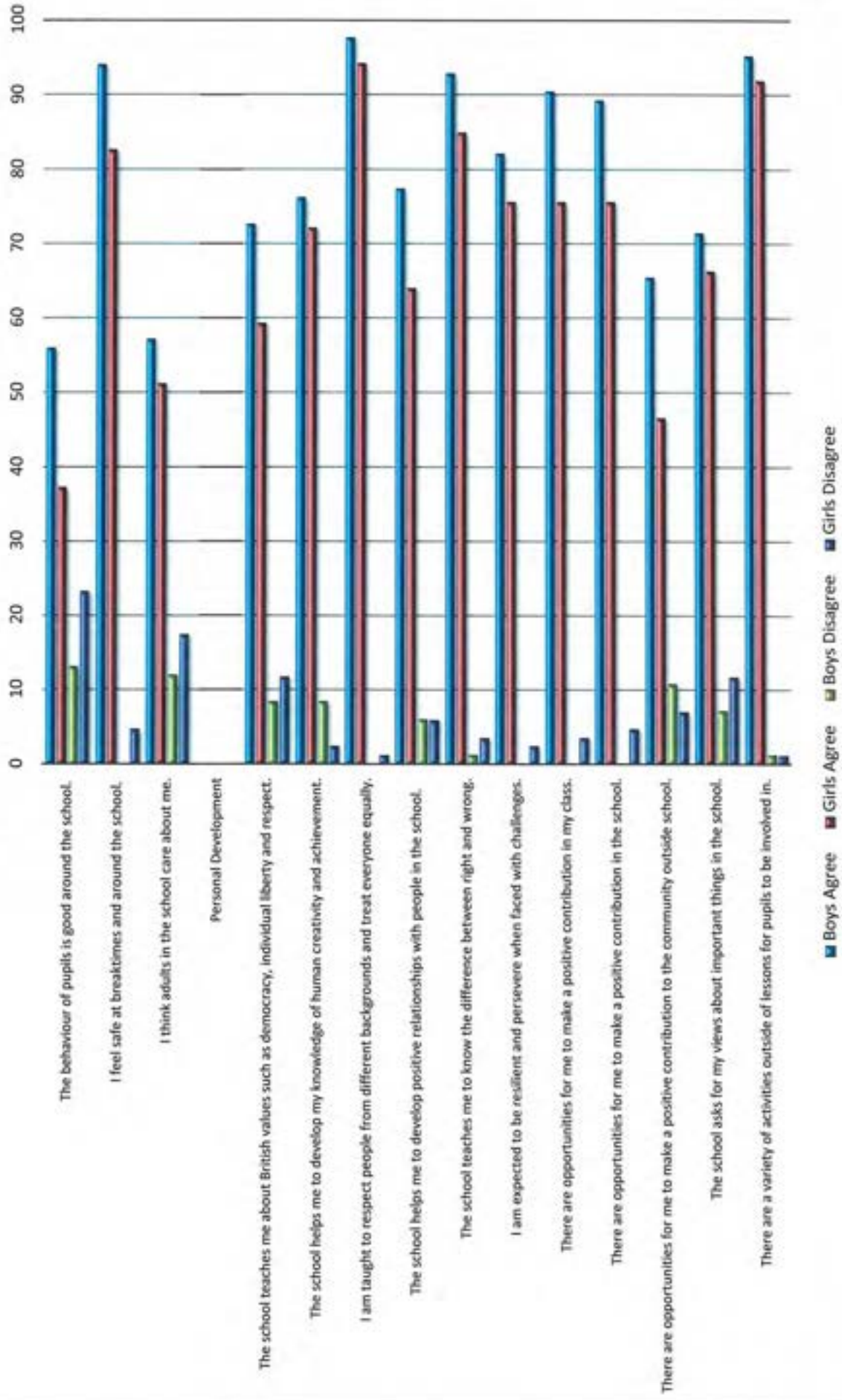
Figures in red indicate that the difference between boys and girls is greater than 25

Figures in green indicate that the difference between boys and girls is between 15 and 25

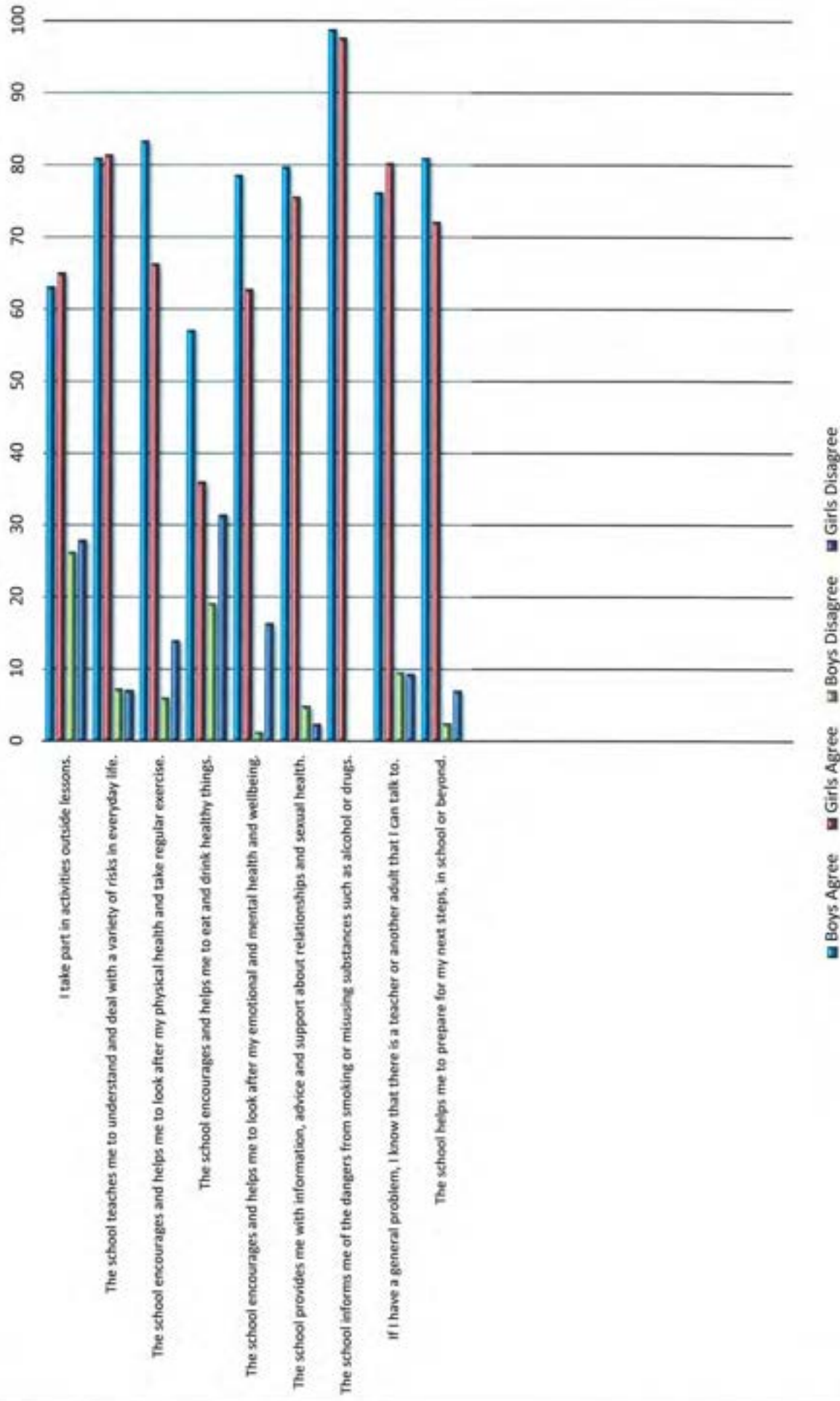
Year 9 - Gender Differences



Year 9 - Gender Differences



Year 9 - Gender Differences



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 10**

Number of respondents: **152**

Percentage of Respondents Performance Criteria

Percentage of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Quality of Education								
I enjoy being at school.	5	54	26	11	4	1	59	14
I am expected to do my best in all lessons.	30	58	10	2	1	0	88	3
Teachers and other adults help me to do my best in all lessons.	11	57	24	7	0	1	68	7
Teachers have good knowledge in the subjects they teach.	24	56	14	5	0	0	80	5
Teachers set challenging work in all lessons.	15	53	20	10	0	1	68	10
Teachers encourage me to participate in lessons and listen to what I have to say.	13	57	24	5	0	1	70	5
I enjoy learning at this school	11	47	26	13	3	0	58	16
I am clear about what I am learning about and why.	18	53	22	6	1	0	70	7
I can see how my learning has a sequence designed to build skills and knowledge.	7	46	37	10	0	0	53	10
I am encouraged to apply my skills and knowledge in new situations.	14	48	28	9	0	1	63	9
I get the chance to go over previous topics and recap learning.	20	55	17	7	0	1	75	7
Teachers regularly tell me how well I am doing.	5	28	32	31	3	1	33	34
Teachers regularly tell me what I need to do to improve	5	39	27	26	1	1	44	28
I am making good progress	11	41	40	5	3	0	52	8
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	55	39	4	2	0	1	93	2
The behaviour routines are fairly applied by all staff.	18	43	13	21	4	0	62	25
I am not bullied or harassed at school.	44	36	13	5	3	0	80	8
If bullying, harassment and racism occurs, the school is good at dealing with it.	16	31	31	15	7	1	47	22
In lessons I can learn well because other pupils behave sensibly.	3	28	39	23	6	1	31	29
I feel safe in lessons.	27	50	17	4	1	1	77	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%

Year 10:

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

Number of Respondents

	SA	A	NAND	D	SD	NR	Strength	Weakness
Quality of Education								
I enjoy being at school.	8	82	39	16	6	1	90	22
I am expected to do my best in all lessons.	45	88	15	3	1	0	133	4
Teachers and other adults help me to do my best in all lessons.	17	86	37	11	0	1	103	11
Teachers have good knowledge in the subjects they teach.	37	85	22	8	0	0	122	8
Teachers set challenging work in all lessons.	23	81	31	15	0	2	104	15
Teachers encourage me to participate in lessons and listen to what I have to say.	20	86	37	8	0	1	106	8
I enjoy learning at this school	16	72	40	19	5	0	88	24
I am clear about what I am learning about and why.	27	80	34	9	2	0	107	11
I can see how my learning has a sequence designed to build skills and knowledge.	11	70	56	15	0	0	81	15
I am encouraged to apply my skills and knowledge in new situations.	22	73	42	14	0	1	95	14
I get the chance to go over previous topics and recap learning.	30	84	26	11	0	1	114	11
Teachers regularly tell me how well I am doing.	8	42	49	47	4	2	50	51
Teachers regularly tell me what I need to do to improve	7	60	41	40	2	2	67	42
I am making good progress	16	63	61	8	4	0	79	12
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	83	59	6	3	0	1	142	3
The behaviour routines are fairly applied by all staff.	28	66	20	32	6	0	94	38
I am not bullied or harassed at school.	67	54	19	8	4	0	121	12
If bullying, harassment and racism occurs, the school is good at dealing with it.	24	47	47	23	10	1	71	33
In lessons I can learn well because other pupils behave sensibly.	4	43	59	35	9	2	47	44
I feel safe in lessons.	41	76	26	6	2	1	117	8

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

Year 10:

Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

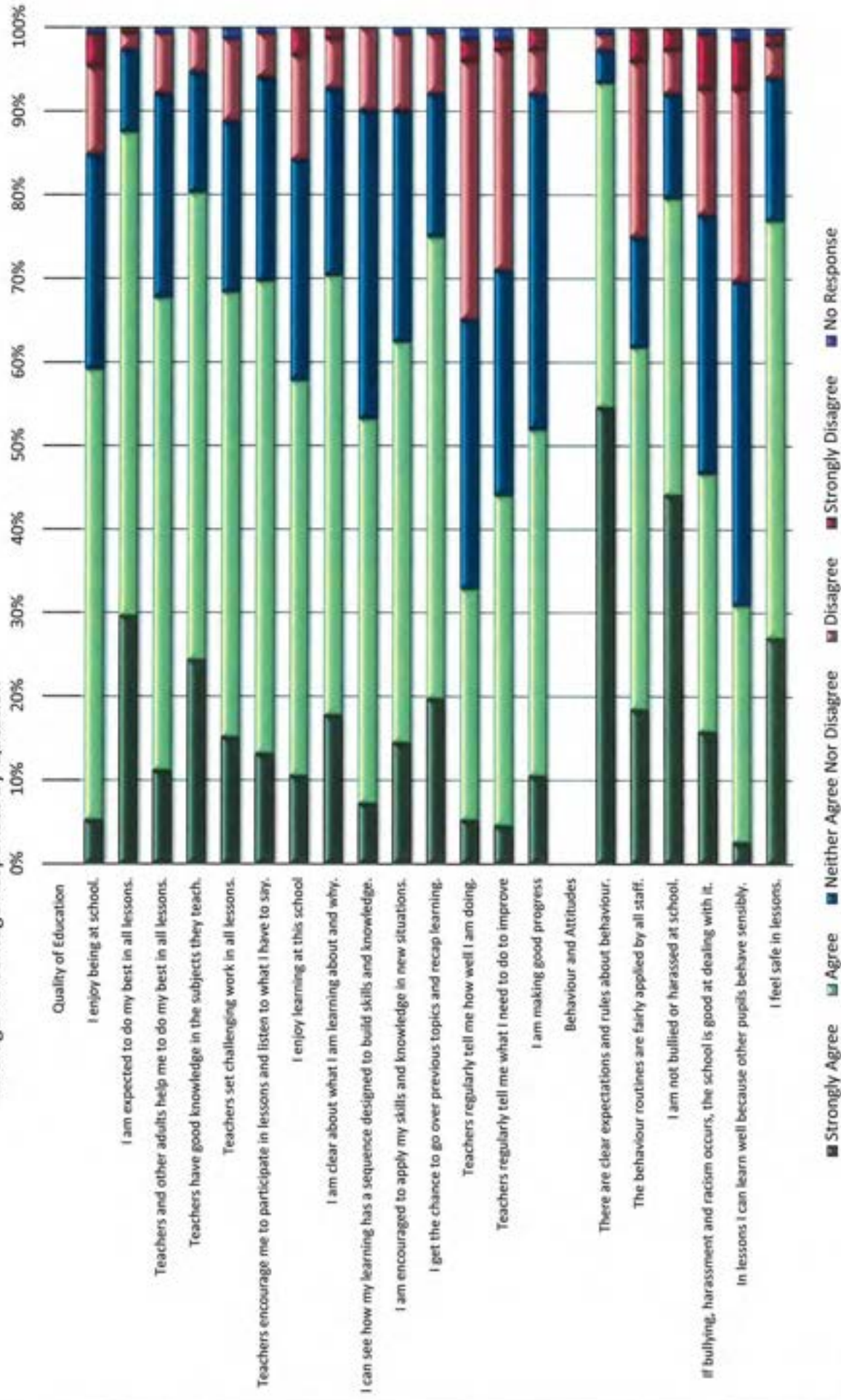
Number of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
The behaviour of pupils is good around the school.	3	57	60	25	6	1	60	31
I feel safe at breaktimes and around the school.	43	87	16	4	0	2	130	4
I think adults in the school care about me.	16	38	73	13	12	0	54	25
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	13	76	34	18	11	0	89	29
The school helps me to develop my knowledge of human creativity and achievement.	18	69	46	15	2	2	87	17
I am taught to respect people from different backgrounds and treat everyone equally.	60	72	12	7	1	0	132	8
The school helps me to develop positive relationships with people in the school.	10	80	43	15	4	0	90	19
The school teaches me to know the difference between right and wrong.	34	88	24	4	2	0	122	6
I am expected to be resilient and persevere when faced with challenges.	24	92	30	4	2	0	116	6
There are opportunities for me to make a positive contribution in my class.	35	78	30	6	2	1	113	8
There are opportunities for me to make a positive contribution in the school.	30	84	25	9	2	2	114	11
There are opportunities for me to make a positive contribution to the community outside school.	13	45	66	22	5	1	58	27
The school asks for my views about important things in the school.	13	50	42	35	11	1	63	46
There are a variety of activities outside of lessons for pupils to be involved in.	58	73	16	3	1	1	131	4
I take part in activities outside lessons.	37	55	18	27	14	1	92	41
The school teaches me to understand and deal with a variety of risks in everyday life.	15	74	34	23	6	0	89	29
The school encourages and helps me to look after my physical health and take regular exercise.	17	77	34	17	6	1	94	23
The school encourages and helps me to eat and drink healthy things.	9	45	55	30	13	0	54	43
The school encourages and helps me to look after my emotional and mental health and wellbeing.	20	66	34	18	14	0	86	32
The school provides me with information, advice and support about relationships and sexual health.	20	77	36	13	5	1	97	18
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	45	83	15	5	3	1	128	8
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	23	58	35	25	11	0	81	36
The school helps me to prepare for my next steps, in school or beyond.	29	65	36	17	5	0	94	22

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

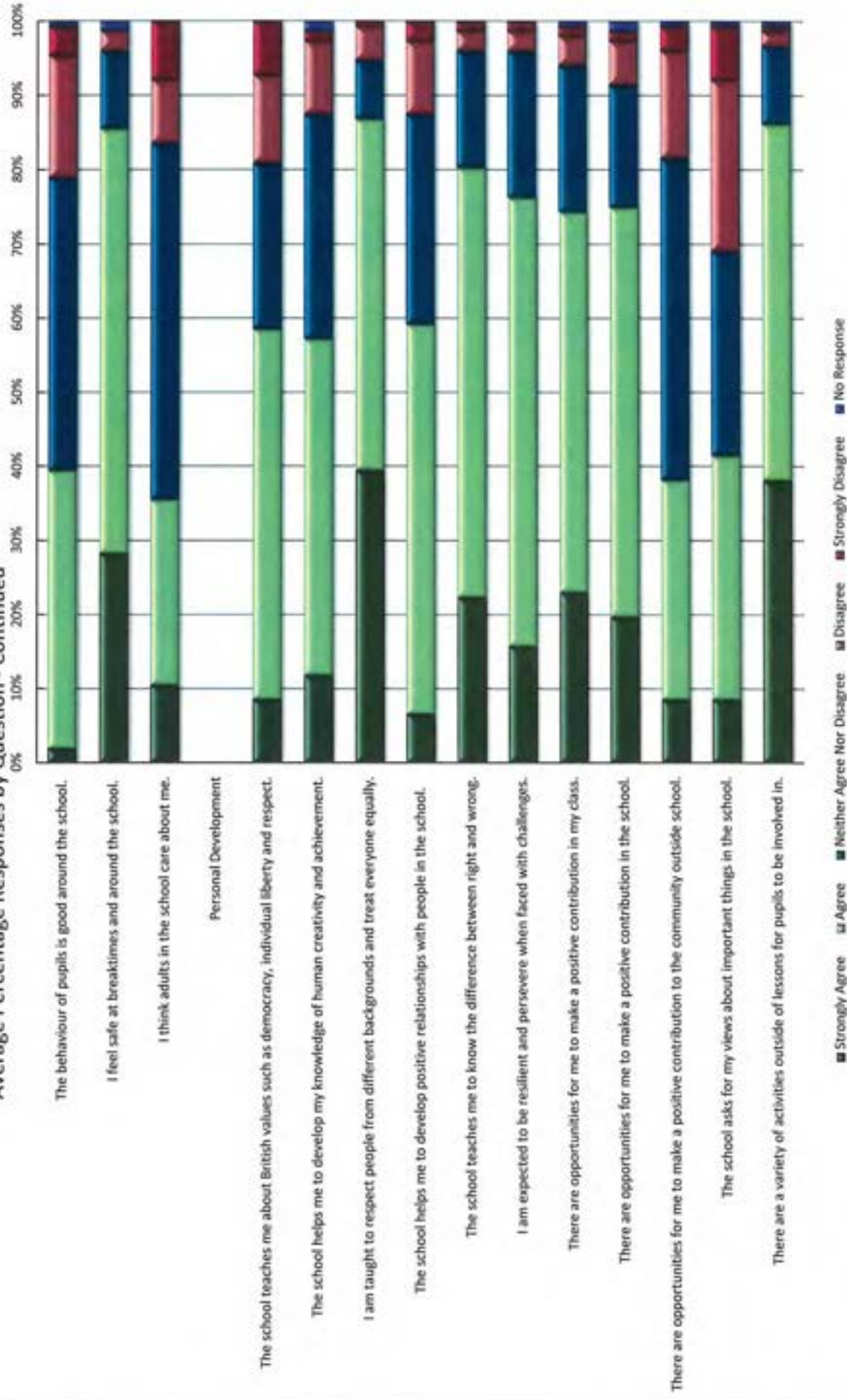
Year 10 -

Average Percentage Responses by Question



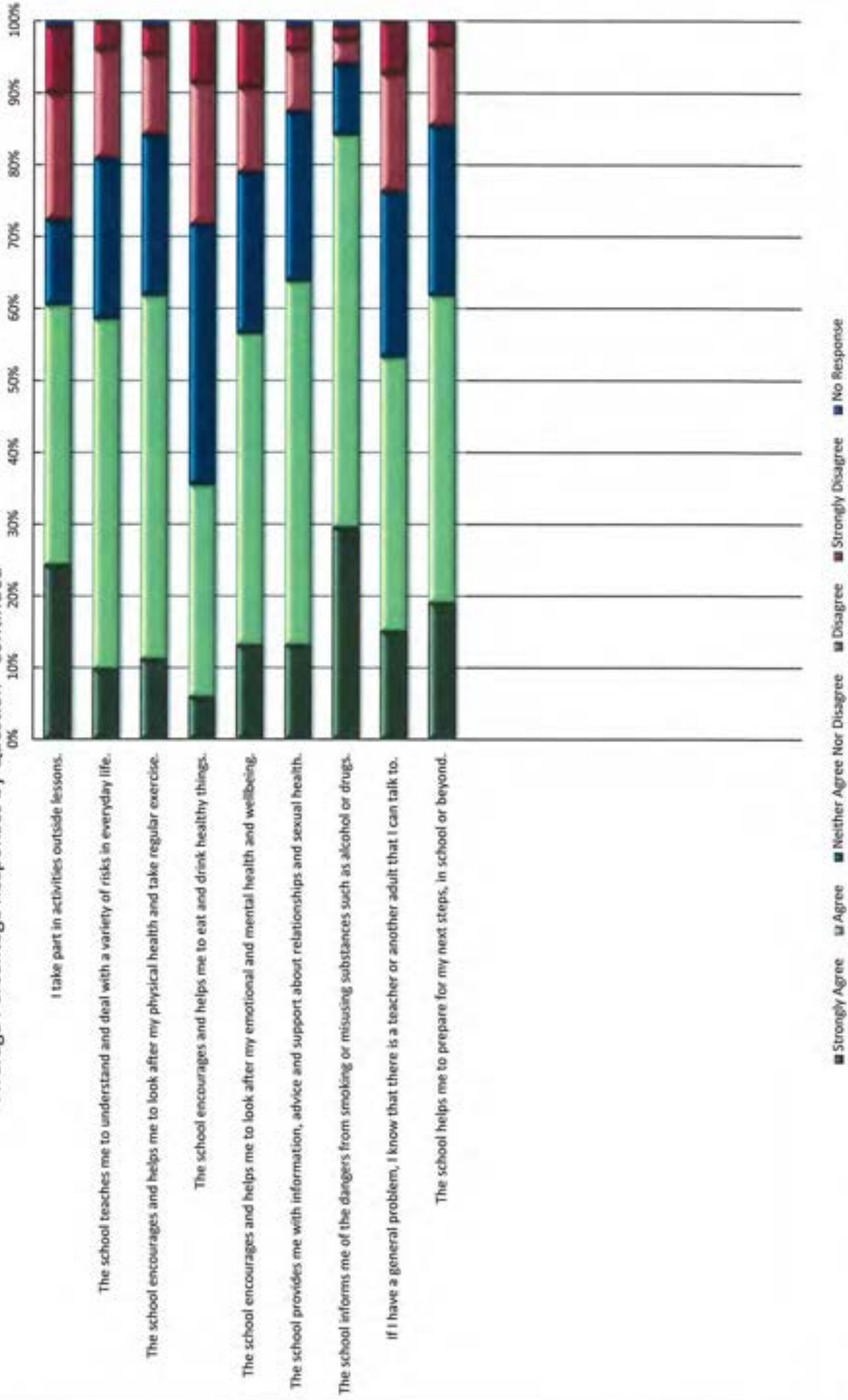
Year 10 -

Average Percentage Responses by Question - Continued



Year 10 -

Average Percentage Responses by Question - Continued



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 10**

Number of respondents: **152**

Percentage of Respondents by Gender Performance Criteria

	Percentage of Respondents											
	St Agree		Agree		N/A/D		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	6	5	57	50	24	27	8	15	4	3	1	0
I am expected to do my best in all lessons.	38	18	48	73	10	10	3	0	1	0	0	0
Teachers and other adults help me to do my best in all lessons.	16	5	52	63	23	26	8	6	0	0	1	0
Teachers have good knowledge in the subjects they teach.	32	13	47	69	16	13	6	5	0	0	0	0
Teachers set challenging work in all lessons.	16	15	51	56	19	23	13	5	0	0	1	2
Teachers encourage me to participate in lessons and listen to what I have to say.	14	11	61	50	18	34	6	5	0	0	1	0
I enjoy learning at this school	14	5	44	52	26	27	13	11	2	5	0	0
I am clear about what I am learning about and why.	23	10	53	52	17	31	6	6	1	2	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	6	10	53	35	29	48	12	6	0	0	0	0
I am encouraged to apply my skills and knowledge in new situations.	19	8	46	52	26	31	9	10	0	0	1	0
I get the chance to go over previous topics and recap learning.	24	13	56	55	12	24	7	8	0	0	1	0
Teachers regularly tell me how well I am doing.	6	5	36	16	30	35	24	40	2	3	2	0
Teachers regularly tell me what I need to do to improve	3	6	48	27	24	31	21	34	2	0	1	2
Behaviour and Attitudes												
I am making good progress	12	8	44	37	37	45	6	5	1	5	0	0
There are clear expectations and rules about behaviour.	58	50	37	42	1	8	3	0	0	0	1	0
The behaviour routines are fairly applied by all staff.	24	10	41	47	12	15	18	26	4	3	0	0
I am not bullied or harassed at school.	51	34	33	39	10	16	3	8	2	3	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	20	10	32	29	32	29	11	21	4	10	0	2
In lessons I can learn well because other pupils behave sensibly.	4	0	33	21	32	48	23	23	6	6	1	2
I feel safe in lessons.	34	16	49	52	10	27	6	2	0	3	1	0

Year 10: - Gender Differences
Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	3	0	48	23	33	48	13	21	1	8	1	0
I feel safe at breaktimes and around the school.	34	19	50	68	10	11	3	2	0	0	2	0
I think adults in the school care about me.	11	10	29	19	44	53	9	8	7	10	0	0
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	10	6	48	53	21	24	12	11	9	5	0	0
The school helps me to develop my knowledge of human creativity and achievement.	11	13	47	44	26	37	14	3	1	2	1	2
I am taught to respect people from different backgrounds and treat everyone equally.	39	40	47	48	9	6	6	3	0	2	0	0
The school helps me to develop positive relationships with people in the school.	7	6	57	47	26	32	10	10	1	5	0	0
The school teaches me to know the difference between right and wrong.	24	19	59	56	12	21	3	2	1	2	0	0
I am expected to be resilient and persevere when faced with challenges.	20	10	59	63	19	21	2	3	0	3	0	0
There are opportunities for me to make a positive contribution in my class.	29	15	50	53	18	23	3	5	0	3	0	2
There are opportunities for me to make a positive contribution in the school.	21	18	57	53	13	21	7	5	1	2	1	2
There are opportunities for me to make a positive contribution to the community	10	6	31	27	40	48	16	13	3	3	0	2
The school asks for my views about important things in the school.	9	8	36	29	26	31	22	24	7	8	1	0
There are a variety of activities outside of lessons for pupils to be involved in.	38	39	52	42	7	16	1	3	1	0	1	0
I take part in activities outside lessons.	28	19	41	29	10	15	12	26	8	11	1	0
The school teaches me to understand and deal with a variety of risks in everyday life.	12	6	49	48	20	26	14	16	4	3	0	0
The school encourages and helps me to look after my physical health and take	13	8	48	55	20	26	12	10	7	0	0	2
The school encourages and helps me to eat and drink healthy things.	8	3	34	23	29	47	20	19	9	8	0	0
The school encourages and helps me to look after my emotional and mental health	16	10	48	37	17	31	13	10	7	13	0	0
The school provides me with information, advice and support about relationships and	12	15	54	45	24	23	7	11	1	6	1	0
The school informs me of the dangers from smoking or misusing substances such as	33	24	50	61	11	8	4	2	0	5	1	0
If I have a general problem, I know that there is a teacher or another adult that I	18	11	39	37	23	23	16	18	4	11	0	0
The school helps me to prepare for my next steps, in school or beyond.	16	24	47	37	26	21	9	15	3	3	0	0

Year 10: - Gender Differences

Number of Respondents by Gender

Performance Criteria

Number of Respondents

Performance Criteria	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	5	3	51	31	22	17	7	9	4	2	1	0
I am expected to do my best in all lessons.	34	11	43	45	9	6	3	0	1	0	0	0
Teachers and other adults help me to do my best in all lessons.	14	3	47	39	21	16	7	4	0	0	1	0
Teachers have good knowledge in the subjects they teach.	29	8	42	43	14	8	5	3	0	0	0	0
Teachers set challenging work in all lessons.	14	9	46	35	17	14	12	3	0	0	1	1
Teachers encourage me to participate in lessons and listen to what I have to say.	13	7	55	31	16	21	5	3	0	0	1	0
I enjoy learning at this school	13	3	40	32	23	17	12	7	2	3	0	0
I am clear about what I am learning about and why.	21	6	48	32	15	19	5	4	1	1	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	5	6	48	22	26	30	11	4	0	0	0	0
I am encouraged to apply my skills and knowledge in new situations.	17	5	41	32	23	19	8	6	0	0	1	0
I get the chance to go over previous topics and recap learning.	22	8	50	34	11	15	6	5	0	0	1	0
Teachers regularly tell me how well I am doing.	5	3	32	10	27	22	22	25	2	2	2	0
Teachers regularly tell me what I need to do to improve	3	4	43	17	22	19	19	21	2	0	1	1
I am making good progress	11	5	40	23	33	28	5	3	1	3	0	0
Behaviour and Attitudes												
There are clear expectations and rules about behaviour.	52	31	33	26	1	5	3	0	0	0	1	0
The behaviour routines are fairly applied by all staff.	22	6	37	29	11	9	16	16	4	2	0	0
I am not bullied or harassed at school.	46	21	30	24	9	10	3	5	2	2	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	18	6	29	18	29	18	10	13	4	6	0	1
In lessons I can learn well because other pupils behave sensibly.	4	0	30	13	29	30	21	14	5	4	1	1
I feel safe in lessons.	31	10	44	32	9	17	5	1	0	2	1	0

Year 10: - Gender Differences

Number of Respondents by Gender - Continued

Performance Criteria

Number of Respondents

	St Agree		Agree		NAND		Disagree		St Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	3	0	43	14	30	30	12	13	1	5	1	0
I feel safe at breaktimes and around the school.	31	12	45	42	9	7	3	1	0	0	2	0
I think adults in the school care about me.	10	6	26	12	40	33	8	5	6	6	0	0
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	9	4	43	33	19	15	11	7	8	3	0	0
The school helps me to develop my knowledge of human creativity and achievement.	10	8	42	27	23	23	13	2	1	1	1	1
I am taught to respect people from different backgrounds and treat everyone equally.	35	25	42	30	8	4	5	2	0	1	0	0
The school helps me to develop positive relationships with people in the school.	6	4	51	29	23	20	9	6	1	3	0	0
The school teaches me to know the difference between right and wrong.	22	12	53	35	11	13	3	1	1	1	0	0
I am expected to be resilient and persevere when faced with challenges.	18	6	53	39	17	13	2	2	0	2	0	0
There are opportunities for me to make a positive contribution in my class.	26	9	45	33	16	14	3	3	0	2	0	1
There are opportunities for me to make a positive contribution in the school.	19	11	51	33	12	13	6	3	1	1	1	1
There are opportunities for me to make a positive contribution to the community	9	4	28	17	36	30	14	8	3	2	0	1
The school asks for my views about important things in the school.	8	5	32	18	23	19	20	15	6	5	1	0
There are a variety of activities outside of lessons for pupils to be involved in.	34	24	47	26	6	10	1	2	1	0	1	0
I take part in activities outside lessons.	25	12	37	18	9	9	11	16	7	7	1	0
The school teaches me to understand and deal with a variety of risks in everyday life.	11	4	44	30	18	16	13	10	4	2	0	0
The school encourages and helps me to look after my physical health and take	12	5	43	34	18	16	11	6	6	0	0	1
The school encourages and helps me to eat and drink healthy things.	7	2	31	14	26	29	18	12	8	5	0	0
The school encourages and helps me to look after my emotional and mental health and wellbeing.	14	6	43	23	15	19	12	6	6	8	0	0
The school provides me with information, advice and support about relationships and sexual health.	11	9	49	28	22	14	6	7	1	4	1	0
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	30	15	45	38	10	5	4	1	0	3	1	0
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	16	7	35	23	21	14	14	11	4	7	0	0
The school helps me to prepare for my next steps, in school or beyond.	14	15	42	23	23	13	8	9	3	2	0	0

Year 10: - Gender Differences
Percentage of Respondents by Gender

Performance Criteria	Percentage of Respondents							
	Agree		MAYO		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	62	55	24	27	12	18	1	0
I am expected to do my best in all lessons.	86	90	10	10	4	0	0	0
Teachers and other adults help me to do my best in all lessons.	68	68	23	26	8	6	1	0
Teachers have good knowledge in the subjects they teach.	79	82	16	13	6	5	0	0
Teachers set challenging work in all lessons.	67	71	19	23	13	5	1	2
Teachers encourage me to participate in lessons and listen to what I have to say.	76	61	18	34	6	5	1	0
I enjoy learning at this school	59	56	26	27	16	16	0	0
I am clear about what I am learning about and why.	77	61	17	31	7	8	0	0
I can see how my learning has a sequence designed to build skills and knowledge.	59	45	29	48	12	6	0	0
I am encouraged to apply my skills and knowledge in new situations.	64	60	26	31	9	10	1	0
I get the chance to go over previous topics and recap learning.	80	68	12	24	7	8	1	0
Teachers regularly tell me how well I am doing.	41	21	30	35	27	44	2	0
Teachers regularly tell me what I need to do to improve	51	34	24	31	23	34	1	2
I am making good progress	57	45	37	45	7	10	0	0
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	94	92	1	8	3	0	1	0
The behaviour routines are fairly applied by all staff.	66	56	12	15	22	29	0	0
I am not bullied or harassed at school.	84	73	10	16	6	11	0	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	52	39	32	29	16	31	0	2
In lessons I can learn well because other pupils behave sensibly.	38	21	32	48	29	29	1	2
I feel safe in lessons.	83	68	10	27	6	5	1	0

Year 10: - Gender Differences

Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents							
	Agree		Don't Know		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	51	23	33	48	14	29	1	0
I feel safe at breaktimes and around the school.	84	87	10	11	3	2	2	0
I think adults in the school care about me.	40	29	44	53	16	18	0	0
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	58	60	21	24	21	16	0	0
The school helps me to develop my knowledge of human creativity and achievement.	58	56	26	37	16	5	1	2
I am taught to respect people from different backgrounds and treat everyone equally.	86	89	9	6	6	5	0	0
The school helps me to develop positive relationships with people in the school.	63	53	26	32	11	15	0	0
The school teaches me to know the difference between right and wrong.	83	76	12	21	4	3	0	0
I am expected to be resilient and persevere when faced with challenges.	79	73	19	21	2	6	0	0
There are opportunities for me to make a positive contribution in my class.	79	68	18	23	3	8	0	2
There are opportunities for me to make a positive contribution in the school.	78	71	13	21	8	6	1	2
There are opportunities for me to make a positive contribution to the community outside school.	41	34	40	48	19	16	0	2
The school asks for my views about important things in the school.	44	37	26	31	29	32	1	0
There are a variety of activities outside of lessons for pupils to be involved in.	90	81	7	16	2	3	1	0
I take part in activities outside lessons.	69	48	10	15	20	37	1	0
The school teaches me to understand and deal with a variety of risks in everyday life.	61	55	20	26	19	19	0	0
The school encourages and helps me to look after my physical health and take regular exercise.	61	63	20	26	19	10	0	2
The school encourages and helps me to eat and drink healthy things.	42	26	29	47	29	27	0	0
The school encourages and helps me to look after my emotional and mental health and wellbeing.	63	47	17	31	20	23	0	0
The school provides me with information, advice and support about relationships and sexual health.	67	60	24	23	8	18	1	0
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	83	85	11	8	4	6	1	0
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	57	48	23	23	20	29	0	0
The school helps me to prepare for my next steps, in school or beyond.	62	61	26	21	12	18	0	0

Year 10: - Gender Differences
Variations in boys and girls responses

Performance Criteria

Percentage of Respondents

	Agree Overall		SAD		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	+7	-3	-6	+1				
I am expected to do my best in all lessons.	-5	+0	+4	+0				
Teachers and other adults help me to do my best in all lessons.	+0	-2	+1	+1				
Teachers have good knowledge in the subjects they teach.	-3	+3	+1	+0				
Teachers set challenging work in all lessons.	-4	-4	+8	-1				
Teachers encourage me to participate in lessons and listen to what I have to say.	+14	-16	+1	+1				
I enjoy learning at this school	+2	-2	-1	+0				
I am clear about what I am learning about and why.	+15	-14	-1	+0				
I can see how my learning has a sequence designed to build skills and knowledge.	+14	-19	+6	+0				
I am encouraged to apply my skills and knowledge in new situations.	+5	-5	-1	+1				
I get the chance to go over previous topics and recap learning.	+12	-12	-1	+1				
Teachers regularly tell me how well I am doing.	+20	-5	-17	+2				
Teachers regularly tell me what I need to do to improve	+17	-6	-11	-1				
I am making good progress	+12	-8	-3	+0				
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	+3	-7	+3	+1				
The behaviour routines are fairly applied by all staff.	+9	-2	-7	+0				
I am not bullied or harassed at school.	+12	-6	-6	+0				
If bullying, harassment and racism occurs, the school is good at dealing with it.	+14	+3	-15	-2				
In lessons I can learn well because other pupils behave sensibly.	+17	-16	-0	-1				
I feel safe in lessons.	+16	-17	+1	+1				

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

Negative numbers (-) indicate that more girls than boys gave this response

Key:

Figures in red indicate that the difference between boys and girls is greater than 25

Figures in green indicate that the difference between boys and girls is between 15 and 25

Year 10: - Gender Differences

Variations in boys and girls responses - Continued

Performance Criteria

Percentage of Respondents

	Percentage of Respondents							
	Agree Overall		Don't Know		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	+29		-15		-15		+1	
I feel safe at breaktimes and around the school.	-3		-1		+2		+2	
I think adults in the school care about me.	+11		-9		-2		+0	
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	-2		-3		+5		+0	
The school helps me to develop my knowledge of human creativity and achievement.	+1		-12		+11		-1	
I am taught to respect people from different backgrounds and treat everyone equally.	-3		+2		+1		+0	
The school helps me to develop positive relationships with people in the school.	+10		-7		-3		+0	
The school teaches me to know the difference between right and wrong.	+8		-9		+1		+0	
I am expected to be resilient and persevere when faced with challenges.	+6		-2		-4		+0	
There are opportunities for me to make a positive contribution in my class.	+11		-5		-5		-2	
There are opportunities for me to make a positive contribution in the school.	+7		-8		+1		-1	
There are opportunities for me to make a positive contribution to the community outside school.	+7		-8		+3		-2	
The school asks for my views about important things in the school.	+7		-5		-3		+1	
There are a variety of activities outside of lessons for pupils to be involved in.	+9		-9		-1		+1	
I take part in activities outside lessons.	+21		-5		-17		+1	
The school teaches me to understand and deal with a variety of risks in everyday life.	+6		-6		-0		+0	
The school encourages and helps me to look after my physical health and take regular exercise.	-2		-6		+9		-2	
The school encourages and helps me to eat and drink healthy things.	+16		-18		+1		+0	
The school encourages and helps me to look after my emotional and mental health and wellbeing.	+17		-14		-3		+0	
The school provides me with information, advice and support about relationships and sexual health.	+7		+2		-10		+1	
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	-2		+3		-2		+1	
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	+8		+1		-9		+0	
The school helps me to prepare for my next steps, in school or beyond.	+1		+5		-6		+0	

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

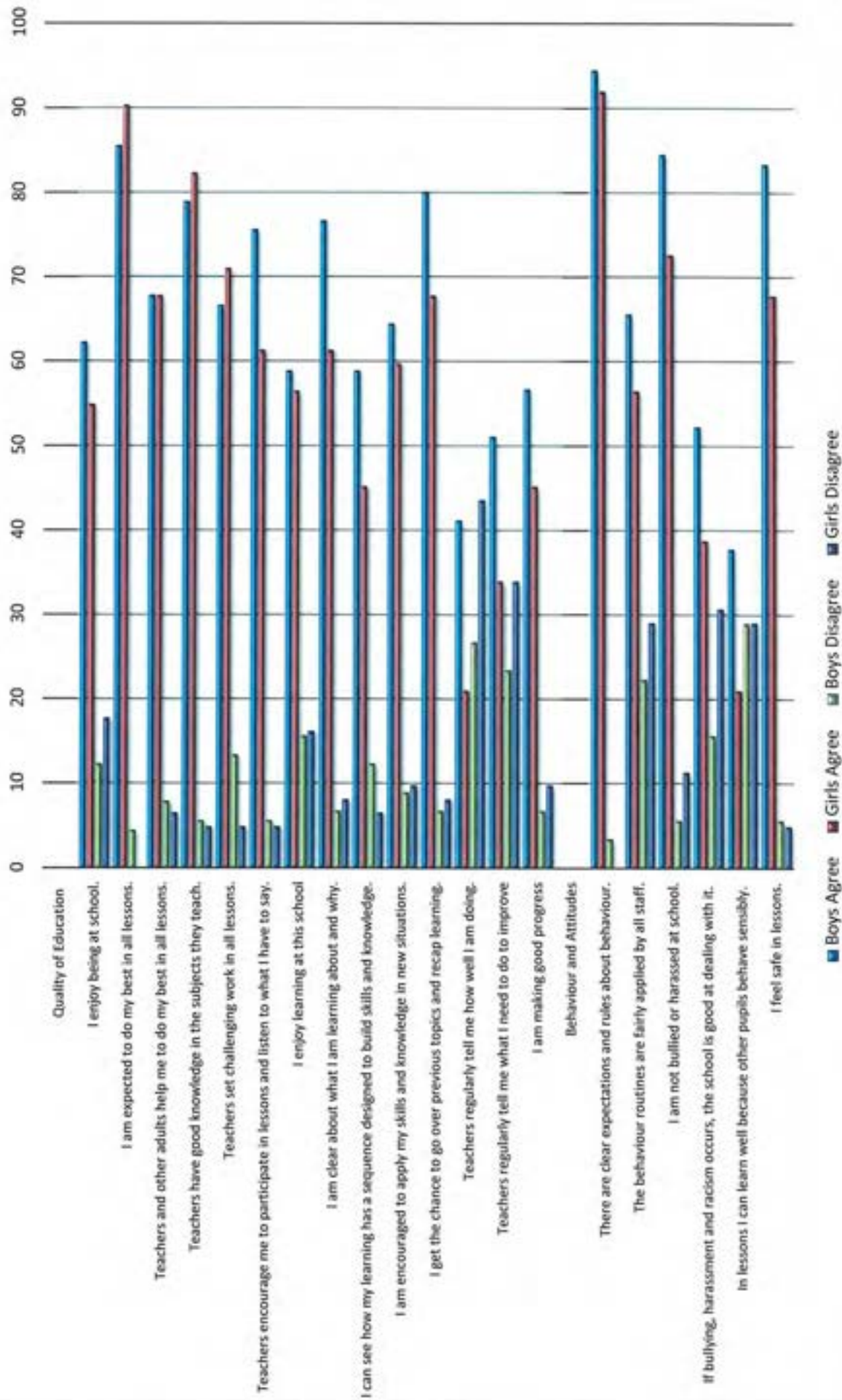
Negative numbers (-) indicate that more girls than boys gave this response

Key:

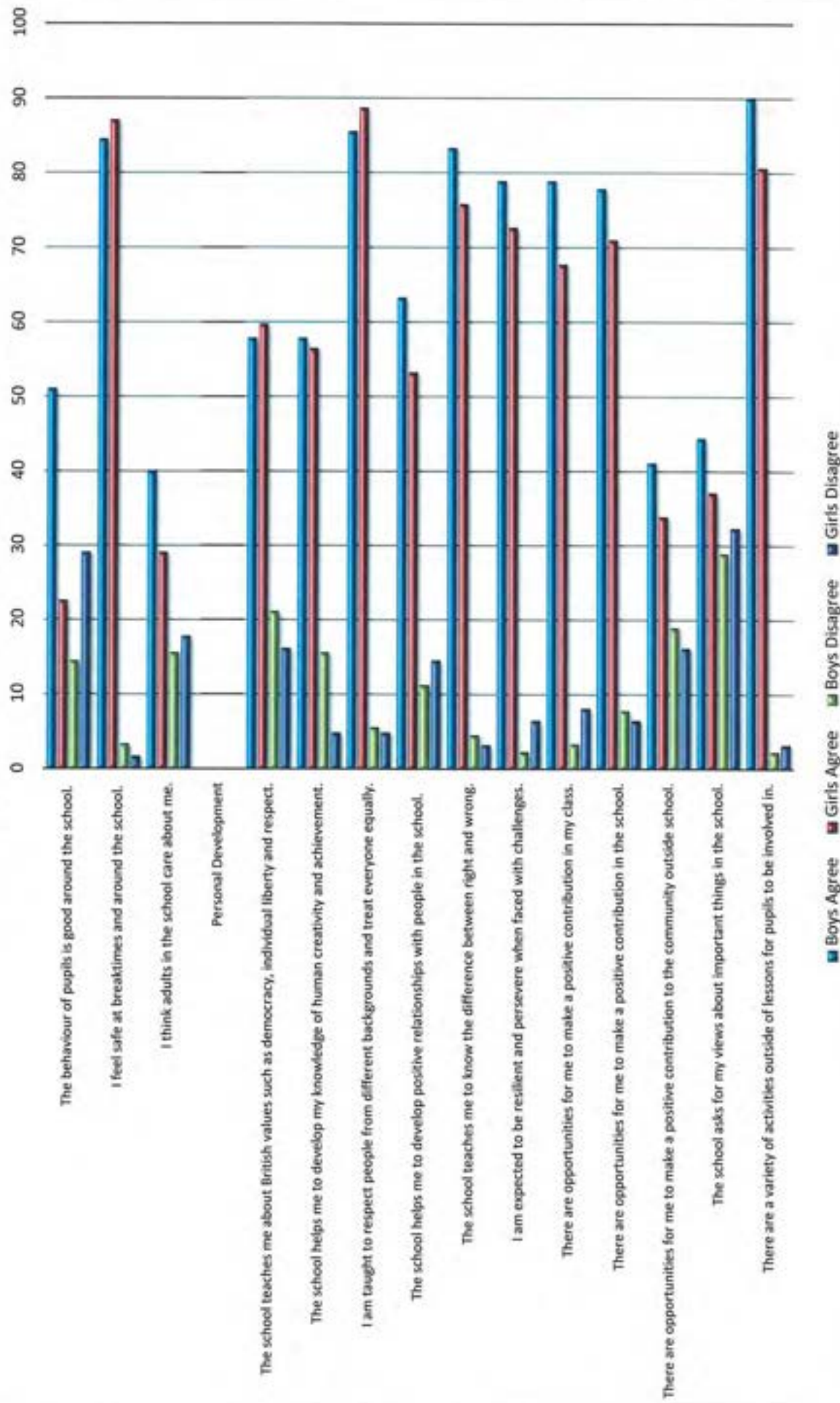
Figures in red indicate that the difference between boys and girls is greater than 25

Figures in green indicate that the difference between boys and girls is between 15 and 25

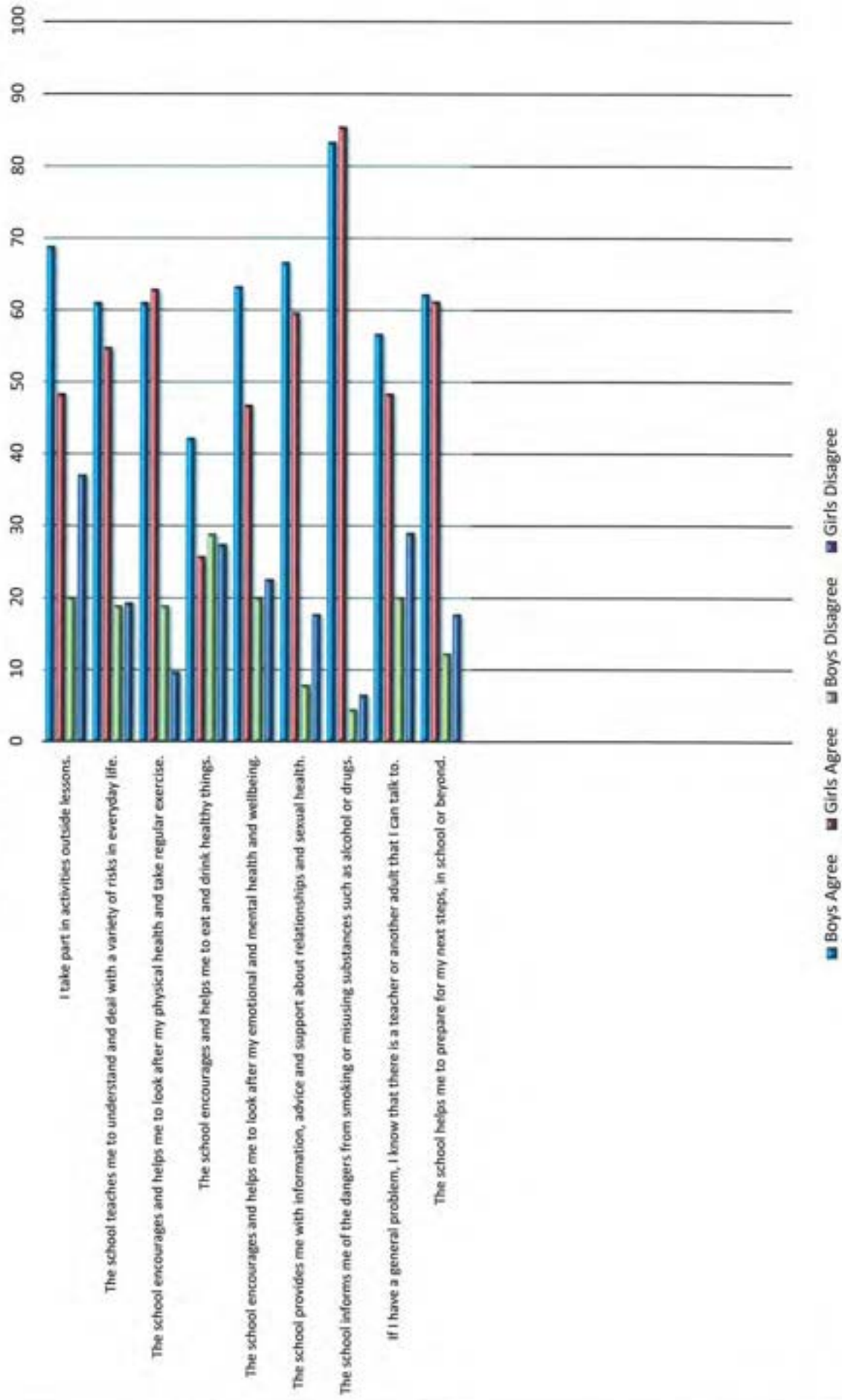
Year 10 - Gender Differences



Year 10 - Gender Differences



Year 10 - Gender Differences



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 11**

Number of respondents: **152**

Percentage of Respondents Performance Criteria

Percentage of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Quality of Education								
I enjoy being at school.	7	49	25	13	5	1	56	18
I am expected to do my best in all lessons.	33	63	4	1	0	0	95	1
Teachers and other adults help me to do my best in all lessons.	16	63	19	2	0	0	79	2
Teachers have good knowledge in the subjects they teach.	25	59	14	2	0	1	84	2
Teachers set challenging work in all lessons.	15	59	23	3	0	0	74	3
Teachers encourage me to participate in lessons and listen to what I have to say.	15	63	20	1	0	1	78	1
I enjoy learning at this school	10	55	24	8	3	0	65	11
I am clear about what I am learning about and why.	7	64	22	7	0	1	71	7
I can see how my learning has a sequence designed to build skills and knowledge.	11	53	33	3	1	0	64	3
I am encouraged to apply my skills and knowledge in new situations.	10	63	19	8	1	0	72	9
I get the chance to go over previous topics and recap learning.	18	63	13	7	0	0	81	7
Teachers regularly tell me how well I am doing.	3	34	32	26	5	0	37	31
Teachers regularly tell me what I need to do to improve	7	51	23	16	3	0	57	20
I am making good progress	10	46	37	6	1	0	56	7
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	47	43	8	1	0	0	91	1
The behaviour routines are fairly applied by all staff.	9	45	20	18	7	1	54	25
I am not bullied or harassed at school.	61	25	5	3	5	1	86	9
If bullying, harassment and racism occurs, the school is good at dealing with it.	16	35	39	6	4	1	51	10
In lessons I can learn well because other pupils behave sensibly.	5	46	29	19	1	0	51	20
I feel safe in lessons.	38	57	3	2	1	0	94	3

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%

Year 11:

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

	Number of Respondents						Strength	Weakness
	SA	A	NAND	D	SD	NR		
Quality of Education								
I enjoy being at school.	11	74	38	20	8	1	85	28
I am expected to do my best in all lessons.	50	95	6	1	0	0	145	1
Teachers and other adults help me to do my best in all lessons.	25	95	29	3	0	0	120	3
Teachers have good knowledge in the subjects they teach.	38	89	21	3	0	1	127	3
Teachers set challenging work in all lessons.	23	89	35	5	0	0	112	5
Teachers encourage me to participate in lessons and listen to what I have to say.	23	95	30	2	0	2	118	2
I enjoy learning at this school	15	84	37	12	4	0	99	16
I am clear about what I am learning about and why.	11	97	33	10	0	1	108	10
I can see how my learning has a sequence designed to build skills and knowledge.	17	80	50	4	1	0	97	5
I am encouraged to apply my skills and knowledge in new situations.	15	95	29	12	1	0	110	13
I get the chance to go over previous topics and recap learning.	28	95	19	10	0	0	123	10
Teachers regularly tell me how well I am doing.	4	52	49	40	7	0	56	47
Teachers regularly tell me what I need to do to improve	10	77	35	25	5	0	87	30
I am making good progress	15	70	56	9	2	0	85	11
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	72	66	12	2	0	0	138	2
The behaviour routines are fairly applied by all staff.	14	68	31	27	11	1	82	38
I am not bullied or harassed at school.	92	38	8	5	8	1	130	13
If bullying, harassment and racism occurs, the school is good at dealing with it.	24	53	59	9	6	1	77	15
In lessons I can learn well because other pupils behave sensibly.	8	70	44	29	1	0	78	30
I feel safe in lessons.	57	86	5	3	1	0	143	4

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

Year 11:
Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

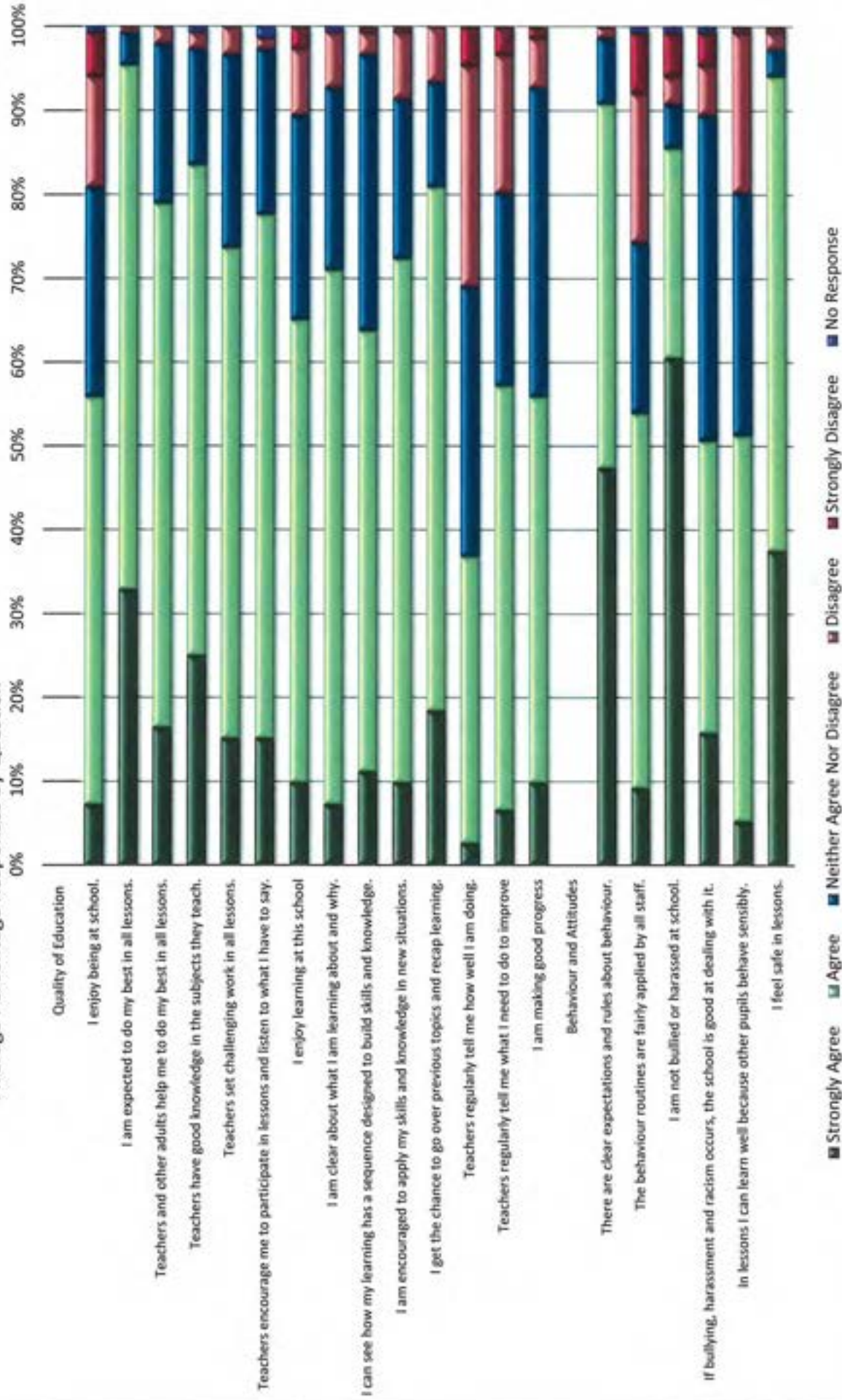
Number of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
The behaviour of pupils is good around the school.	4	64	54	25	3	2	68	28
I feel safe at breaktimes and around the school.	51	90	6	3	0	2	141	3
I think adults in the school care about me.	16	56	54	19	3	4	72	22
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	16	86	37	13	0	0	102	13
The school helps me to develop my knowledge of human creativity and achievement.	11	86	41	11	2	1	97	13
I am taught to respect people from different backgrounds and treat everyone equally.	65	76	4	4	2	1	141	6
The school helps me to develop positive relationships with people in the school.	25	81	35	11	0	0	106	11
The school teaches me to know the difference between right and wrong.	38	95	15	4	0	0	133	4
I am expected to be resilient and persevere when faced with challenges.	30	98	19	4	0	1	128	4
There are opportunities for me to make a positive contribution in my class.	31	95	17	4	1	4	126	5
There are opportunities for me to make a positive contribution in the school.	32	95	22	3	0	0	127	3
There are opportunities for me to make a positive contribution to the community outside school.	16	65	53	18	0	0	81	18
The school asks for my views about important things in the school.	11	68	48	22	3	0	79	25
There are a variety of activities outside of lessons for pupils to be involved in.	51	85	11	2	2	1	136	4
I take part in activities outside lessons.	30	62	14	31	15	0	92	46
The school teaches me to understand and deal with a variety of risks in everyday life.	15	88	28	18	3	0	103	21
The school encourages and helps me to look after my physical health and take regular exercise.	17	81	32	18	4	0	98	22
The school encourages and helps me to eat and drink healthy things.	4	47	50	44	6	1	51	50
The school encourages and helps me to look after my emotional and mental health and wellbeing.	22	68	40	18	4	0	90	22
The school provides me with information, advice and support about relationships and sexual health.	13	85	33	17	3	1	98	20
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	0	0	0	0	0	0	0	0
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	0	0	0	0	0	0	0	0
The school helps me to prepare for my next steps, in school or beyond.	0	0	0	0	0	0	0	0

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

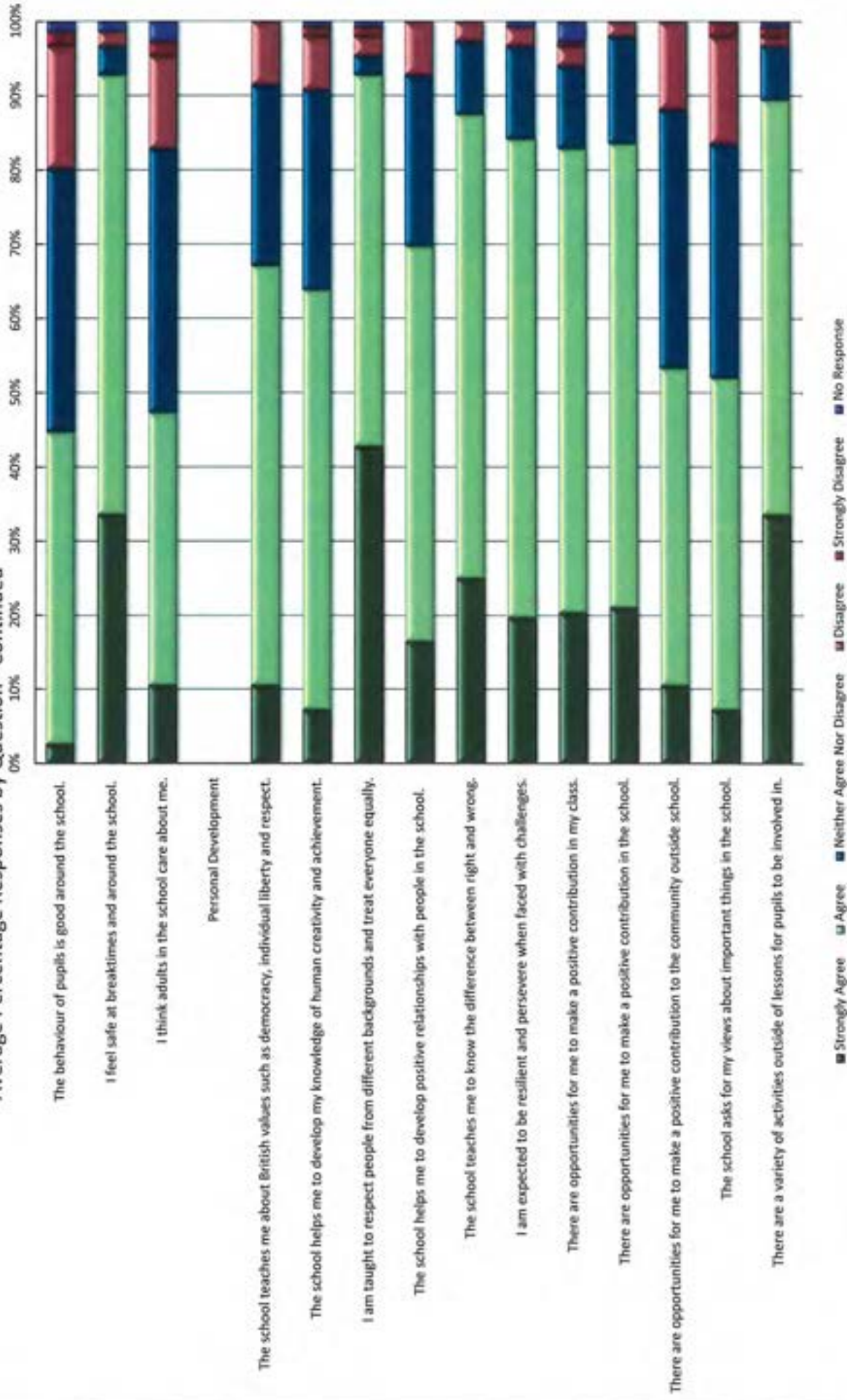
Year 11 -

Average Percentage Responses by Question



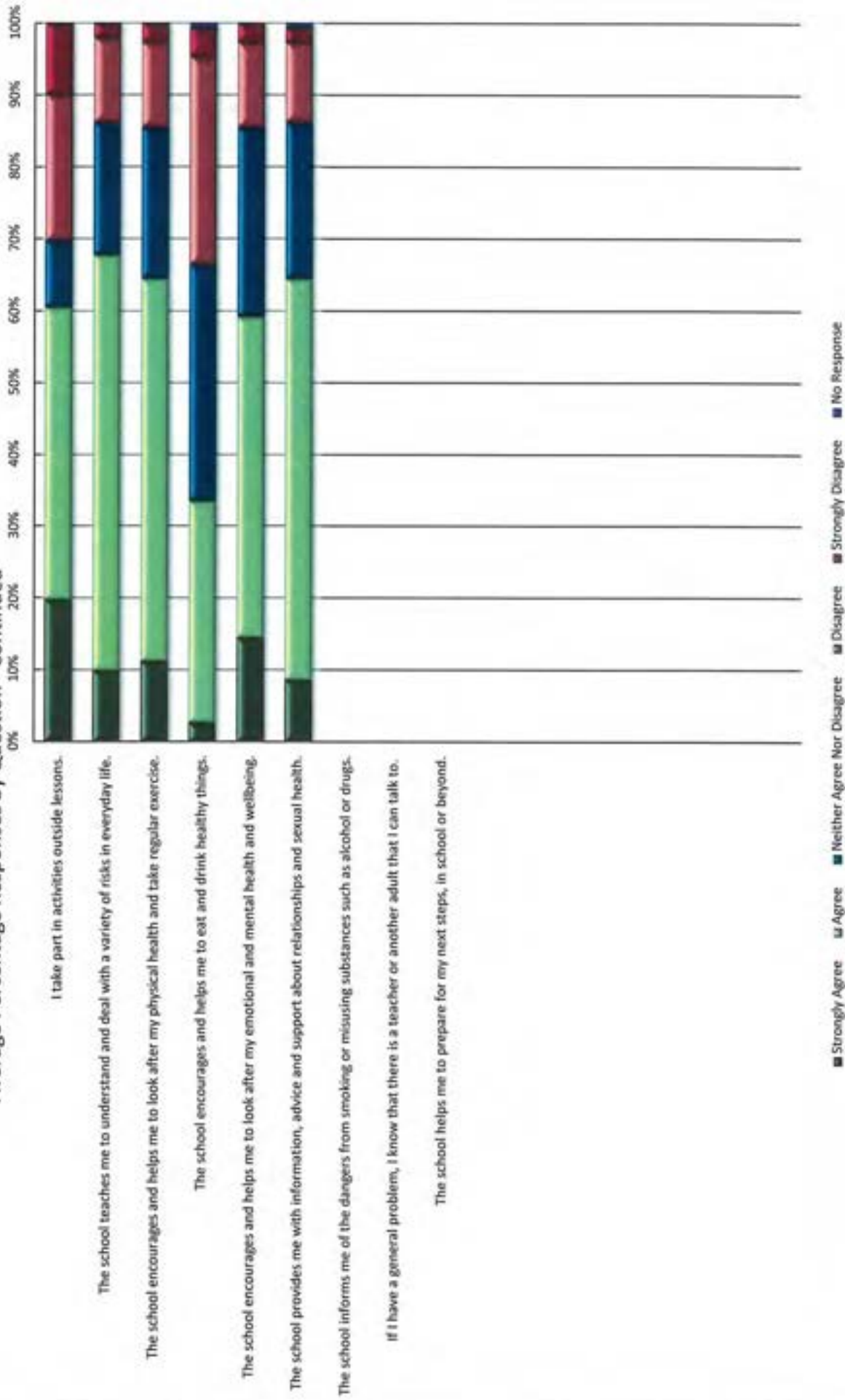
Year 11 -

Average Percentage Responses by Question - Continued



Year 11 -

Average Percentage Responses by Question - Continued



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: **Goldington Academy**

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

Cohort: **Year 11**

Number of respondents: **152**

Percentage of Respondents by Gender Performance Criteria

	Percentage of Respondents											
	Sl. Agree		Agree		N/A/D		Disagree		Sl. Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
Quality of Education												
I enjoy being at school.	8	6	48	49	27	23	9	17	7	4	1	0
I am expected to do my best in all lessons.	33	32	61	64	4	4	1	0	0	0	0	0
Teachers and other adults help me to do my best in all lessons.	15	18	69	56	15	23	1	3	0	0	0	0
Teachers have good knowledge in the subjects they teach.	27	23	63	55	11	17	0	4	0	0	0	1
Teachers set challenging work in all lessons.	13	17	64	53	19	27	4	3	0	0	0	0
Teachers encourage me to participate in lessons and listen to what I have to say.	12	18	63	62	21	18	1	1	0	0	3	0
I enjoy learning at this school	12	8	52	58	25	23	8	8	3	3	0	0
I am clear about what I am learning about and why.	7	8	68	60	17	26	8	5	0	0	0	1
I can see how my learning has a sequence designed to build skills and knowledge.	9	13	61	44	28	38	1	4	0	1	0	0
I am encouraged to apply my skills and knowledge in new situations.	9	10	65	60	19	19	5	10	1	0	0	0
I get the chance to go over previous topics and recap learning.	19	18	64	61	9	16	8	5	0	0	0	0
Teachers regularly tell me how well I am doing.	1	4	39	30	32	32	23	30	5	4	0	0
Teachers regularly tell me what I need to do to improve	8	5	53	48	24	22	9	23	5	1	0	0
Behaviour and Attitudes												
I am making good progress	12	8	56	36	27	47	4	8	1	1	0	0
There are clear expectations and rules about behaviour.	47	48	44	43	9	6	0	3	0	0	0	0
The behaviour routines are fairly applied by all staff.	9	9	44	45	23	18	17	18	5	9	1	0
I am not bullied or harassed at school.	63	58	24	26	4	6	4	3	4	6	1	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	16	16	32	38	40	38	7	5	4	4	1	0
In lessons I can learn well because other pupils behave sensibly.	8	3	51	42	25	32	16	22	0	1	0	0
I feel safe in lessons.	35	40	57	56	4	3	3	1	1	0	0	0

Year 11: - Gender Differences
Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	1	4	48	36	29	42	21	12	0	4	0	3
I feel safe at breaktimes and around the school.	27	40	67	52	4	4	1	3	0	0	1	1
I think adults in the school care about me.	5	16	37	36	41	30	9	16	3	1	4	1
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	7	14	63	51	23	26	8	9	0	0	0	0
The school helps me to develop my knowledge of human creativity and achievement.	3	12	61	52	27	27	8	6	1	1	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	35	51	60	40	3	3	3	3	0	3	0	1
The school helps me to develop positive relationships with people in the school.	16	17	53	53	24	22	7	8	0	0	0	0
The school teaches me to know the difference between right and wrong.	27	23	60	65	9	10	4	1	0	0	0	0
I am expected to be resilient and persevere when faced with challenges.	21	18	63	66	13	12	3	3	0	0	0	1
There are opportunities for me to make a positive contribution in my class.	24	17	57	68	16	6	0	5	0	1	3	3
There are opportunities for me to make a positive contribution in the school.	17	25	65	60	16	13	1	3	0	0	0	0
There are opportunities for me to make a positive contribution to the community	12	9	37	48	39	31	12	12	0	0	0	0
The school asks for my views about important things in the school.	7	8	47	43	28	35	19	10	0	4	0	0
There are a variety of activities outside of lessons for pupils to be involved in.	33	34	53	58	9	5	3	0	0	3	1	0
I take part in activities outside lessons.	21	18	44	38	12	6	17	23	5	14	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	8	12	56	60	21	16	13	10	1	3	0	0
The school encourages and helps me to look after my physical health and take	12	10	48	58	23	19	13	10	4	1	0	0
The school encourages and helps me to eat and drink healthy things.	3	3	36	26	28	38	31	27	3	5	0	1
The school encourages and helps me to look after my emotional and mental health	11	18	53	36	24	29	11	13	1	4	0	0
The school provides me with information, advice and support about relationships and	4	13	53	58	27	17	12	10	4	0	0	1
The school informs me of the dangers from smoking or misusing substances such as	***	**	**	**	**	**	**	**	**	**	**	**
If I have a general problem, I know that there is a teacher or another adult that I	***	**	**	**	**	**	**	**	**	**	**	**
The school helps me to prepare for my next steps, in school or beyond.	***	**	**	**	**	**	**	**	**	**	**	**

Year 11: - Gender Differences
Number of Respondents by Gender
Performance Criteria

	Number of Respondents												
	St. Agnes		Agnes		NANC		Disagree		St. Disagree		No Resp.		
	B	G	B	G	B	G	B	G	B	G	B	G	
Quality of Education													
I enjoy being at school.	6	5	36	38	20	18	7	13	5	3	1	0	
I am expected to do my best in all lessons.	25	25	46	49	3	3	1	0	0	0	0	0	
Teachers and other adults help me to do my best in all lessons.	11	14	52	43	11	18	1	2	0	0	0	0	
Teachers have good knowledge in the subjects they teach.	20	18	47	42	8	13	0	3	0	0	0	1	
Teachers set challenging work in all lessons.	10	13	48	41	14	21	3	2	0	0	0	0	
Teachers encourage me to participate in lessons and listen to what I have to say.	9	14	47	48	16	14	1	1	0	0	2	0	
I enjoy learning at this school	9	6	39	45	19	18	6	6	2	2	0	0	
I am clear about what I am learning about and why.	5	6	51	46	13	20	6	4	0	0	0	1	
I can see how my learning has a sequence designed to build skills and knowledge.	7	10	46	34	21	29	1	3	0	1	0	0	
I am encouraged to apply my skills and knowledge in new situations.	7	8	49	46	14	15	4	8	1	0	0	0	
I get the chance to go over previous topics and recap learning.	14	14	48	47	7	12	6	4	0	0	0	0	
Teachers regularly tell me how well I am doing.	1	3	29	23	24	25	17	23	4	3	0	0	
Teachers regularly tell me what I need to do to improve	6	4	40	37	18	17	7	18	4	1	0	0	
I am making good progress	9	6	42	28	20	36	3	6	1	1	0	0	
Behaviour and Attitudes													
There are clear expectations and rules about behaviour.	35	37	33	33	7	5	0	2	0	0	0	0	
The behaviour routines are fairly applied by all staff.	7	7	33	35	17	14	13	14	4	7	1	0	
I am not bullied or harassed at school.	47	45	18	20	3	5	3	2	3	5	1	0	
If bullying, harassment and racism occurs, the school is good at dealing with it.	12	12	24	29	30	29	5	4	3	3	1	0	
In lessons I can learn well because other pupils behave sensibly.	6	2	38	32	19	25	12	17	0	1	0	0	
I feel safe in lessons.	26	31	43	43	3	2	2	1	1	0	0	0	

Year 11: - Gender Differences

Number of Respondents by Gender - Continued

Performance Criteria	Number of Respondents											
	St. Agree		Agree		N/A/D		Disagree		St. Disagree		No Resp.	
	B	G	B	G	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	1	3	36	28	22	32	16	9	0	3	0	2
I feel safe at breaktimes and around the school.	20	31	50	40	3	3	1	2	0	0	1	1
I think adults in the school care about me.	4	12	28	28	31	23	7	12	2	1	3	1
Personal Development												
The school teaches me about British values such as democracy, individual liberty and respect.	5	11	47	39	17	20	6	7	0	0	0	0
The school helps me to develop my knowledge of human creativity and achievement.	2	9	46	40	20	21	6	5	1	1	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	26	39	45	31	2	2	2	2	0	2	0	1
The school helps me to develop positive relationships with people in the school.	12	13	40	41	18	17	5	6	0	0	0	0
The school teaches me to know the difference between right and wrong.	20	18	45	50	7	8	3	1	0	0	0	0
I am expected to be resilient and persevere when faced with challenges.	16	14	47	51	10	9	2	2	0	0	0	1
There are opportunities for me to make a positive contribution in my class.	18	13	43	52	12	5	0	4	0	1	2	2
There are opportunities for me to make a positive contribution in the school.	13	19	49	46	12	10	1	2	0	0	0	0
There are opportunities for me to make a positive contribution to the community.	9	7	28	37	29	24	9	9	0	0	0	0
The school asks for my views about important things in the school.	5	6	35	33	21	27	14	8	0	3	0	0
There are a variety of activities outside of lessons for pupils to be involved in.	25	26	40	45	7	4	2	0	0	2	1	0
I take part in activities outside lessons.	16	14	33	29	9	5	13	18	4	11	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	6	9	42	46	16	12	10	8	1	2	0	0
The school encourages and helps me to look after my physical health and take	9	8	36	45	17	15	10	8	3	1	0	0
The school encourages and helps me to eat and drink healthy things.	2	2	27	20	21	29	23	21	2	4	0	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	8	14	40	28	18	22	8	10	1	3	0	0
The school provides me with information, advice and support about relationships and sexual health.	3	10	40	45	20	13	9	8	3	0	0	1
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	0	0	0	0	0	0	0	0	0	0	0	0
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	0	0	0	0	0	0	0	0	0	0	0	0
The school helps me to prepare for my next steps, in school or beyond.	0	0	0	0	0	0	0	0	0	0	0	0

Year 11: - Gender Differences
Percentage of Respondents by Gender

Performance Criteria

Percentage of Respondents

	Agree		N/A/D		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
Quality of Education								
I enjoy being at school.	56	56	27	23	16	21	1	0
I am expected to do my best in all lessons.	95	96	4	4	1	0	0	0
Teachers and other adults help me to do my best in all lessons.	84	74	15	23	1	3	0	0
Teachers have good knowledge in the subjects they teach.	89	78	11	17	0	4	0	1
Teachers set challenging work in all lessons.	77	70	19	27	4	3	0	0
Teachers encourage me to participate in lessons and listen to what I have to say.	75	81	21	18	1	1	3	0
I enjoy learning at this school	64	66	25	23	11	10	0	0
I am clear about what I am learning about and why.	75	68	17	26	8	5	0	1
I can see how my learning has a sequence designed to build skills and knowledge.	71	57	28	38	1	5	0	0
I am encouraged to apply my skills and knowledge in new situations.	75	70	19	19	7	10	0	0
I get the chance to go over previous topics and recap learning.	83	79	9	16	8	5	0	0
Teachers regularly tell me how well I am doing.	40	34	32	32	28	34	0	0
Teachers regularly tell me what I need to do to improve	61	53	24	22	15	25	0	0
I am making good progress	68	44	27	47	5	9	0	0
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	91	91	9	6	0	3	0	0
The behaviour routines are fairly applied by all staff.	53	55	23	18	23	27	1	0
I am not bullied or harassed at school.	87	84	4	6	8	9	1	0
If bullying, harassment and racism occurs, the school is good at dealing with it.	48	53	40	38	11	9	1	0
In lessons I can learn well because other pupils behave sensibly.	59	44	25	32	16	23	0	0
I feel safe in lessons.	92	96	4	3	4	1	0	0

Year 11: - Gender Differences

Percentage of Respondents by Gender - Continued

Performance Criteria	Percentage of Respondents							
	Agree		Don't Know		Disagree		No Resp.	
	B	G	B	G	B	G	B	G
The behaviour of pupils is good around the school.	49	40	29	42	21	16	0	3
I feel safe at breaktimes and around the school.	93	92	4	4	1	3	1	1
I think adults in the school care about me.	43	52	41	30	12	17	4	1
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	69	65	23	26	8	9	0	0
The school helps me to develop my knowledge of human creativity and achievement.	64	64	27	27	9	8	0	1
I am taught to respect people from different backgrounds and treat everyone equally.	95	91	3	3	3	5	0	1
The school helps me to develop positive relationships with people in the school.	69	70	24	22	7	8	0	0
The school teaches me to know the difference between right and wrong.	87	88	9	10	4	1	0	0
I am expected to be resilient and persevere when faced with challenges.	84	84	13	12	3	3	0	1
There are opportunities for me to make a positive contribution in my class.	81	84	16	6	0	6	3	3
There are opportunities for me to make a positive contribution in the school.	83	84	16	13	1	3	0	0
There are opportunities for me to make a positive contribution to the community outside school.	49	57	39	31	12	12	0	0
The school asks for my views about important things in the school.	53	51	28	35	19	14	0	0
There are a variety of activities outside of lessons for pupils to be involved in.	87	92	9	5	3	3	1	0
I take part in activities outside lessons.	65	56	12	6	23	38	0	0
The school teaches me to understand and deal with a variety of risks in everyday life.	64	71	21	16	15	13	0	0
The school encourages and helps me to look after my physical health and take regular exercise.	60	69	23	19	17	12	0	0
The school encourages and helps me to eat and drink healthy things.	39	29	28	38	33	32	0	1
The school encourages and helps me to look after my emotional and mental health and wellbeing.	64	55	24	29	12	17	0	0
The school provides me with information, advice and support about relationships and sexual health.	57	71	27	17	16	10	0	1
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	**	**	**	**	**	**	**	**
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	**	**	**	**	**	**	**	**
The school helps me to prepare for my next steps, in school or beyond.	**	**	**	**	**	**	**	**

Year 11: - Gender Differences
Variations in boys and girls responses

Performance Criteria

Percentage of Respondents

	None Obs'd		MAYD		Disagree Obs'd		No Resp.	
	B	G	B	G	B	G	B	G
	Quality of Education							
I enjoy being at school.	+0	+3	-5	+1				
I am expected to do my best in all lessons.	-1	+0	+1	+0				
Teachers and other adults help me to do my best in all lessons.	+10	-9	-1	+0				
Teachers have good knowledge in the subjects they teach.	+11	-6	-4	-1				
Teachers set challenging work in all lessons.	+7	-9	+1	+0				
Teachers encourage me to participate in lessons and listen to what I have to say.	-6	+3	+0	+3				
I enjoy learning at this school	-2	+2	+0	+0				
I am clear about what I am learning about and why.	+7	-9	+3	-1				
I can see how my learning has a sequence designed to build skills and knowledge.	+14	-10	-4	+0				
I am encouraged to apply my skills and knowledge in new situations.	+5	-1	-4	+0				
I get the chance to go over previous topics and recap learning.	+3	-6	+3	+0				
Teachers regularly tell me how well I am doing.	+6	-0	-6	+0				
Teachers regularly tell me what I need to do to improve	+8	+2	-10	+0				
I am making good progress	+24	-20	-4	+0				
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	-0	+3	-3	+0				
The behaviour routines are fairly applied by all staff.	-1	+4	-5	+1				
I am not bullied or harassed at school.	+2	-2	-1	+1				
If bullying, harassment and racism occurs, the school is good at dealing with it.	-5	+2	+2	+1				
In lessons I can learn well because other pupils behave sensibly.	+15	-7	-7	+0				
I feel safe in lessons.	-4	+1	+3	+0				

Notes:

Positive numbers (+) indicate that more boys than girls gave this response

Negative numbers (-) indicate that more girls than boys gave this response

Key:

Figures in **red** indicate that the difference between boys and girls is greater than 25

Figures in **green** indicate that the difference between boys and girls is between 15 and 25

Year 11: - Gender Differences
Variations in boys and girls responses - Continued

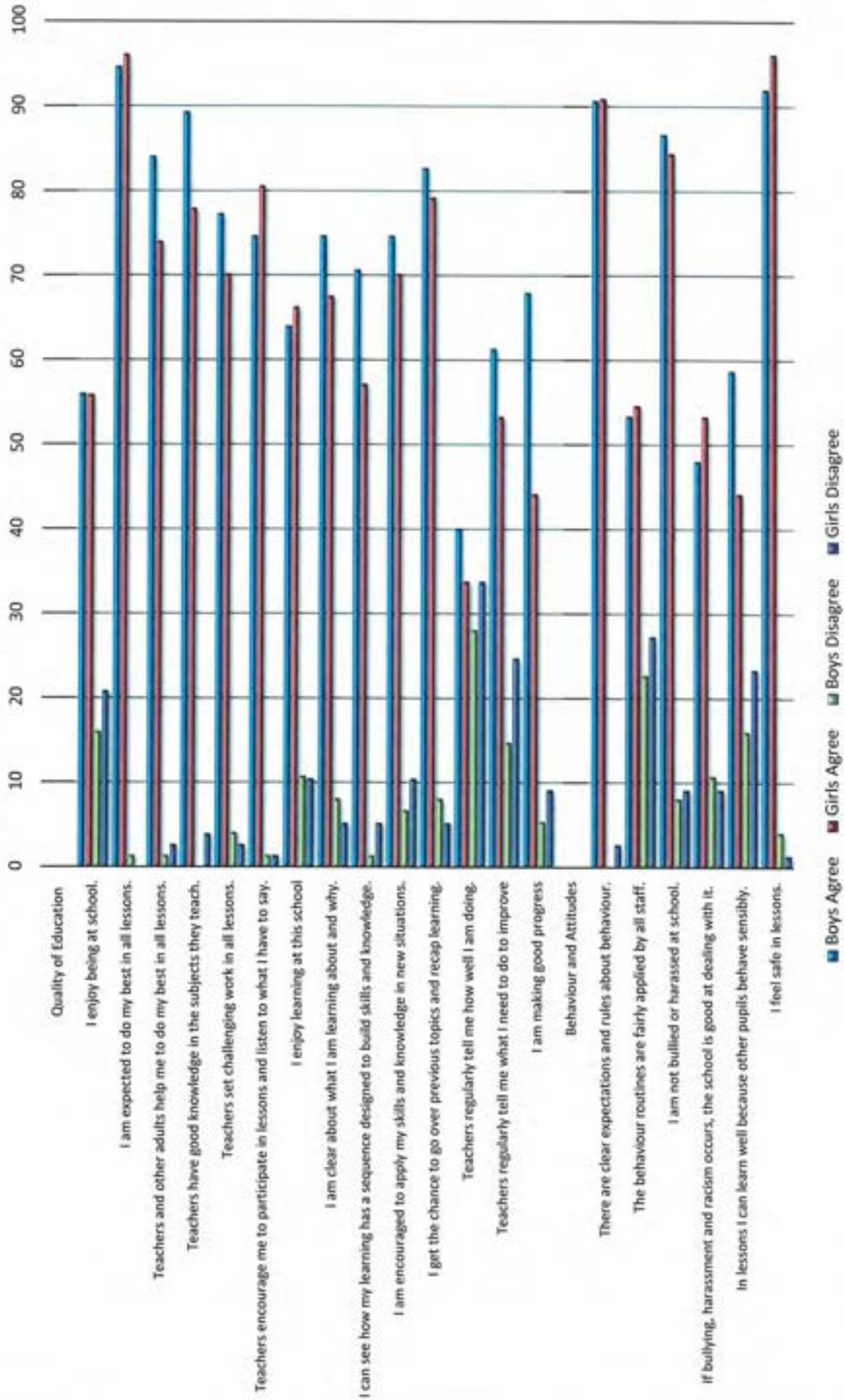
Performance Criteria

Percentage of Respondents

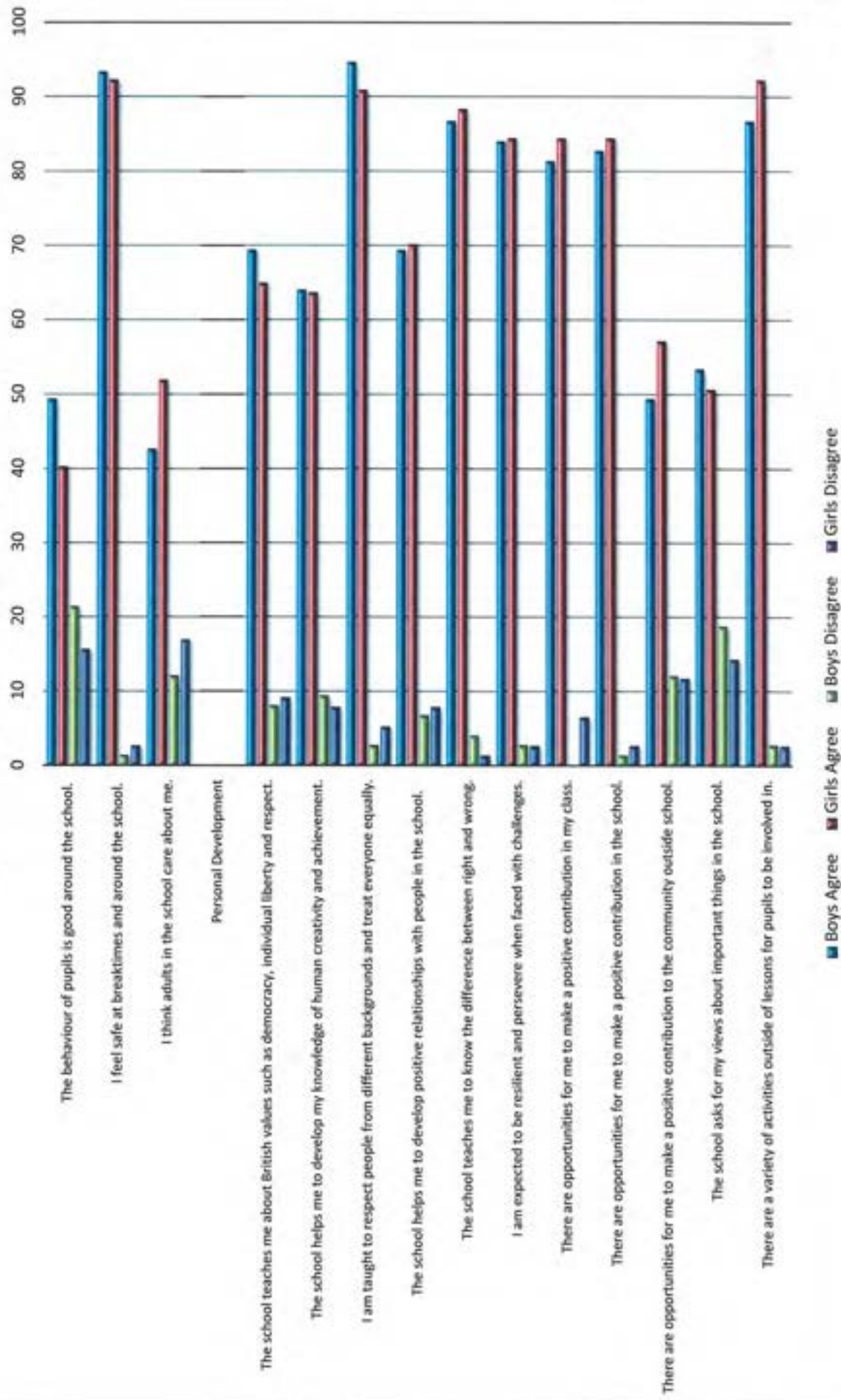
	Agree Overall		Don't Know		Disagree Overall		No Resp.	
	B	G	B	G	B	G	B	G
	The behaviour of pupils is good around the school.	+9	-12	+6	-3			
I feel safe at breaktimes and around the school.	+1	+0	-1	+0				
I think adults in the school care about me.	-9	+11	-5	+3				
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	+4	-3	-1	+0				
The school helps me to develop my knowledge of human creativity and achievement.	+0	-1	+2	-1				
I am taught to respect people from different backgrounds and treat everyone equally.	+4	+0	-3	-1				
The school helps me to develop positive relationships with people in the school.	-1	+2	-1	+0				
The school teaches me to know the difference between right and wrong.	-2	-1	+3	+0				
I am expected to be resilient and persevere when faced with challenges.	-0	+2	+0	-1				
There are opportunities for me to make a positive contribution in my class.	-3	+10	-6	+0				
There are opportunities for me to make a positive contribution in the school.	-2	+3	-1	+0				
There are opportunities for me to make a positive contribution to the community outside school.	-8	+7	+0	+0				
The school asks for my views about important things in the school.	+3	-7	+4	+0				
There are a variety of activities outside of lessons for pupils to be involved in.	-6	+4	+0	+1				
I take part in activities outside lessons.	+9	+6	-15	+0				
The school teaches me to understand and deal with a variety of risks in everyday life.	-7	+6	+2	+0				
The school encourages and helps me to look after my physical health and take regular exercise.	-9	+3	+6	+0				
The school encourages and helps me to eat and drink healthy things.	+10	-10	+1	-1				
The school encourages and helps me to look after my emotional and mental health and wellbeing.	+9	-5	-5	+0				
The school provides me with information, advice and support about relationships and sexual health.	-14	+10	+6	-1				
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				
The school helps me to prepare for my next steps, in school or beyond.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!				

Notes:
 Positive numbers (+) indicate that more boys than girls gave this response
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Key:
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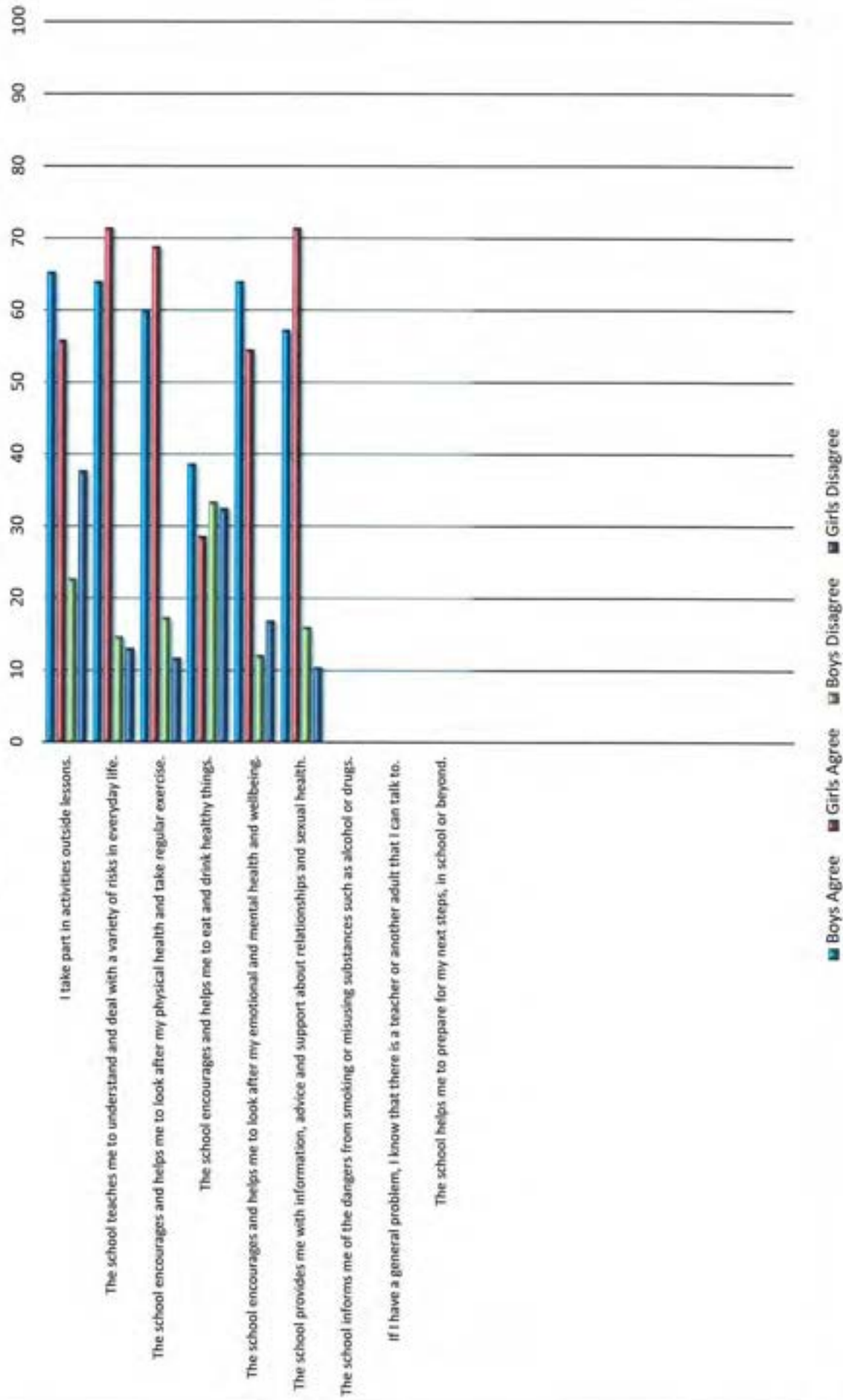
Year 11 - Gender Differences



Year 11 - Gender Differences



Year 11 - Gender Differences



Year	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?
Year 10	Awards day many pupils recognised for their achievements	An extra parents evening per year.
Year 10	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.
Year 10	Communication and dealing with issues	Investigation into why children are poor attenders and more insight in how this can be eased
Year 10	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.
Year 10	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.
Year 10	How it is evident the teachers care about the pupils	Nothing
Year 10	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.
Year 10	Impressed with the headmaster	My child having to tuck his shirt inside his trousers.
Year 10	Music Department	How the school deals with bullying. Isolation is not a punishment, children actively enjoy it.
Year 10	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.

Year 10	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?
Year 10	Quick responses when queries have been raised.	Feedback for homework and continuous progression availability for parents.
Year 10	School curriculum,	SORTING OF DISPUTES
Year 10	Strong GCSE results, good facilities, supportive environment	Less supply teachers
Year 10	The children	
Year 10	The diverse opportunities it offers.	The quality and consistency of homework.
Year 10	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	
Year 10	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
Year 10	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.
Year 10	The staff are incredible!	None I can think of
Year 10	The system for achievement points is really nice to see as a parent and to talk about this with their child. Also, very good to see such a teacher presence outside the school to minimise behaviours or hanging around. Good choice of subjects for GCSE's.	The setting of homework which hasn't been covered in class yet can cause some levels of stress in a pupil at home.
Year 10	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.	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.
Year 10	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	
Year 10	Updated facilities, students make good progress.	My child receives too much homework compared to other pupils in local schools
Year 10		Information parents about kids progressing
Year 11	Academic results	Better organised lunch times

Goldington Academy

Year 11	Clubs and awards events	More trips
Year 11	Efficient and organised Some teachers have responded to my concerns	Pastoral care, showing understanding of growing children's mental health and correlation with academic achievement and their learning journey through school The school meals are poor quality and unhealthy. My non-fussy children will eat anything out of school but not the school meals. 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.
Year 11	Encourages every child to meet their potential.	Sorry that is two things!
Year 11	Excellent communication	N/A
Year 11	Extra curricular activities. Positive ethos	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 bring 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 it 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.
Year 11	Good team of teachers, possibly one of the best teams in the town.	I'd like to know more on how we can help with revision techniques and strategies
Year 11	Head teacher is a brilliant leader, both my boys enjoy their time here at this school.	
Year 11	High standards of teaching.	More Subject choices for gcse.

Goldington Academy

Year 11	High standards Commitment by the teaching staff to provide excellent education for my child.	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.
Year 11	I believe the school challenges all pupils and encourages my child to achieve her very best.	I would love it to have a sixth form!
Year 11	It gives opportunities to my children such as DoE or drama productions.	
Year 11	Keeps the children engaged!	Encourage more team sport participation
Year 11	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.
Year 11	Location and time keeping	Diversity
Year 11	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	
Year 11	Sport opportunities	More communication with teachers
Year 11	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.
Year 11	The discipline is very good.	6th form!
Year 11	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
Year 11	The fantastic leadership team and teachers who nurture, encourage and motivate the children to reach their full learning potential.	
Year 11	Fantastic staff team at Goldington!	Nothing...I am completely happy with the school.
Year 11	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.
Year 11	The school is welcoming and inclusive.	Wider selection of food available at lunchtime.
Year 11	The staff are caring and listen to the children.	Less disruptive lessons. Teachers to address bad/ offensive behaviour so it's stopped.
Year 11	The support they provide to help your child succeed	Communication home
Year 11	They celebrate kids achievements	The office admin. Hit and miss at times.
Year 11	Very accommodating and welcoming to new students	Higher quality and involvement of school sport
Year 11	Welcoming, safe and well-run.	Not sure
Year 11	Well organised sports activities	Needs proper gym. Needs bigger library.

Year 11	Wide ranging extra curricular activities that suit different tastes and interests. Extremely responsive staff	
Year 11	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
Year 11		
Year 11		
Year 11		
Year 7	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.
Year 7	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.
Year 7		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.
Year 7	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.	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.
Year 7	Easy transition from primary school	Hard to say at this point.
Year 7	Encouragement.	More clubs
Year 7		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.
Year 7	Good education	New parent this year do not sure.
Year 7	Great communication with parents	N/a
Year 7	Helping new starters settle in	

Year 7	I am very impressed with communication and how any problem is dealt with straight away. I am generally very pleased with the school.	
Year 7	I can't, we're just beginning here.	Nothing so far.
Year 7	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 child in secondary before, perhaps an info session would have been good in future for those who need it the first few weeks were a bit fraught
Year 7	It's a good school and does a lot for my child	Greatly appreciate
Year 7	na	na
Year 7	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
Year 7	The inclusive environment	Too early to comment
	The pupils seem to have the upmost respect for the staff and teachers.	
Year 7	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.
Year 7	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.
Year 7	The students love the school.	Homework check generally. 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 :-(
Year 7	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.	
Year 7	There are visible adults around, which gives a feeling of safety and caring	I have no concerns so far.
Year 7		All school information for parents given in one place, to ensure no emails are missed.

Year 7	Too early to comment	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
Year 7	Very organised and committed staff who put the pupils learning and needs first.	Small minority of poorly behaved pupils to be consistently managed with all subject teachers. They can disrupt the learning of others at times.
Year 7	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.	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.
Year 7	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.	
Year 7		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
Year 8		
Year 8	An alumni. A celebration of past students and their achievements so current students are inspired.	
Year 8	Communication	A sixth form to be added Able to be relaxed on uniform. Polo shirts Black trainers Jumpers instead of blazers This would help with the cost of living
Year 8	Encouraging independence among the children.	Lunch time serving times - seems that doesn't work well. Queuing when they should be out running off lunch.
Year 8	Excellent staff who care and go the extra mile. Great extra curricular activities for all	Healthier school meals.
Year 8	Good behaviour in general. Only a handful of problematic individuals.	Consequences for aggressive and badly behaved students, regardless of status.
Year 8	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.
Year 8	It celebrates the children's achievements!	Better interaction with parents regarding homework and feedback.
Year 8	Management	Healthy meals

Year 8		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.
Year 8	More cultural celebrations Superb enthusiast staff.	
Year 8	Teachers respond well when I have questions or concerns That my child is happy to go to school every day The organisation: office, clubs, communication, activities, homework.	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 and 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.
Year 8	Celebrating the students' achievements during and at the end of the year. 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. 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. The supportiveness of the teaching staff. The teachers have been really supportive of my child and personal situations over the past year.	The toilet/vaping issue was my main concern however I am aware that this is an issue that is already beginning to be sorted.
Year 8		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.
Year 8		Nothing I can think of.
Year 8	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.	More parents consultation opportunities.
Year 8		

Year 8	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.
Year 8	Very good at letting me know if my child is unsettled at the school.	Communication on how my child is doing at school
Year 8	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.
Year 8		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
Year 8		Apart from parents evenings I would like to be more informed of my child's development in subjects
Year 8		Communication with parents on supporting children at home
Year 8		Organize lessons for students who need to improve
Year 8		Parents to know more about what the children learn each day
Year 9	Academic focus	Distraction to learning (from misbehaving children) reduced
Year 9	Aiming high	
Year 9	Anti bullying	More handwritten homework instead of online
Year 9	Caring	None
Year 9	Discipline	I do not have anything about the school that need improvement
Year 9	Excellent facilities	Better , safer, more accessible toilets for teenage girls, particularly during menstruation. It is what my daughter complains about most.
Year 9	Focus on academic achievements	Bullying
Year 9	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
Year 9	Good exam results year on year	Dealing with low attainment cohort of boys.
Year 9	Great communication	Allowing children to use the toilets (girls when menstruating need the toilet more often)
Year 9	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.
Year 9	Great teaching and extracurricular sessions mean students are enthusiastic and engaged	Tighter behavioural policies so all students could engage with every lesson and assembly
Year 9	High expectations of students outcomes	Feedback from homework on Satchel one for both students and parents to see

Year 9	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.
Year 9	Inclusion	So far the school is doing well.
Year 9	So many, varied opportunities that cater for all children and their interests	More praise/rewards
Year 9	Supportive of my child learning	Homework
Year 9	The commitment shown by the majority of staff	Less substitute teachers
Year 9	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.
Year 9	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
Year 9	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 I would like behaviour points to be shared with parents as well as achievement points.
Year 9	The positive relationships between staff and pupils	Healthier food
Year 9	The quality and dedication of teaching staff and the zero tolerance bullying policy	Nothing
Year 9	The school is always in contact with me with important information that I need to know about my child.	It would be great, if in the future, there would be year 12 and year 13 as well
Year 9	The sport opportunities for the children are amazing	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.
Year 9	The support given to pupils when needed	More gluten free options on the menu and at break.
Year 9	The teachers are approachable	Cooking for year 9s!
Year 9		More extra curricular activities for this age group.
Year 9		Improvement of communication with current parents

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%.

FOR SCHOOLS - PARENT VOICE

Parent/Carer Attitudinal Survey - All Parents

School: **Goldington Academy**

Cohort: **All Parents**

02/11/2023
305

24/10/2021
383

Difference

Positive
Negative

Percentage of Respondents Performance Criteria

	Overall Strength %	Overall Weakness %	Overall Strength %	Overall Weakness %	Overall Strength	Overall Weakness
Home-School Relationships						
Q1. Staff explain how I can help my child/children at home.	66	10	57	13	8	-3
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	89	3	84	5	5	-2
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	36	18	71	29	-36	-10
Q4. The school responds well to any concerns I raise.	96	4	94	6	2	-2
Q5. The school makes me aware of what my child/children will learn during the year.	86	5	74	11	12	-6
Q6. I am kept well informed about my child's progress.	76	9	59	17	17	-9
The Learning Experience						
Q7. My child/children is/are making good progress at this school.	81	3	76	3	4	0
Q8. My child/children is/are taught well at this school.	86	1	77	3	9	-1
Q9. The school has high expectations for my child/children.	82	4	77	3	6	1
Q10. Staff encourage my child/children to become mature and independent.	83	2	75	3	8	-1
Q11. There is a good range of subjects/activities available to my child/children at this school.	90	4	87	3	3	0
Q12. My child/children receive(s) appropriate homework for their age.	81	8	75	10	6	-2
Q13. The school teaches my child/children how to manage their feelings appropriately.	57	7	60	7	-3	0
Q14. The school teaches my child/children to persevere when they find their work hard.	66	4	61	3	5	1
Q15. The school supports my child's wider personal development.	72	4	66	5	6	-1
Q16. The school helps my child/children be prepared for a change of class or school.	60	4	58	6	2	-2
Making a Contribution						
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	81	1	77	2	4	-1
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	49	5	46	8	3	-3
Q19. The school asks my child/children for their views about important things in school.	61	4	56	5	6	-1
Q20. The school takes account of the views of my child/children.	64	5	54	7	10	-2

Percentage of Respondents

02/11/2023

24/10/2021

Difference

Performance Criteria

305

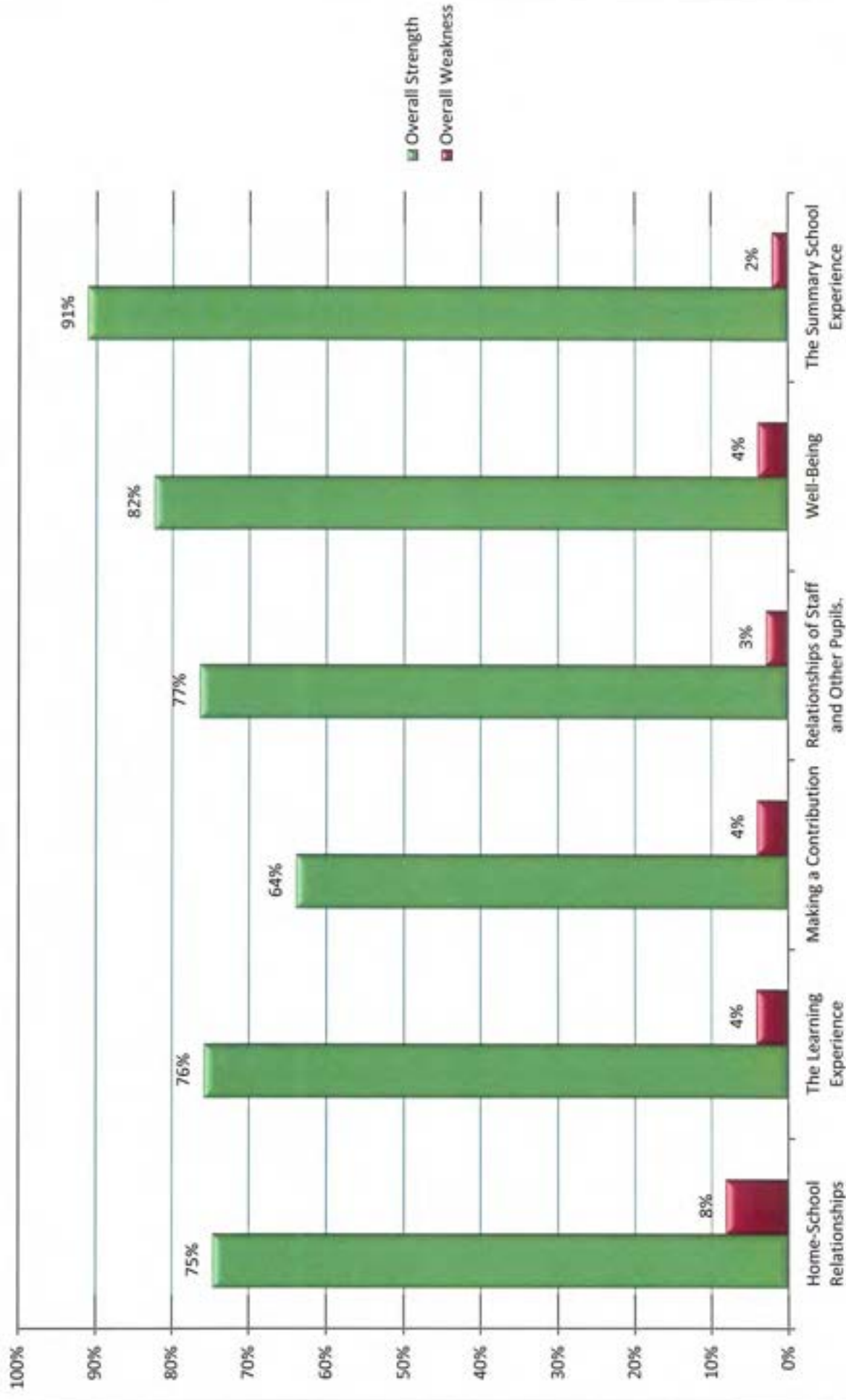
383

	305		383		Difference	
	Overall Strength %	Overall Weakness %	Overall Strength %	Overall Weakness %	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.						
Q21. Staff treat my child/children fairly.	81	4	74	7	6	-3
Q22. The school ensures the pupils are well behaved.	83	3	78	6	5	-3
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	81	3	75	4	6	-1
Q24. My child/children is/are praised when he/she works hard or behaves well.	90	2	82	4	8	-1
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	91	1	85	2	6	-1
Q26. The school deals effectively with bullying and harassment.	61	5	60	9	1	-4
Q27. The school is good at stopping racism or dealing with it when it happens.	47	1	49	3	-2	-2
Well-Being						
Q28. My child/children is/are not bullied or harassed at school.	76	8	71	12	5	-4
Q29. My child/children is/are not racially abused at school.	85	3	79	3	6	0
Q30. The arrangements for my child/children to settle in when they started at the school were good.	90	3	87	3	3	0
Q31. My child/children feel(s) safe at this school.	93	2	93	2	0	0
Q32. My child/children is/are well looked after at this school.	89	1	88	2	1	-1
Q33. The school encourages and helps my child/children to take regular exercise.	83	4	82	3	1	1
Q34. My child/children can take part in clubs and activities at this school.	90	2	90	2		
Q35. The school encourages and helps my child/children to eat and drink healthily.	55	10	61	11	-6	-1
Q36. The school actively promotes equality of opportunity for all.	82	1	75	3	7	-1
The Summary School Experience						
Q37. My child/children is/are happy at this school.	91	3	88	4	3	-1
Q38. The school is well led and well managed.	92	1	84	3	8	-2
Q39. I would recommend this school to another parent.	91	3	85	4	6	-1
	77	4	74	6	3	-2

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%

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						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NA		
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

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

Number 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.	60	140	76	28	1	0	200	29
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	142	129	23	10	0	1	271	10
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	11	28	50	12	8	185	39	20
Q4. The school responds well to any concerns I raise.	98	130	0	5	5	21	228	10
Q5. The school makes me aware of what my child/children will learn during the year.	108	154	26	13	2	0	262	15
Q6. I am kept well informed about my child's progress.	74	158	47	23	3	0	232	26
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	103	143	50	8	1	0	246	9
Q8. My child/children is/are taught well at this school.	98	165	38	4	0	0	263	4
Q9. The school has high expectations for my child/children.	115	135	41	12	1	0	250	13
Q10. Staff encourage my child/children to become mature and independent.	98	156	45	5	1	0	254	6
Q11. There is a good range of subjects/activities available to my child/children at this school.	116	158	20	10	1	0	274	11
Q12. My child/children receive(s) appropriate homework for their age.	67	181	33	20	4	0	248	24
Q13. The school teaches my child/children how to manage their feelings appropriately.	41	133	109	17	4	0	174	21
Q14. The school teaches my child/children to persevere when they find their work hard.	54	148	91	10	2	0	202	12
Q15. The school supports my child's wider personal development.	62	152	71	10	2	0	214	12
Q16. The school helps my child/children be prepared for a change of class or school.	52	126	104	11	2	0	178	13
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	91	149	52	3	1	0	240	4
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	45	102	135	13	2	0	147	15
Q19. The school asks my child/children for their views about important things in school.	51	130	101	12	1	0	181	13
Q20. The school takes account of the views of my child/children.	42	144	90	11	4	0	186	15

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

All Parents

Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

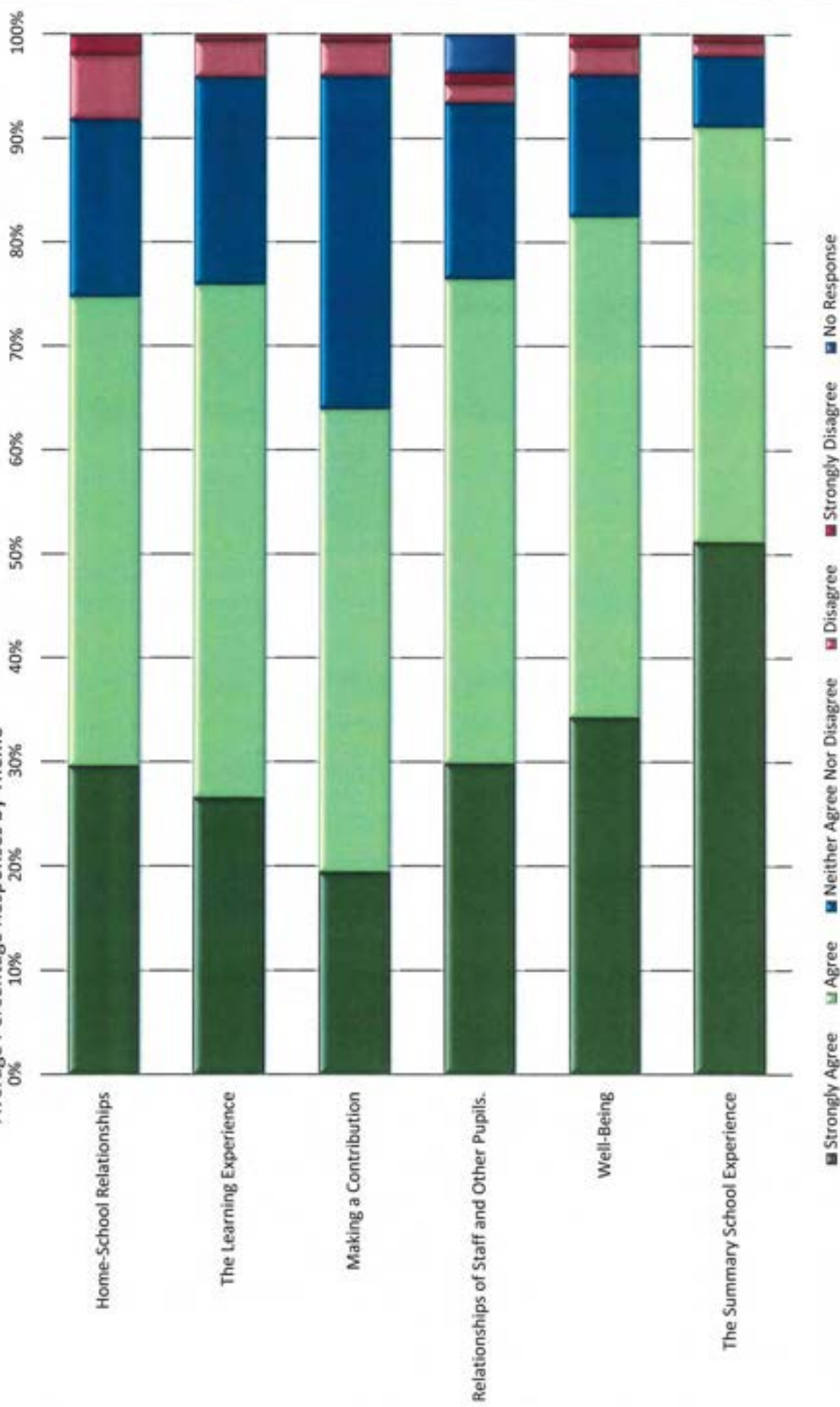
Number of Respondents

	SA	A	NAND	D	SD	NA	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q21. Staff treat my child/children fairly.	72	165	44	9	3	0	237	12
Q22. The school ensures the pupils are well behaved.	84	156	39	6	4	0	240	10
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	81	154	44	6	4	0	235	10
Q24. My child/children is/are praised when he/she works hard or behaves well.	120	140	21	6	1	0	260	7
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	120	142	23	1	1	0	262	2
Q26. The school deals effectively with bullying and harassment.	72	103	70	7	6	27	175	13
Q27. The school is good at stopping racism or dealing with it when it happens.	52	83	99	2	2	47	135	4
Well-Being								
Q28. My child/children is/are not bullied or harassed at school.	81	137	44	13	11	0	218	24
Q29. My child/children is/are not racially abused at school.	113	130	33	7	2	0	243	9
Q30. The arrangements for my child/children to settle in when they started at the school were good.	114	140	21	6	2	0	254	8
Q31. My child/children feel(s) safe at this school.	109	153	16	3	2	0	262	5
Q32. My child/children is/are well looked after at this school.	109	143	28	2	2	0	252	4
Q33. The school encourages and helps my child/children to take regular exercise.	83	152	37	9	2	0	235	11
Q34. My child/children can take part in clubs and activities at this school.	133	121	23	4	1	0	254	5
Q35. The school encourages and helps my child/children to eat and drink healthily.	46	105	96	22	6	0	151	28
Q36. The school actively promotes equality of opportunity for all.	82	143	46	2	2	0	225	4
The Summary School Experience								
Q37. My child/children is/are happy at this school.	130	120	17	5	3	0	250	8
Q38. The school is well led and well managed.	137	115	21	1	1	0	252	2
Q39. I would recommend this school to another parent.	155	95	18	5	2	0	250	7

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

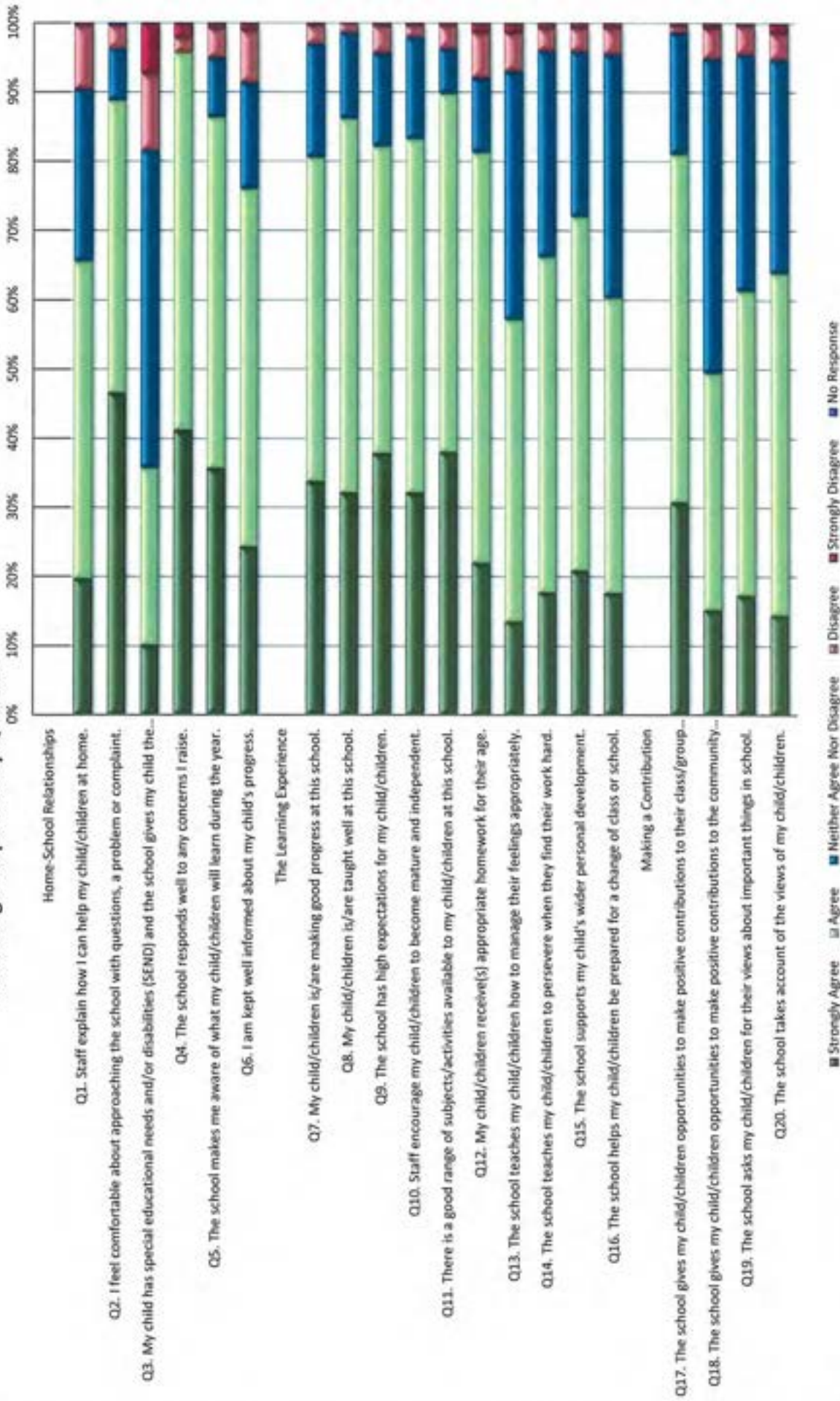
Parent/Carer Attitudinal Survey - All Parents

Average Percentage Responses by Theme



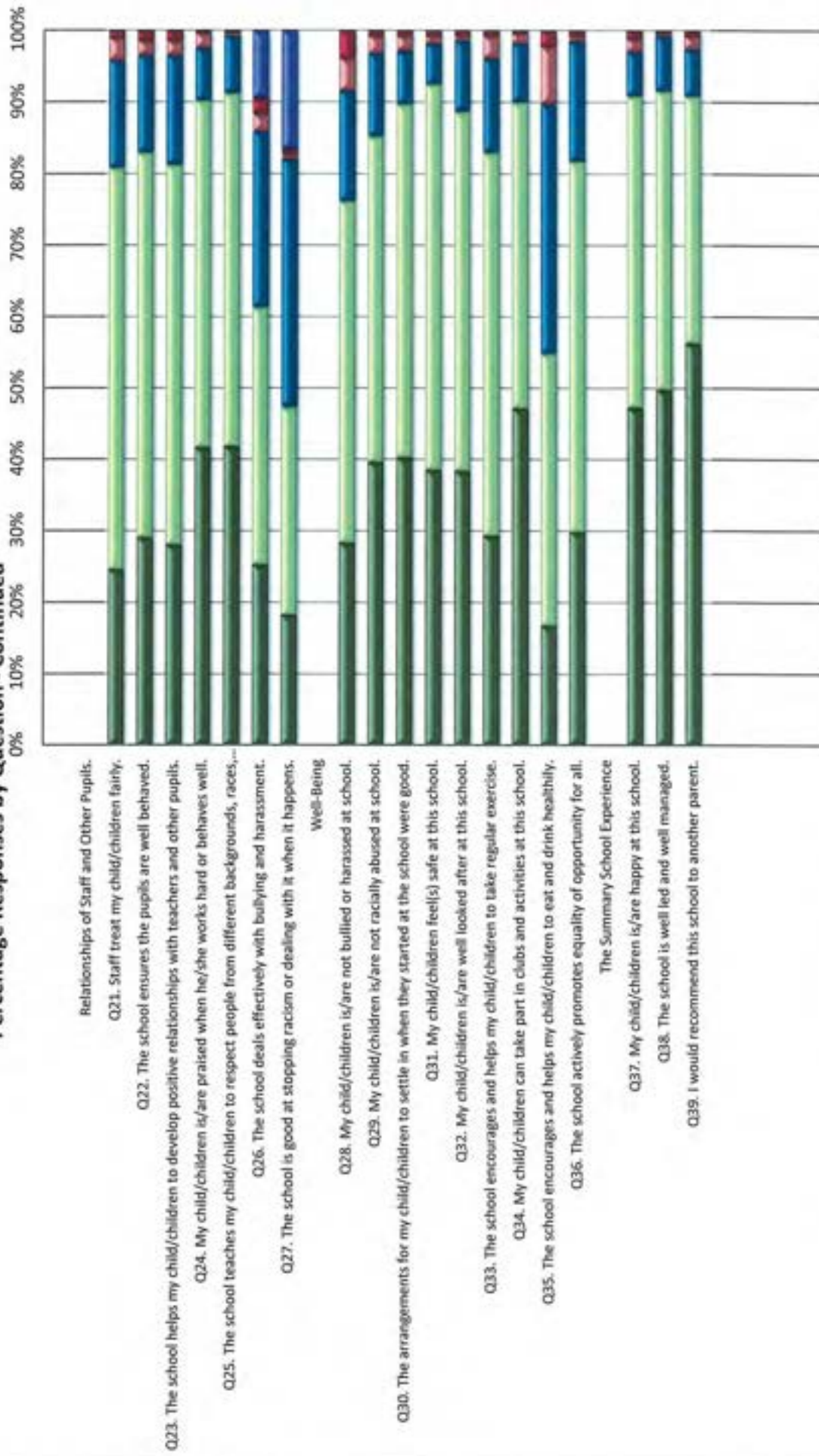
Parent/Carer Attitudinal Survey - All Parents

Percentage Responses by Question



Parent/Carer Attitudinal Survey - All Parents

Percentage Responses by Question - Continued



■ Strongly Agree
 ■ Agree
 ■ Neither Agree Nor Disagree
 ■ Disagree
 ■ No Response

FOR SCHOOLS - PARENT VOICE

- Year 7

School: **Goldington Academy**

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

Cohort: **Year 7**

Number of respondents: **49**

Percentage of Respondents Performance Criteria

	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NR		
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	8	51	37	4	0	0	59	4
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	39	33	22	4	0	2	71	4
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	0	25	63	13	0	0	25	13
Q4. The school responds well to any concerns I raise.	37	53	0	7	3	0	90	10
Q5. The school makes me aware of what my child/children will learn during the year.	33	59	6	2	0	0	92	2
Q6. I am kept well informed about my child's progress.	8	39	49	4	0	0	47	4
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	8	55	37	0	0	0	63	0
Q8. My child/children is/are taught well at this school.	14	59	27	0	0	0	73	0
Q9. The school has high expectations for my child/children.	33	49	18	0	0	0	82	0
Q10. Staff encourage my child/children to become mature and independent.	29	47	24	0	0	0	76	0
Q11. There is a good range of subjects/activities available to my child/children at this school.	47	49	4	0	0	0	96	0
Q12. My child/children receive(s) appropriate homework for their age.	18	63	10	8	0	0	82	8
Q13. The school teaches my child/children how to manage their feelings appropriately.	6	43	49	0	2	0	49	2
Q14. The school teaches my child/children to persevere when they find their work hard.	6	45	49	0	0	0	51	0
Q15. The school supports my child's wider personal development.	10	56	29	4	0	0	67	4
Q16. The school helps my child/children be prepared for a change of class or school.	8	44	46	2	0	0	52	2
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	21	44	35	0	0	0	65	0
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	6	27	65	2	0	0	33	2
Q19. The school asks my child/children for their views about important things in school.	8	42	46	4	0	0	50	4
Q20. The school takes account of the views of my child/children.	7	57	35	2	0	0	63	2

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%

FOR SCHOOLS - PARENT VOICE

- Year 10

School: **Goldington Academy**

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

Cohort: **Year 10**

Number of respondents: **49**

Percentage of Respondents Performance Criteria

	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NR		
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	10	53	24	12	0	0	63	12
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	49	45	4	2	0	0	94	2
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	8	33	33	25	0	0	42	25
Q4. The school responds well to any concerns I raise.	40	55	0	2	2	0	95	5
Q5. The school makes me aware of what my child/children will learn during the year.	35	47	10	8	0	0	82	8
Q6. I am kept well informed about my child's progress.	29	45	10	10	6	0	73	16
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	35	47	14	4	0	0	82	4
Q8. My child/children is/are taught well at this school.	29	51	18	2	0	0	80	2
Q9. The school has high expectations for my child/children.	33	49	10	8	0	0	82	8
Q10. Staff encourage my child/children to become mature and independent.	29	47	16	6	2	0	76	8
Q11. There is a good range of subjects/activities available to my child/children at this school.	31	51	10	6	2	0	82	8
Q12. My child/children receive(s) appropriate homework for their age.	16	53	22	4	4	0	69	8
Q13. The school teaches my child/children how to manage their feelings appropriately.	14	35	37	10	4	0	49	14
Q14. The school teaches my child/children to persevere when they find their work hard.	16	39	35	6	4	0	55	10
Q15. The school supports my child's wider personal development.	17	48	30	0	4	0	65	4
Q16. The school helps my child/children be prepared for a change of class or school.	13	39	37	7	4	0	52	11
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	26	54	15	2	2	0	80	4
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	15	35	39	9	2	0	50	11
Q19. The school asks my child/children for their views about important things in school.	11	52	28	7	2	0	63	9
Q20. The school takes account of the views of my child/children.	16	47	29	4	4	0	62	9

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%

Year 10
Percentage of Respondents - Continued

Performance Criteria	Percentage of Respondents								
	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness	
Relationships of Staff and Other Pupils.									
Q21. Staff treat my child/children fairly.	24	51	18	4	2	0	76	7	
Q22. The school ensures the pupils are well behaved.	27	60	9	2	2	0	87	4	
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	22	56	20	0	2	0	78	2	
Q24. My child/children is/are praised when he/she works hard or behaves well.	38	47	9	4	2	0	84	7	
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	33	60	4	0	2	0	93	2	
Q26. The school deals effectively with bullying and harassment.	27	44	22	0	4	2	71	4	
Q27. The school is good at stopping racism or dealing with it when it happens.	18	31	38	0	4	9	49	4	
Well-Being									
Q28. My child/children is/are not bullied or harassed at school.	24	53	11	4	7	0	78	11	
Q29. My child/children is/are not racially abused at school.	31	49	9	11	0	0	80	11	
Q30. The arrangements for my child/children to settle in when they started at the school were good.	36	52	5	5	2	0	89	7	
Q31. My child/children feel(s) safe at this school.	32	55	9	2	2	0	86	5	
Q32. My child/children is/are well looked after at this school.	41	34	20	2	2	0	75	5	
Q33. The school encourages and helps my child/children to take regular exercise.	20	64	7	7	2	0	84	9	
Q34. My child/children can take part in clubs and activities at this school.	52	43	2	0	2	0	95	2	
Q35. The school encourages and helps my child/children to eat and drink healthily.	16	30	40	14	0	0	47	14	
Q36. The school actively promotes equality of opportunity for all.	33	49	16	0	2	0	81	2	
The Summary School Experience									
Q37. My child/children is/are happy at this school.	40	42	12	5	2	0	81	7	
Q38. The school is well led and well managed.	49	40	9	0	2	0	88	2	
Q39. I would recommend this school to another parent.	53	30	12	2	2	0	84	5	
							Average Response	74	7
							Highest Response	95	25
							Lowest Response	42	2

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%

Year 10

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

	Number of Respondents						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NR		
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	5	26	12	6	0	0	31	6
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	24	22	2	1	0	0	46	1
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	1	4	4	3	0	37	5	3
Q4. The school responds well to any concerns I raise.	17	23	0	1	1	1	40	2
Q5. The school makes me aware of what my child/children will learn during the year.	17	23	5	4	0	0	40	4
Q6. I am kept well informed about my child's progress.	14	22	5	5	3	0	36	8
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	17	23	7	2	0	0	40	2
Q8. My child/children is/are taught well at this school.	14	25	9	1	0	0	39	1
Q9. The school has high expectations for my child/children.	16	24	5	4	0	0	40	4
Q10. Staff encourage my child/children to become mature and independent.	14	23	8	3	1	0	37	4
Q11. There is a good range of subjects/activities available to my child/children at this school.	15	25	5	3	1	0	40	4
Q12. My child/children receive(s) appropriate homework for their age.	8	26	11	2	2	0	34	4
Q13. The school teaches my child/children how to manage their feelings appropriately.	7	17	18	5	2	0	24	7
Q14. The school teaches my child/children to persevere when they find their work hard.	8	19	17	3	2	0	27	5
Q15. The school supports my child's wider personal development.	8	22	14	0	2	0	30	2
Q16. The school helps my child/children be prepared for a change of class or school.	6	18	17	3	2	0	24	5
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	12	25	7	1	1	0	37	2
Q18. The school gives my child/children opportunities to make positive contributions to the community outside	7	16	18	4	1	0	23	5
Q19. The school asks my child/children for their views about important things in school.	5	24	13	3	1	0	29	4
Q20. The school takes account of the views of my child/children.	7	21	13	2	2	0	28	4

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

Year 10

Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

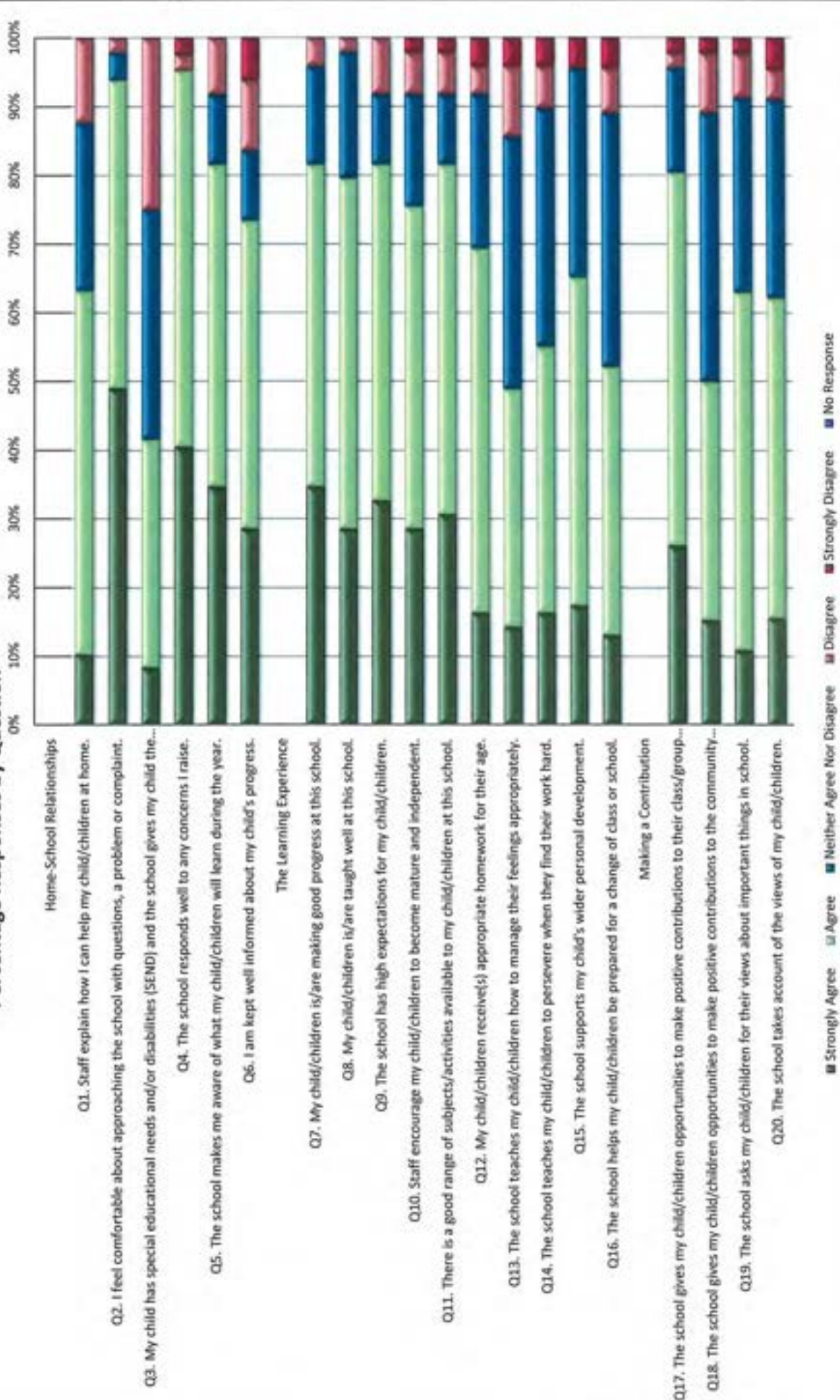
Number of Respondents

	SA	A	MAND	D	SD	NR	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q21. Staff treat my child/children fairly.	11	23	8	2	1	0	34	3
Q22. The school ensures the pupils are well behaved.	12	27	4	1	1	0	39	2
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	10	25	9	0	1	0	35	1
Q24. My child/children is/are praised when he/she works hard or behaves well.	17	21	4	2	1	0	38	3
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	15	27	2	0	1	0	42	1
Q26. The school deals effectively with bullying and harassment.	12	20	10	0	2	1	32	2
Q27. The school is good at stopping racism or dealing with it when it happens.	8	14	17	0	2	4	22	2
Well-Being								
Q28. My child/children is/are not bullied or harassed at school.	11	24	5	2	3	0	35	5
Q29. My child/children is/are not racially abused at school.	14	22	4	5	0	0	36	5
Q30. The arrangements for my child/children to settle in when they started at the school were good.	16	23	2	2	1	0	39	3
Q31. My child/children feel(s) safe at this school.	14	24	4	1	1	0	38	2
Q32. My child/children is/are well looked after at this school.	18	15	9	1	1	0	33	2
Q33. The school encourages and helps my child/children to take regular exercise.	9	28	3	3	1	0	37	4
Q34. My child/children can take part in clubs and activities at this school.	23	19	1	0	1	0	42	1
Q35. The school encourages and helps my child/children to eat and drink healthily.	7	13	17	6	0	0	20	6
Q36. The school actively promotes equality of opportunity for all.	14	21	7	0	1	0	35	1
The Summary School Experience								
Q37. My child/children is/are happy at this school.	17	18	5	2	1	0	35	3
Q38. The school is well led and well managed.	21	17	4	0	1	0	38	1
Q39. I would recommend this school to another parent.	23	13	5	1	1	0	36	2

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

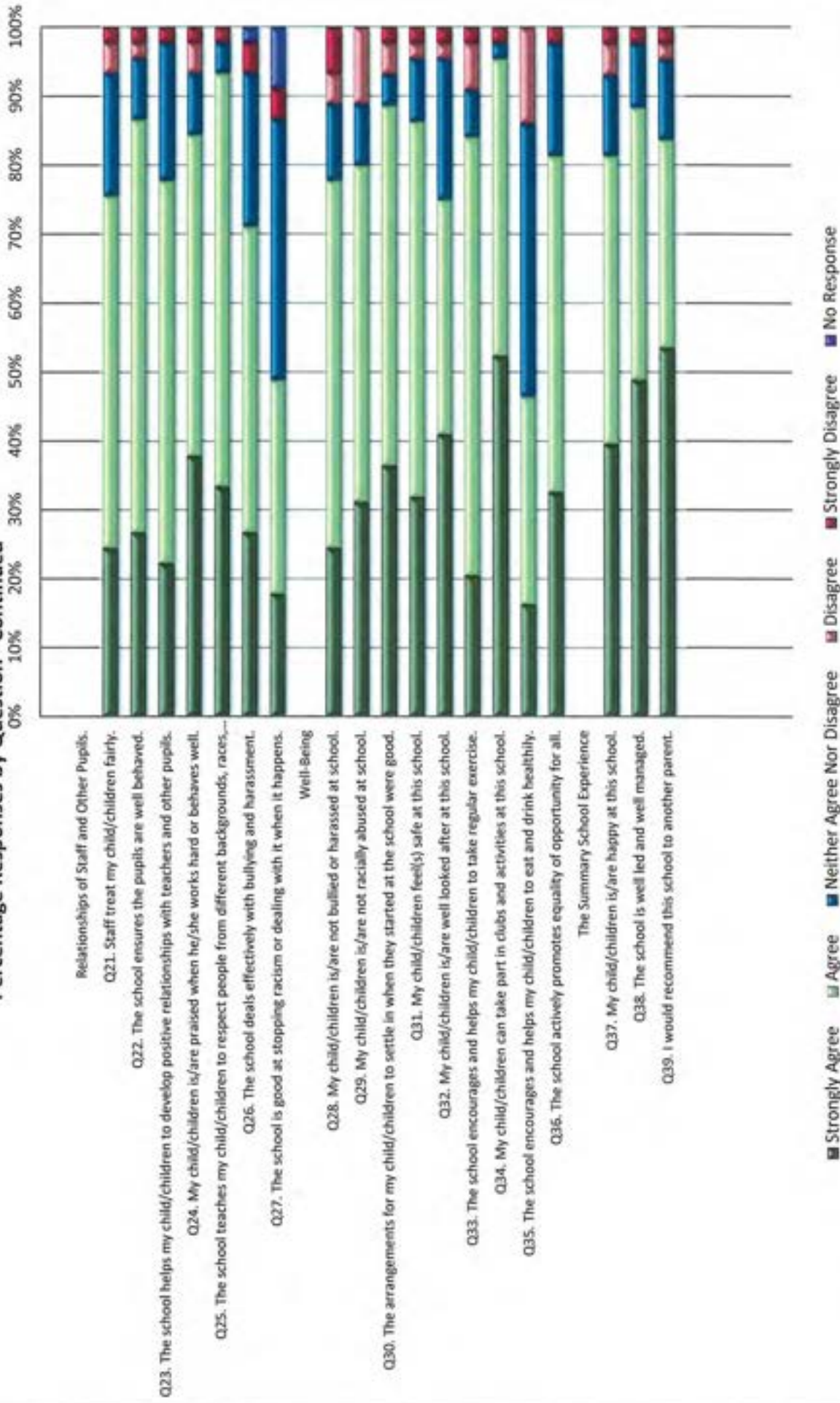
- Year 10

Percentage Responses by Question



- Year 10

Percentage Responses by Question - Continued



FOR SCHOOLS - PARENT VOICE

- Year 11

School: **Goldington Academy**

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

Cohort: **Year 11**

Number of respondents: **53**

Percentage of Respondents Performance Criteria

	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NR		
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	17	55	21	6	2	0	72	8
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	53	36	6	6	0	0	89	6
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	11	39	28	22	0	0	50	22
Q4. The school responds well to any concerns I raise.	33	62	0	2	2	0	96	4
Q5. The school makes me aware of what my child/children will learn during the year.	36	55	2	6	2	0	91	8
Q6. I am kept well informed about my child's progress.	25	60	8	8	0	0	85	8
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	40	36	21	2	2	0	75	4
Q8. My child/children is/are taught well at this school.	26	60	13	0	0	0	87	0
Q9. The school has high expectations for my child/children.	43	42	6	8	2	0	85	9
Q10. Staff encourage my child/children to become mature and independent.	34	51	13	2	0	0	85	2
Q11. There is a good range of subjects/activities available to my child/children at this school.	43	49	4	4	0	0	92	4
Q12. My child/children receive(s) appropriate homework for their age.	19	58	13	8	2	0	77	9
Q13. The school teaches my child/children how to manage their feelings appropriately.	9	40	43	6	2	0	49	8
Q14. The school teaches my child/children to persevere when they find their work hard.	9	58	30	2	0	0	68	2
Q15. The school supports my child's wider personal development.	22	57	20	2	0	0	78	2
Q16. The school helps my child/children be prepared for a change of class or school.	12	45	37	6	0	0	57	6
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	35	53	12	0	0	0	88	0
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	10	41	45	2	2	0	51	4
Q19. The school asks my child/children for their views about important things in school.	14	47	33	6	0	0	61	6
Q20. The school takes account of the views of my child/children.	4	57	33	6	0	0	61	6

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%

Year 11

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

Number 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.	9	29	11	3	1	0	38	4
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	28	19	3	3	0	0	47	3
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	2	7	5	4	0	35	9	4
Q4. The school responds well to any concerns I raise.	15	28	0	1	1	4	43	2
Q5. The school makes me aware of what my child/children will learn during the year.	19	29	1	3	1	0	48	4
Q6. I am kept well informed about my child's progress.	13	32	4	4	0	0	45	4
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	21	19	11	1	1	0	40	2
Q8. My child/children is/are taught well at this school.	14	32	7	0	0	0	46	0
Q9. The school has high expectations for my child/children.	23	22	3	4	1	0	45	5
Q10. Staff encourage my child/children to become mature and independent.	18	27	7	1	0	0	45	1
Q11. There is a good range of subjects/activities available to my child/children at this school.	23	26	2	2	0	0	49	2
Q12. My child/children receive(s) appropriate homework for their age.	10	31	7	4	1	0	41	5
Q13. The school teaches my child/children how to manage their feelings appropriately.	5	21	23	3	1	0	26	4
Q14. The school teaches my child/children to persevere when they find their work hard.	5	31	16	1	0	0	36	1
Q15. The school supports my child's wider personal development.	11	29	10	1	0	0	40	1
Q16. The school helps my child/children be prepared for a change of class or school.	6	23	19	3	0	0	29	3
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	18	27	6	0	0	0	45	0
Q18. The school gives my child/children opportunities to make positive contributions to the community outside	5	21	23	1	1	0	26	2
Q19. The school asks my child/children for their views about important things in school.	7	24	17	3	0	0	31	3
Q20. The school takes account of the views of my child/children.	2	29	17	3	0	0	31	3

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

Year 11

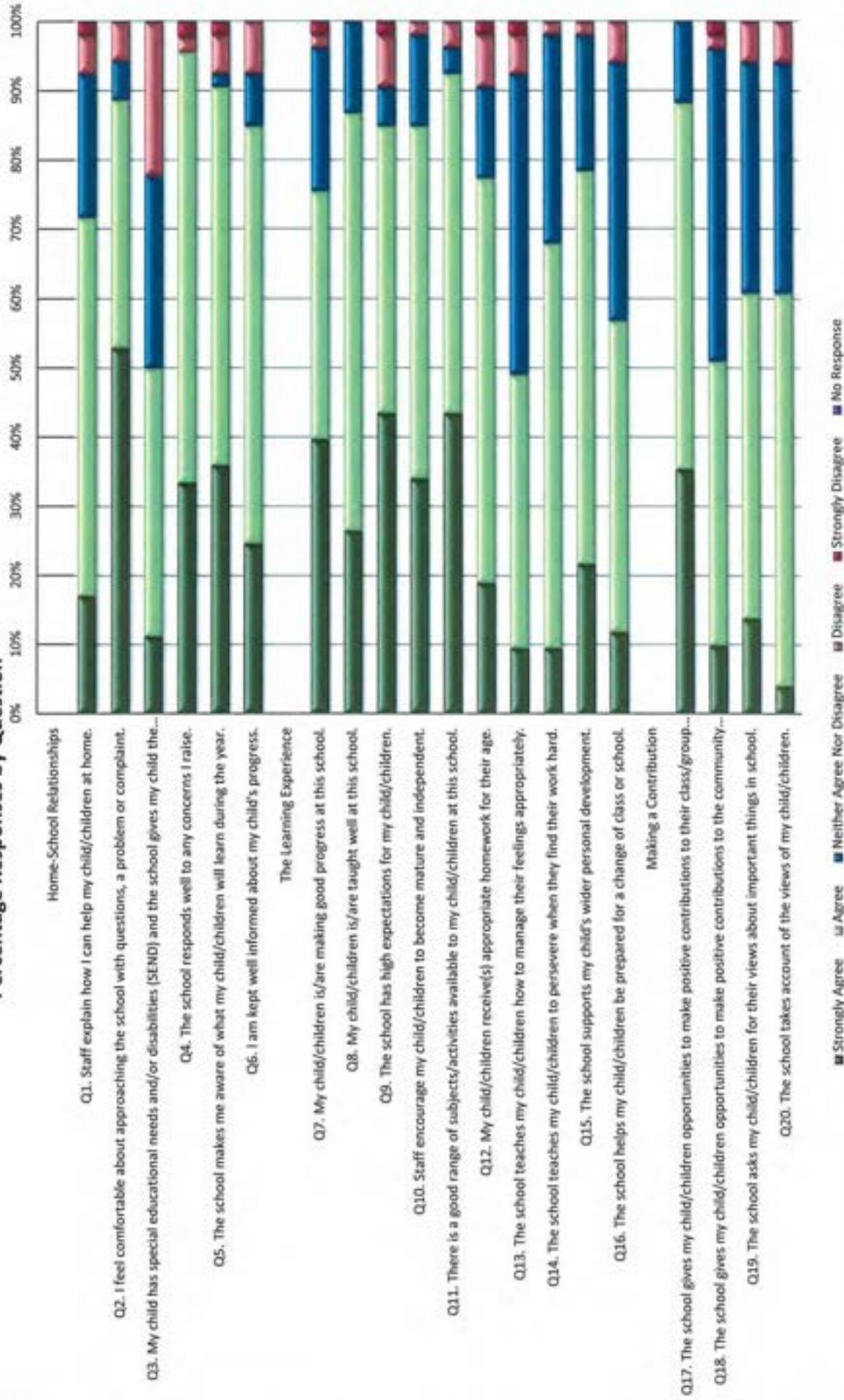
Number of Respondents - Continued

Performance Criteria (Figures in red are the modal response)	Number of Respondents							
	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q21. Staff treat my child/children fairly.	11	29	9	1	1	0	40	2
Q22. The school ensures the pupils are well behaved.	11	29	10	1	0	0	40	1
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	13	25	10	2	1	0	38	3
Q24. My child/children is/are praised when he/she works hard or behaves well.	20	24	6	1	0	0	44	1
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	19	26	4	1	0	0	45	1
Q26. The school deals effectively with bullying and harassment.	10	16	12	3	3	6	26	6
Q27. The school is good at stopping racism or dealing with it when it happens.	9	12	18	0	0	11	21	0
Well-Being								
Q28. My child/children is/are not bullied or harassed at school.	17	20	7	3	2	0	37	5
Q29. My child/children is/are not racially abused at school.	20	22	7	0	0	0	42	0
Q30. The arrangements for my child/children to settle in when they started at the school were good.	20	24	5	0	0	0	44	0
Q31. My child/children feel(s) safe at this school.	20	24	4	1	0	0	44	1
Q32. My child/children is/are well looked after at this school.	18	24	7	0	0	0	42	0
Q33. The school encourages and helps my child/children to take regular exercise.	10	27	9	2	1	0	37	3
Q34. My child/children can take part in clubs and activities at this school.	22	23	4	0	0	0	45	0
Q35. The school encourages and helps my child/children to eat and drink healthily.	1	17	23	3	2	0	18	5
Q36. The school actively promotes equality of opportunity for all.	10	27	8	0	1	0	37	1
The Summary School Experience								
Q37. My child/children is/are happy at this school.	24	16	5	0	1	0	40	1
Q38. The school is well led and well managed.	22	19	5	0	0	0	41	0
Q39. I would recommend this school to another parent.	26	15	3	2	0	0	41	2

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

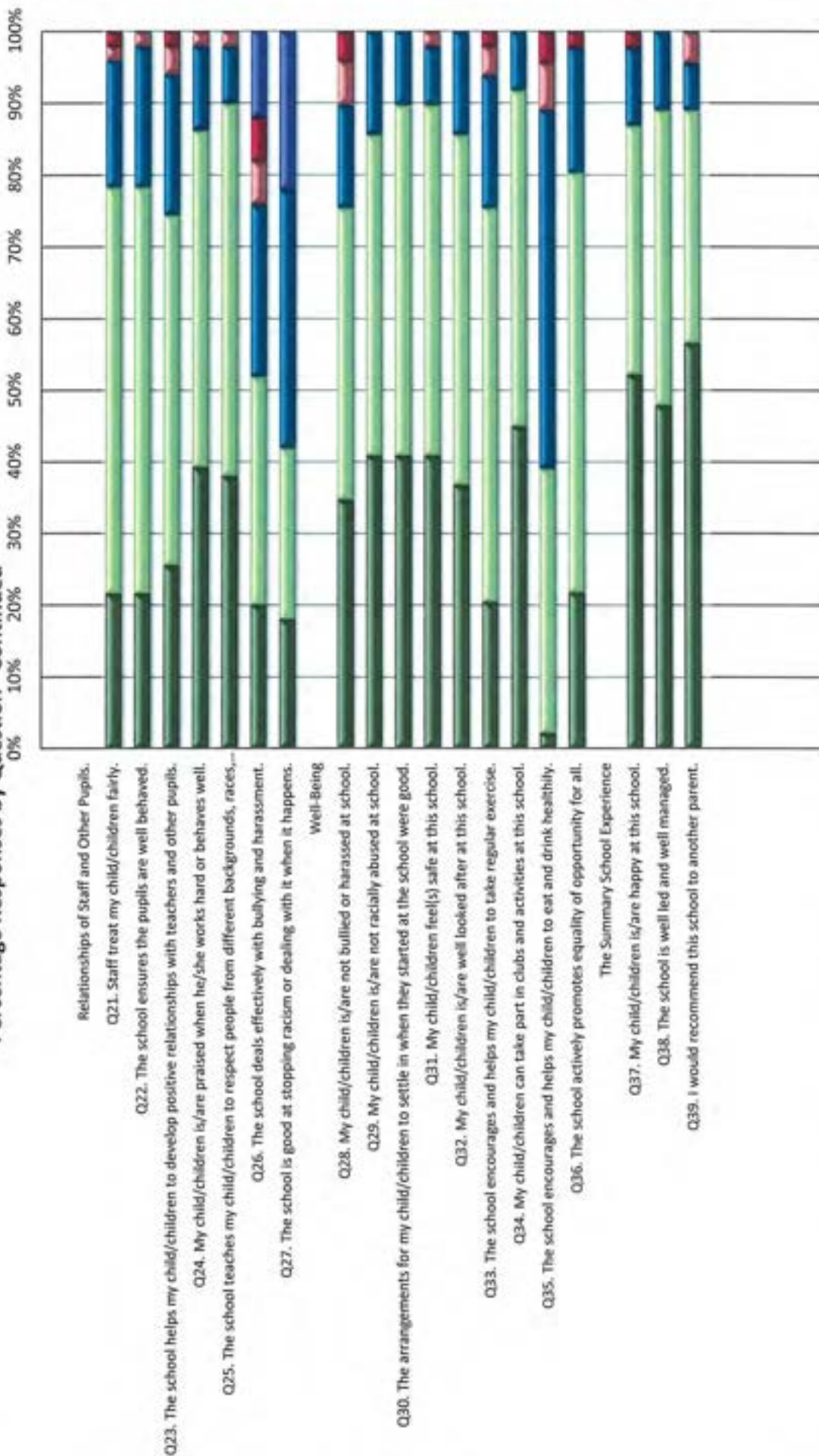
- Year 11

Percentage Responses by Question



- Year 11

Percentage Responses by Question - Continued



■ Strongly Agree
 ■ Agree
 ■ Neither Agree Nor Disagree
 ■ Disagree
 ■ No Response

Year 7

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

	Number of Respondents						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NA		
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	4	25	18	2	0	0	29	2
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	19	16	11	2	0	1	35	2
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	0	2	5	1	0	41	2	1
Q4. The school responds well to any concerns I raise.	11	16	0	2	1	8	27	3
Q5. The school makes me aware of what my child/children will learn during the year.	16	29	3	1	0	0	45	1
Q6. I am kept well informed about my child's progress.	4	19	24	2	0	0	23	2
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	4	27	18	0	0	0	31	0
Q8. My child/children is/are taught well at this school.	7	29	13	0	0	0	36	0
Q9. The school has high expectations for my child/children.	16	24	9	0	0	0	40	0
Q10. Staff encourage my child/children to become mature and independent.	14	23	12	0	0	0	37	0
Q11. There is a good range of subjects/activities available to my child/children at this school.	23	24	2	0	0	0	47	0
Q12. My child/children receive(s) appropriate homework for their age.	9	31	5	4	0	0	40	4
Q13. The school teaches my child/children how to manage their feelings appropriately.	3	21	24	0	1	0	24	1
Q14. The school teaches my child/children to persevere when they find their work hard.	3	22	24	0	0	0	25	0
Q15. The school supports my child's wider personal development.	5	27	14	2	0	0	32	2
Q16. The school helps my child/children be prepared for a change of class or school.	4	21	22	1	0	0	25	1
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	10	21	17	0	0	0	31	0
Q18. The school gives my child/children opportunities to make positive contributions to the community outside	3	13	31	1	0	0	16	1
Q19. The school asks my child/children for their views about important things in school.	4	20	22	2	0	0	24	2
Q20. The school takes account of the views of my child/children.	3	26	16	1	0	0	29	1

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

Year 7

Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

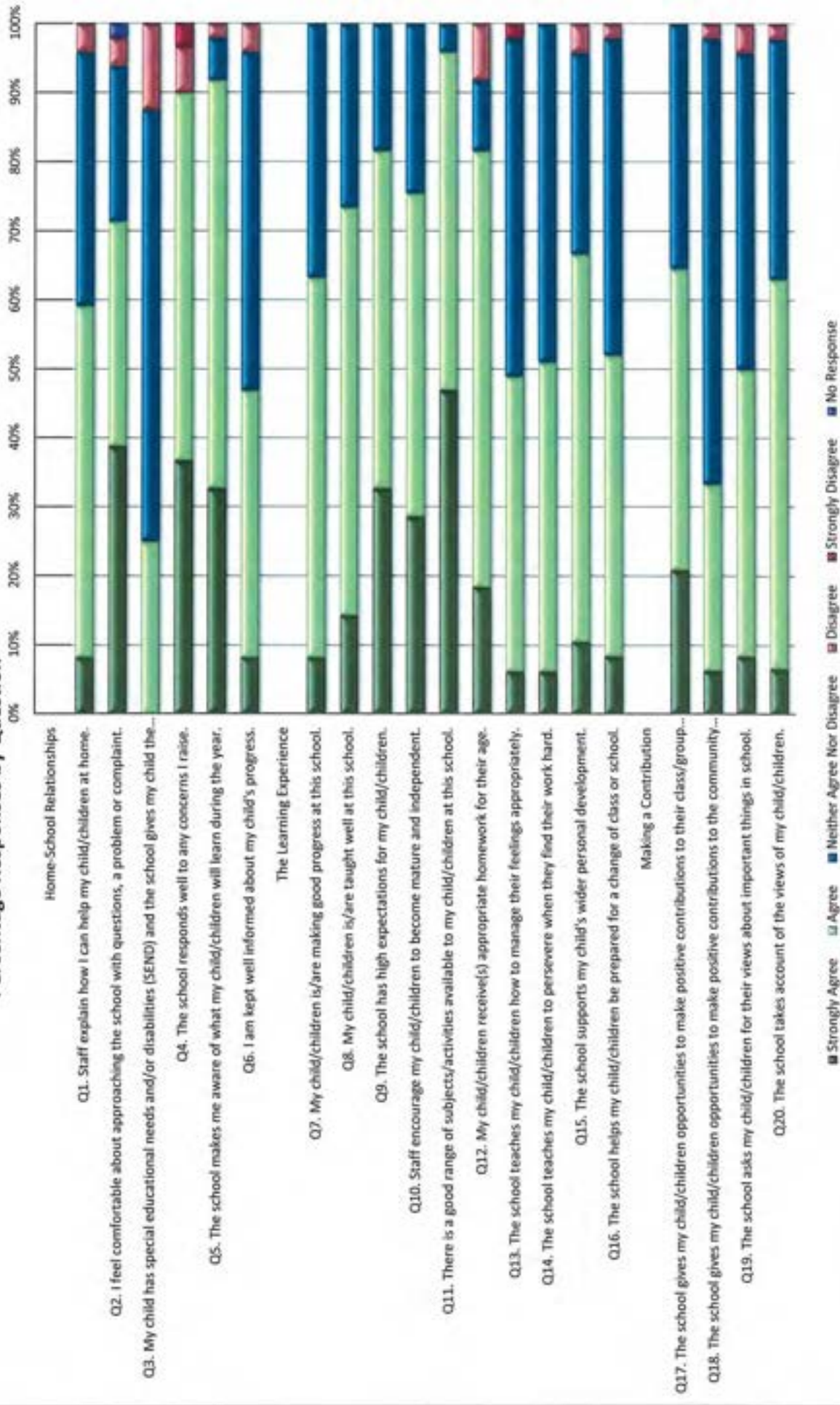
Number of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q21. Staff treat my child/children fairly.	6	32	7	0	1	0	38	1
Q22. The school ensures the pupils are well behaved.	7	28	9	1	1	0	35	2
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	6	26	13	0	1	0	32	1
Q24. My child/children is/are praised when he/she works hard or behaves well.	11	28	6	1	0	0	39	1
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	13	23	9	0	0	0	36	0
Q26. The school deals effectively with bullying and harassment.	4	14	16	0	1	10	18	1
Q27. The school is good at stopping racism or dealing with it when it happens.	3	12	18	1	0	11	15	1
Well-Being								
Q28. My child/children is/are not bullied or harassed at school.	8	27	7	2	1	0	35	3
Q29. My child/children is/are not racially abused at school.	16	25	4	0	0	0	41	0
Q30. The arrangements for my child/children to settle in when they started at the school were good.	15	23	5	1	0	0	38	1
Q31. My child/children feel(s) safe at this school.	14	27	1	1	1	0	41	2
Q32. My child/children is/are well looked after at this school.	12	30	1	0	1	0	42	1
Q33. The school encourages and helps my child/children to take regular exercise.	11	24	9	0	0	0	35	0
Q34. My child/children can take part in clubs and activities at this school.	24	18	2	0	0	0	42	0
Q35. The school encourages and helps my child/children to eat and drink healthily.	4	17	17	2	2	0	21	4
Q36. The school actively promotes equality of opportunity for all.	7	21	14	0	0	0	28	0
The Summary School Experience								
Q37. My child/children is/are happy at this school.	15	25	1	0	1	0	40	1
Q38. The school is well led and well managed.	15	23	4	0	0	0	38	0
Q39. I would recommend this school to another parent.	21	18	2	0	1	0	39	1

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

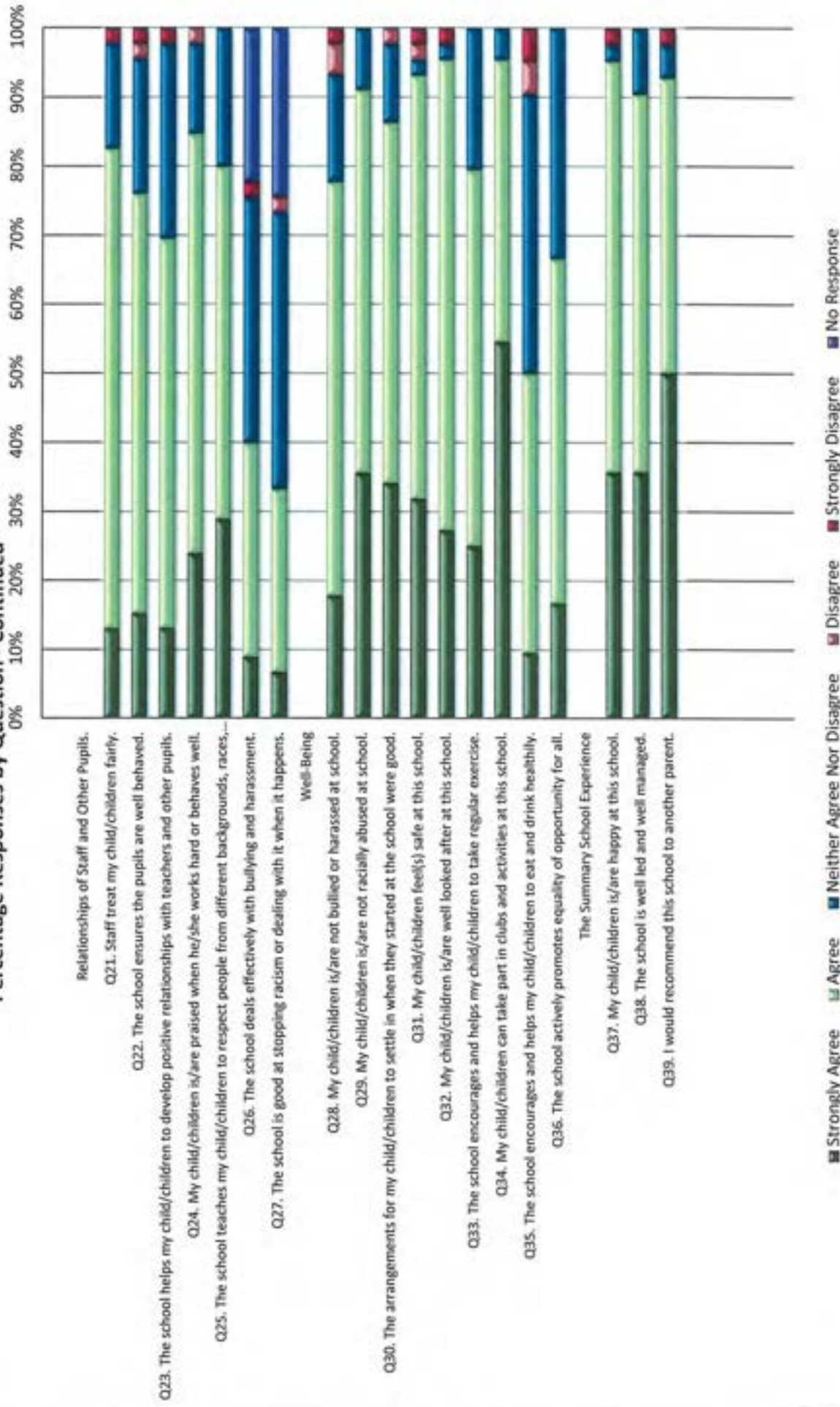
- Year 7

Percentage Responses by Question



- Year 7

Percentage Responses by Question - Continued



FOR SCHOOLS - PARENT VOICE

- Year 8

School: **Goldington Academy**

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

Cohort: **Year 8**

Number of respondents: **47**

Percentage of Respondents Performance Criteria

Percentage of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	6	34	36	23	0	0	40	23
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	32	53	11	4	0	0	85	4
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	9	18	45	18	9	0	27	27
Q4. The school responds well to any concerns I raise.	41	50	0	3	6	0	91	9
Q5. The school makes me aware of what my child/children will learn during the year.	34	40	17	9	0	0	74	9
Q6. I am kept well informed about my child's progress.	15	64	13	9	0	0	79	9
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	30	47	13	11	0	0	77	11
Q8. My child/children is/are taught well at this school.	23	55	17	4	0	0	79	4
Q9. The school has high expectations for my child/children.	23	43	30	4	0	0	66	4
Q10. Staff encourage my child/children to become mature and independent.	21	60	17	2	0	0	81	2
Q11. There is a good range of subjects/activities available to my child/children at this school.	34	64	2	0	0	0	98	0
Q12. My child/children receive(s) appropriate homework for their age.	13	72	11	4	0	0	85	4
Q13. The school teaches my child/children how to manage their feelings appropriately.	4	43	43	11	0	0	47	11
Q14. The school teaches my child/children to persevere when they find their work hard.	13	43	38	6	0	0	55	6
Q15. The school supports my child's wider personal development.	15	50	28	7	0	0	65	7
Q16. The school helps my child/children be prepared for a change of class or school.	4	48	43	4	0	0	52	4
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	26	57	15	2	0	0	83	2
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	4	30	61	4	0	0	35	4
Q19. The school asks my child/children for their views about important things in school.	13	35	50	2	0	0	48	2
Q20. The school takes account of the views of my child/children.	7	40	49	4	0	0	47	4

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%

Year 8

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

Number 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.	3	16	17	11	0	0	19	11
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	15	25	5	2	0	0	40	2
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	1	2	5	2	1	36	3	3
Q4. The school responds well to any concerns I raise.	14	17	0	1	2	6	31	3
Q5. The school makes me aware of what my child/children will learn during the year.	16	19	8	4	0	0	35	4
Q6. I am kept well informed about my child's progress.	7	30	6	4	0	0	37	4
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	14	22	6	5	0	0	36	5
Q8. My child/children is/are taught well at this school.	11	26	8	2	0	0	37	2
Q9. The school has high expectations for my child/children.	11	20	14	2	0	0	31	2
Q10. Staff encourage my child/children to become mature and independent.	10	28	8	1	0	0	38	1
Q11. There is a good range of subjects/activities available to my child/children at this school.	16	30	1	0	0	0	46	0
Q12. My child/children receive(s) appropriate homework for their age.	6	34	5	2	0	0	40	2
Q13. The school teaches my child/children how to manage their feelings appropriately.	2	20	20	5	0	0	22	5
Q14. The school teaches my child/children to persevere when they find their work hard.	6	20	18	3	0	0	26	3
Q15. The school supports my child's wider personal development.	7	23	13	3	0	0	30	3
Q16. The school helps my child/children be prepared for a change of class or school.	2	22	20	2	0	0	24	2
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	12	26	7	1	0	0	38	1
Q18. The school gives my child/children opportunities to make positive contributions to the community outside	2	14	28	2	0	0	16	2
Q19. The school asks my child/children for their views about important things in school.	6	16	23	1	0	0	22	1
Q20. The school takes account of the views of my child/children.	3	18	22	2	0	0	21	2

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

Year 8

Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

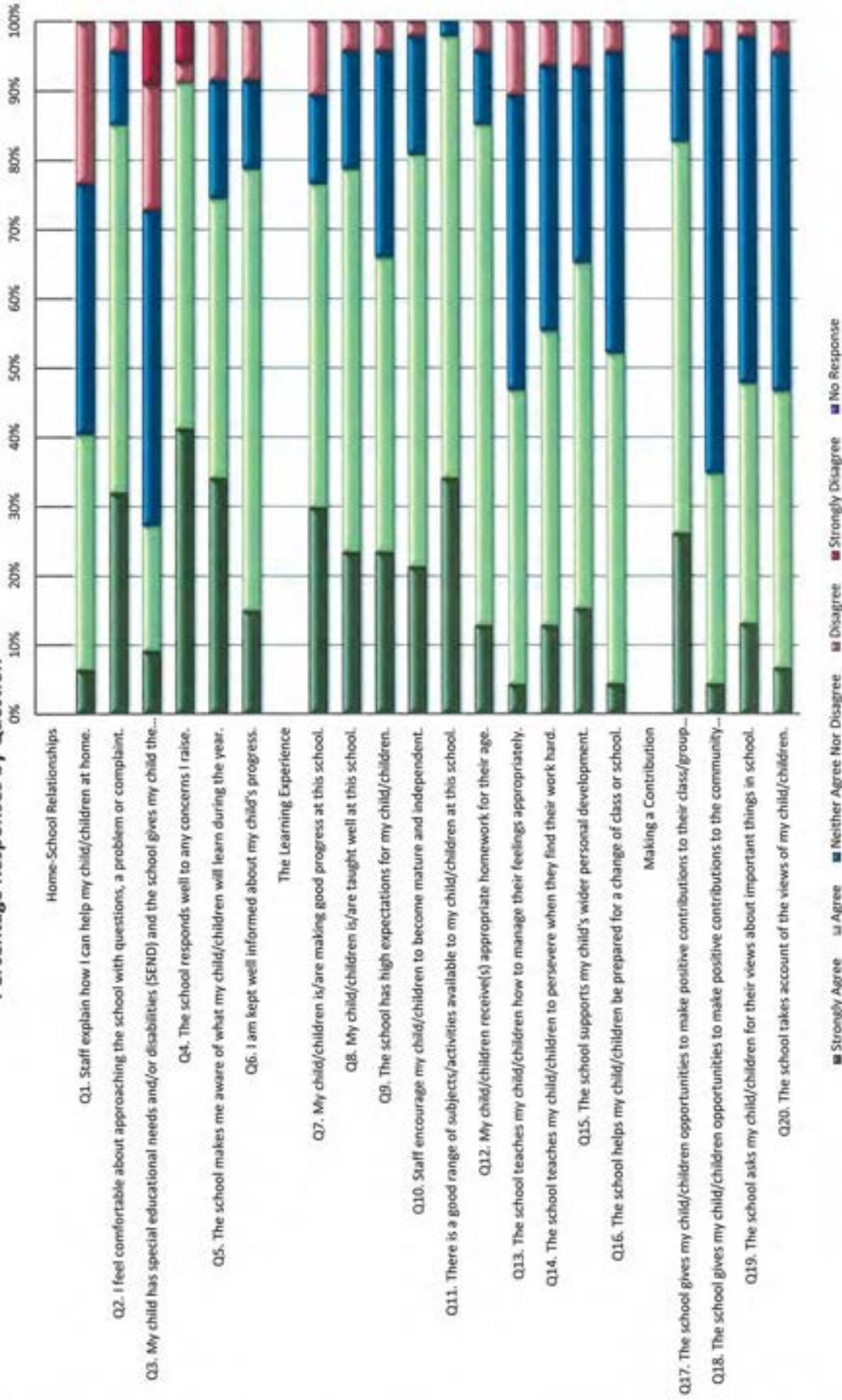
Number of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q21. Staff treat my child/children fairly.	9	24	11	1	0	0	33	1
Q22. The school ensures the pupils are well behaved.	6	28	7	3	1	0	34	4
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	9	27	6	2	1	0	36	3
Q24. My child/children is/are praised when he/she works hard or behaves well.	20	19	4	2	0	0	39	2
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	19	20	6	0	0	0	39	0
Q26. The school deals effectively with bullying and harassment.	6	18	11	2	0	8	24	2
Q27. The school is good at stopping racism or dealing with it when it happens.	4	10	16	0	0	15	14	0
Well-Being								
Q28. My child/children is/are not bullied or harassed at school.	5	23	14	1	2	0	28	3
Q29. My child/children is/are not racially abused at school.	17	19	9	0	0	0	36	0
Q30. The arrangements for my child/children to settle in when they started at the school were good.	11	26	6	2	0	0	37	2
Q31. My child/children feel(s) safe at this school.	7	33	5	0	0	0	40	0
Q32. My child/children is/are well looked after at this school.	10	28	6	1	0	0	38	1
Q33. The school encourages and helps my child/children to take regular exercise.	9	28	6	2	0	0	37	2
Q34. My child/children can take part in clubs and activities at this school.	19	21	5	0	0	0	40	0
Q35. The school encourages and helps my child/children to eat and drink healthily.	2	18	20	2	1	0	20	3
Q36. The school actively promotes equality of opportunity for all.	9	26	8	0	0	0	35	0
The Summary School Experience								
Q37. My child/children is/are happy at this school.	14	22	4	3	0	0	36	3
Q38. The school is well led and well managed.	16	22	4	1	0	0	38	1
Q39. I would recommend this school to another parent.	18	19	4	2	0	0	37	2

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

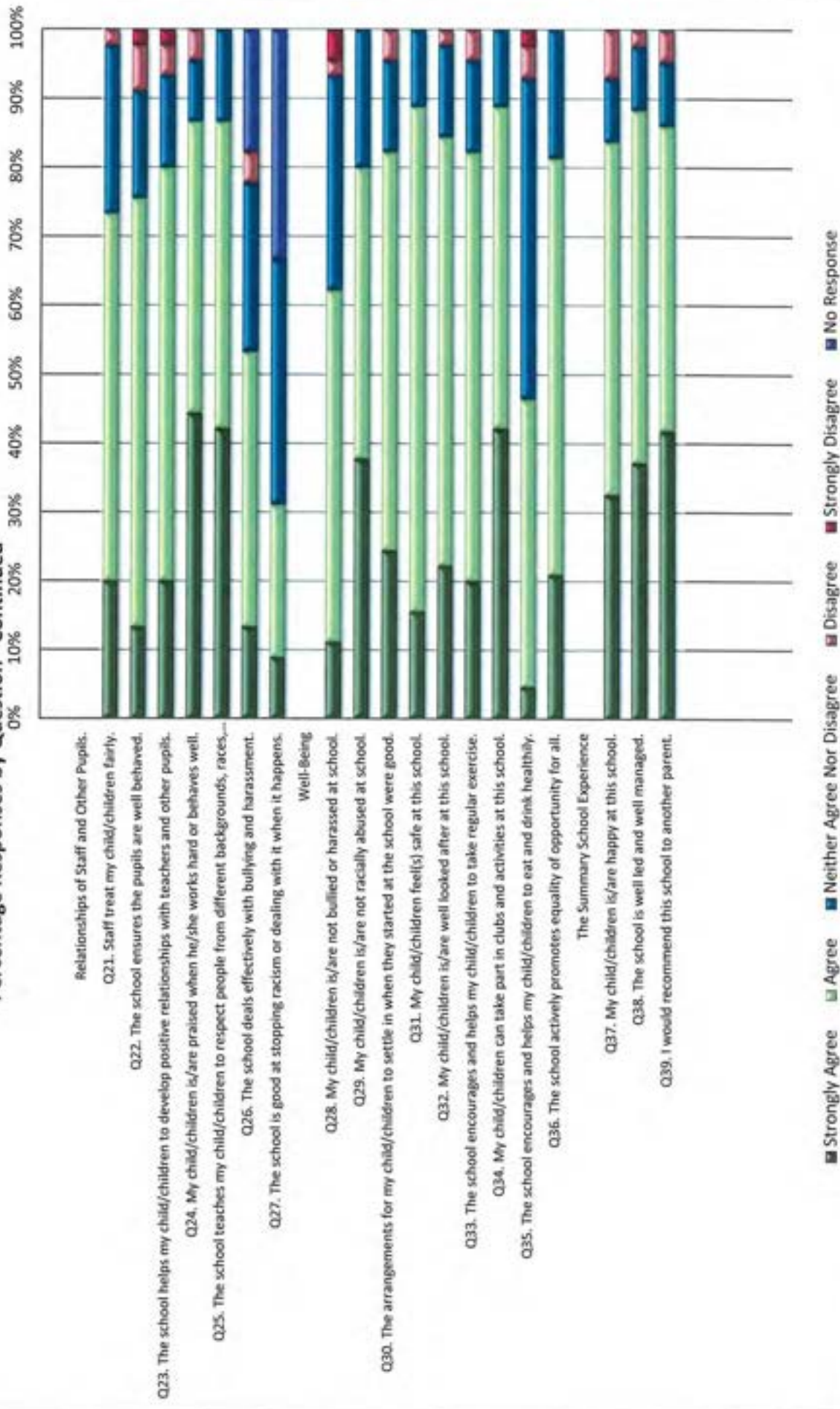
- Year 8

Percentage Responses by Question



- Year 8

Percentage Responses by Question - Continued



FOR SCHOOLS - PARENT VOICE

- Year 9

School: **Goldington Academy**

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

Cohort: **Year 9**

Number of respondents: **44**

Percentage of Respondents Performance Criteria

	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	NAND	D	SD	NR		
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	7	43	36	14	0	0	50	14
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	43	50	2	5	0	0	93	5
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	0	63	38	0	0	0	63	0
Q4. The school responds well to any concerns I raise.	31	69	0	0	0	0	100	0
Q5. The school makes me aware of what my child/children will learn during the year.	23	61	14	2	0	0	84	2
Q6. I am kept well informed about my child's progress.	20	55	11	14	0	0	75	14
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	30	57	14	0	0	0	86	0
Q8. My child/children is/are taught well at this school.	30	66	2	2	0	0	95	2
Q9. The school has high expectations for my child/children.	34	48	16	2	0	0	82	2
Q10. Staff encourage my child/children to become mature and independent.	23	61	16	0	0	0	84	0
Q11. There is a good range of subjects/activities available to my child/children at this school.	30	59	7	5	0	0	89	5
Q12. My child/children receive(s) appropriate homework for their age.	14	73	5	7	2	0	86	9
Q13. The school teaches my child/children how to manage their feelings appropriately.	5	59	27	9	0	0	64	9
Q14. The school teaches my child/children to persevere when they find their work hard.	9	61	23	7	0	0	70	7
Q15. The school supports my child's wider personal development.	19	51	21	9	0	0	70	9
Q16. The school helps my child/children be prepared for a change of class or school.	12	47	37	5	0	0	58	5
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	30	51	16	2	0	0	81	2
Q18. The school gives my child/children opportunities to make positive contributions to the community outside	14	37	37	12	0	0	51	12
Q19. The school asks my child/children for their views about important things in school.	19	49	28	5	0	0	67	5
Q20. The school takes account of the views of my child/children.	12	53	26	5	5	0	65	9

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%

Year 9

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

Number 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.	3	19	16	6	0	0	22	6
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	19	22	1	2	0	0	41	2
Q3. My child has special educational needs and/or disabilities (SEND) and the school gives my child the support they need.	0	5	3	0	0	36	5	0
Q4. The school responds well to any concerns I raise.	11	25	0	0	0	2	36	0
Q5. The school makes me aware of what my child/children will learn during the year.	10	27	6	1	0	0	37	1
Q6. I am kept well informed about my child's progress.	9	24	5	6	0	0	33	6
The Learning Experience								
Q7. My child/children is/are making good progress at this school.	13	25	6	0	0	0	38	0
Q8. My child/children is/are taught well at this school.	13	29	1	1	0	0	42	1
Q9. The school has high expectations for my child/children.	15	21	7	1	0	0	36	1
Q10. Staff encourage my child/children to become mature and independent.	10	27	7	0	0	0	37	0
Q11. There is a good range of subjects/activities available to my child/children at this school.	13	26	3	2	0	0	39	2
Q12. My child/children receive(s) appropriate homework for their age.	6	32	2	3	1	0	38	4
Q13. The school teaches my child/children how to manage their feelings appropriately.	2	26	12	4	0	0	28	4
Q14. The school teaches my child/children to persevere when they find their work hard.	4	27	10	3	0	0	31	3
Q15. The school supports my child's wider personal development.	8	22	9	4	0	0	30	4
Q16. The school helps my child/children be prepared for a change of class or school.	5	20	16	2	0	0	25	2
Making a Contribution								
Q17. The school gives my child/children opportunities to make positive contributions to their class/group or school.	13	22	7	1	0	0	35	1
Q18. The school gives my child/children opportunities to make positive contributions to the community outside school.	6	16	16	5	0	0	22	5
Q19. The school asks my child/children for their views about important things in school.	8	21	12	2	0	0	29	2
Q20. The school takes account of the views of my child/children.	5	23	11	2	2	0	28	4

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

Year 9

Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

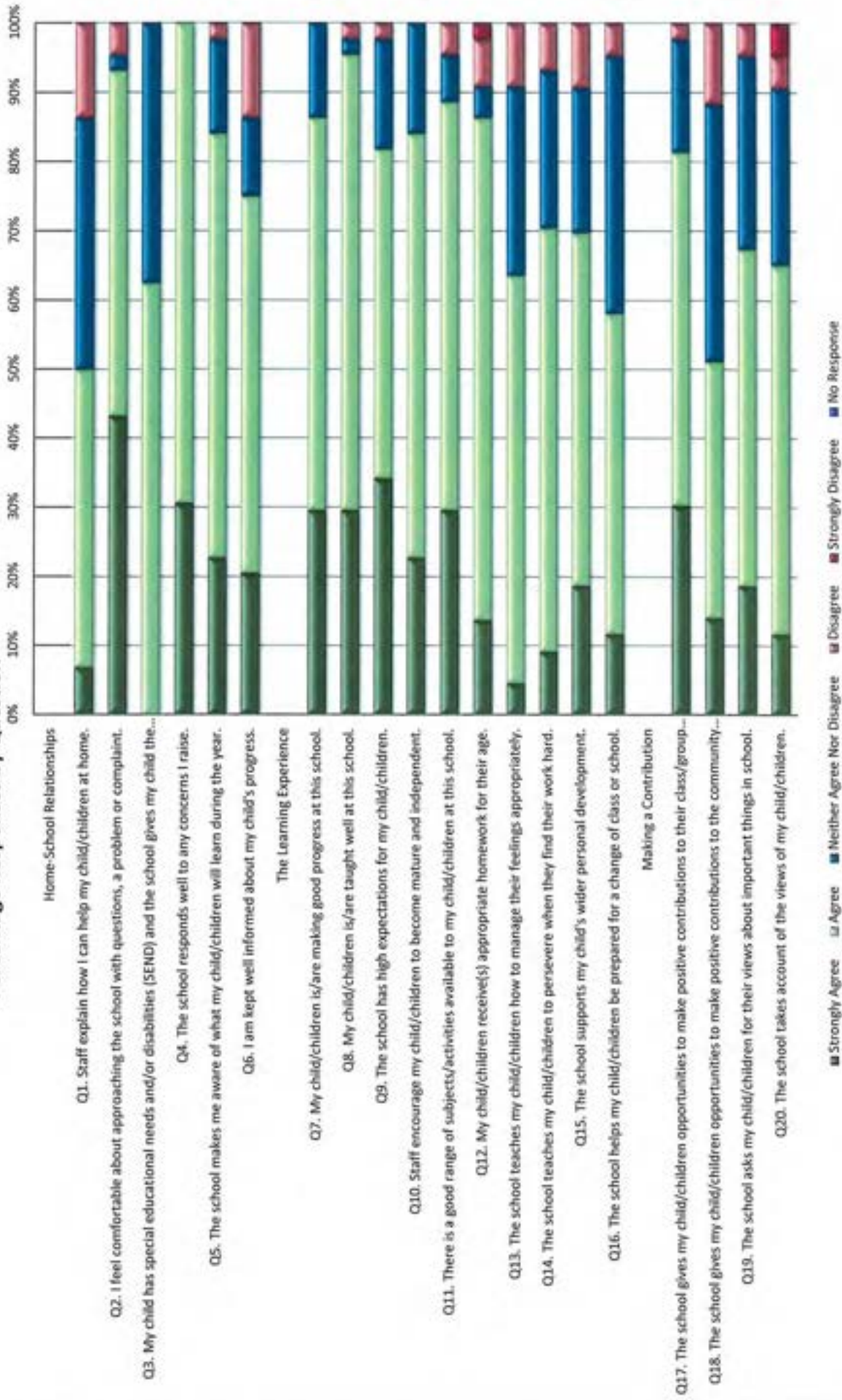
Number of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q21. Staff treat my child/children fairly.	5	28	5	5	0	0	33	5
Q22. The school ensures the pupils are well behaved.	8	25	9	0	1	0	33	1
Q23. The school helps my child/children to develop positive relationships with teachers and other pupils.	9	27	5	2	0	0	36	2
Q24. My child/children is/are praised when he/she works hard or behaves well.	15	27	1	0	0	0	42	0
Q25. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	18	24	1	0	0	0	42	0
Q26. The school deals effectively with bullying and harassment.	13	20	6	2	0	2	33	2
Q27. The school is good at stopping racism or dealing with it when it happens.	6	22	8	1	0	6	28	1
Well-Being								
Q28. My child/children is/are not bullied or harassed at school.	11	19	7	4	2	0	30	6
Q29. My child/children is/are not racially abused at school.	14	21	5	2	1	0	35	3
Q30. The arrangements for my child/children to settle in when they started at the school were good.	17	22	2	1	1	0	39	2
Q31. My child/children feel(s) safe at this school.	16	25	2	0	0	0	41	0
Q32. My child/children is/are well looked after at this school.	13	25	5	0	0	0	38	0
Q33. The school encourages and helps my child/children to take regular exercise.	13	24	5	1	0	0	37	1
Q34. My child/children can take part in clubs and activities at this school.	21	20	1	1	0	0	41	1
Q35. The school encourages and helps my child/children to eat and drink healthily.	4	16	12	9	1	0	20	10
Q36. The school actively promotes equality of opportunity for all.	12	23	5	2	0	0	35	2
The Summary School Experience								
Q37. My child/children is/are happy at this school.	21	19	2	0	0	0	40	0
Q38. The school is well led and well managed.	20	19	3	0	0	0	39	0
Q39. I would recommend this school to another parent.	22	17	3	0	0	0	39	0

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

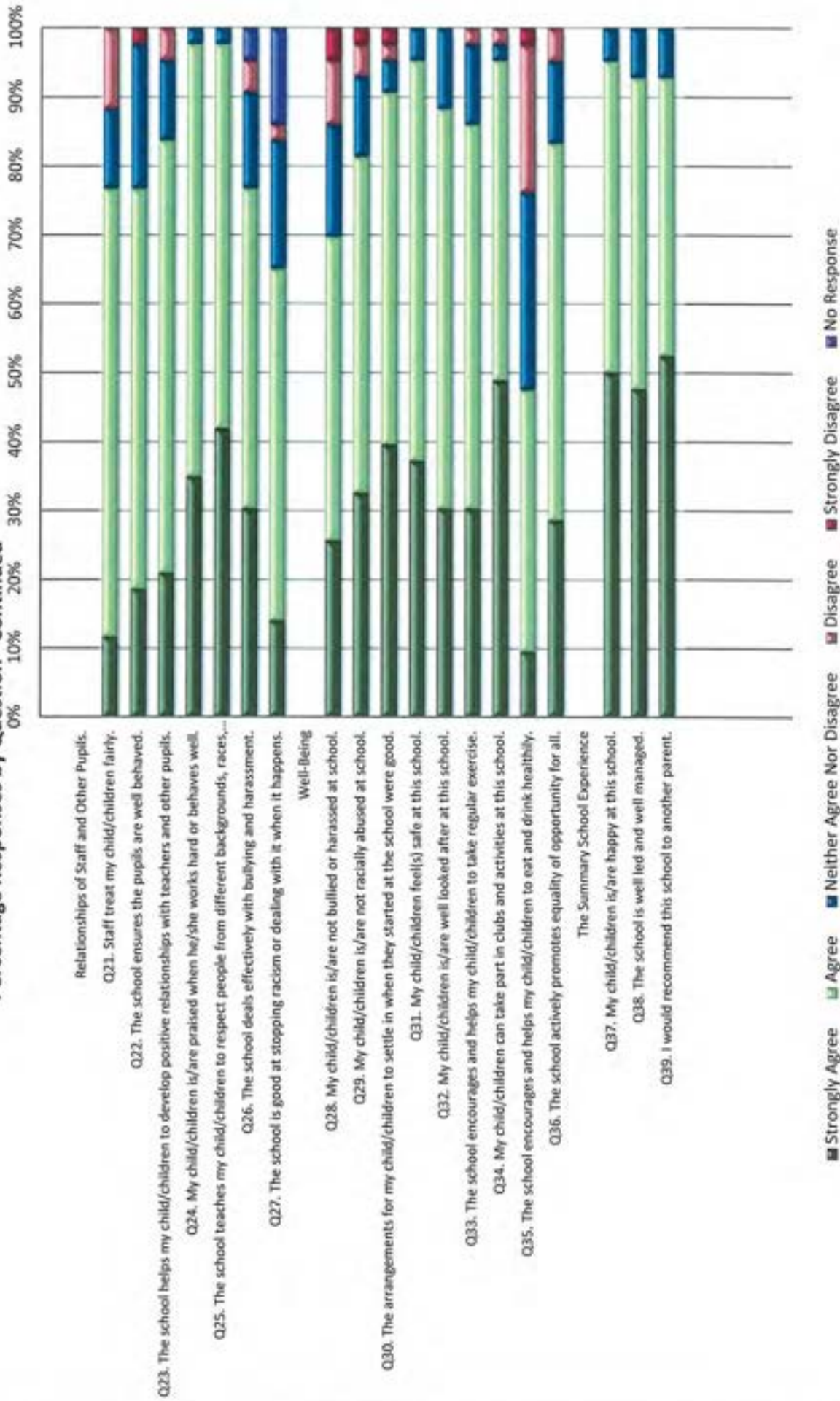
- Year 9

Percentage Responses by Question



- Year 9

Percentage Responses by Question - Continued



Staff Survey

Statistical Report for Goldington Academy

November 2023

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. 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: Middle Managers: Teacher: In-class Support: Admin./Support: L Mentor: Others: All Respondents: **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

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

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**

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
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

SW 3

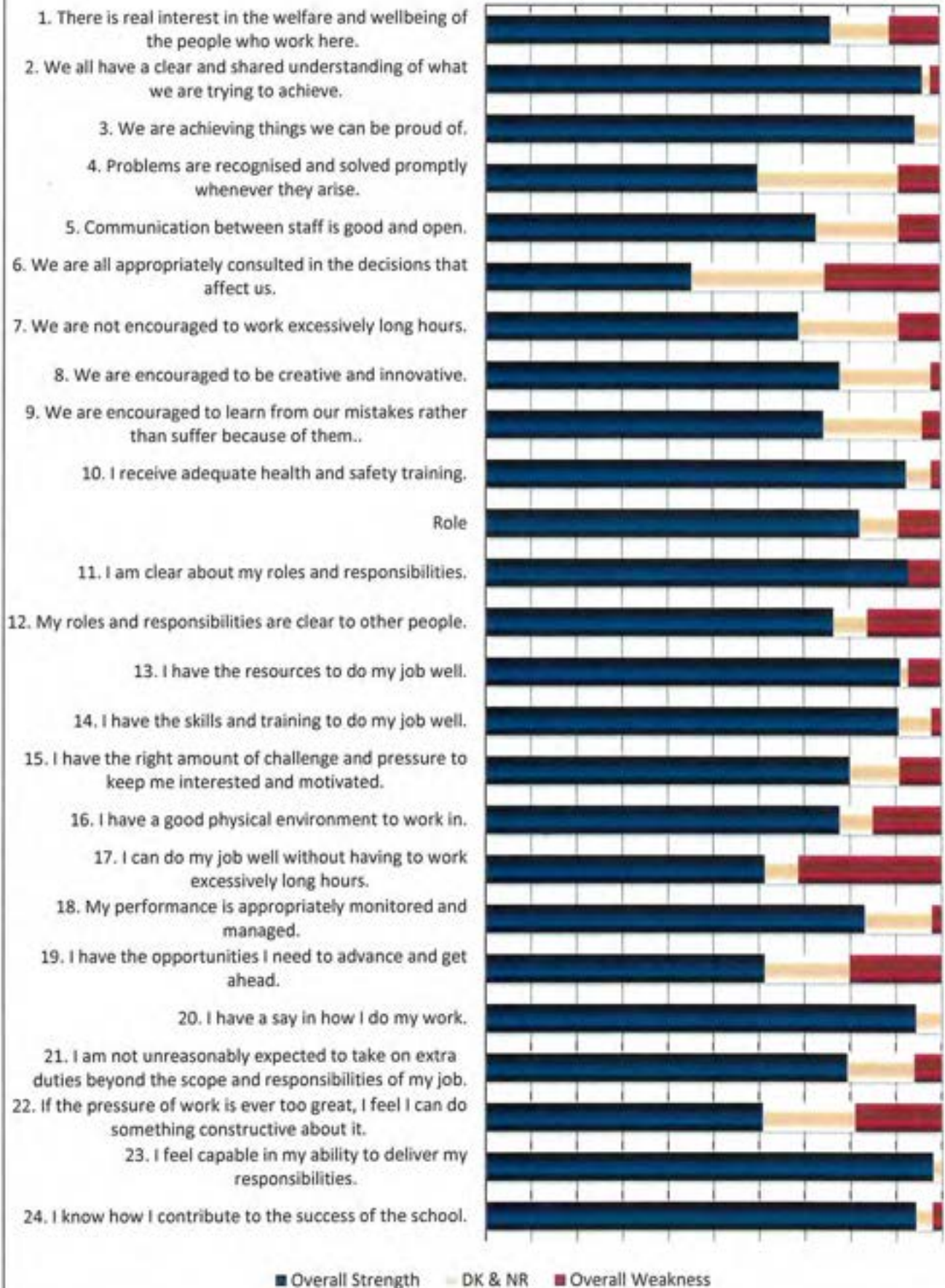
Percentage of Respondents

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

Staff Wellbeing Survey

SW4

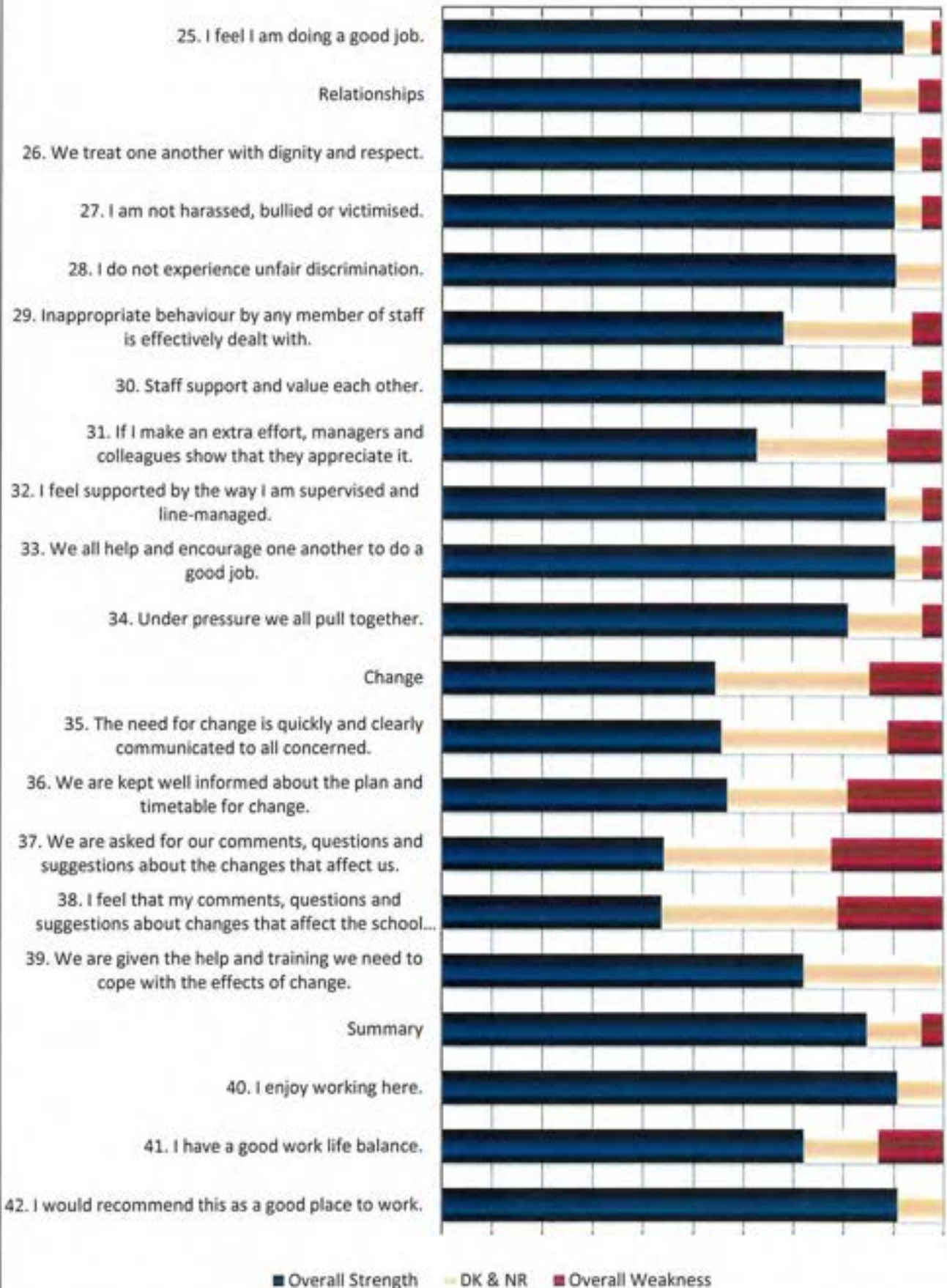
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Staff Wellbeing Survey

SW5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



FUTURE PROOF EVALUATION OF SCHOOL PERFORMANCE

STAFF WELLBEING - DETAILED REPORT

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

Number of Respondents: Leadership Team:

5

 Middle Leaders:

17

 Teacher:

12

 In-class Support:

7

 Admin./Support:

14

 L Mentor:

0

 Others:

0

 All Respondents:

55

Key:

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; DK = 'Don't Know' response from respondent; NR = No response or unclear response from respondent

Guidance:

Dark blue text = Responses greater than 75%; **Light blue text** = Responses between 50% and 75%
Gold text = Responses between 25% and 50%; **Black text** = Responses between 0% and 25%

Performance Criteria

1. There is real interest in the welfare and wellbeing of the people who work here.

Percentage	SA	A	D	SD	DK	NR
Leader Team	20	80	0	0	0	0
Middle Leaders	6	65	18	0	12	0
Teachers	8	58	17	0	17	0
In-class Supp.	43	57	0	0	0	0
Admin. Supp.	7	64	0	7	14	7
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

2. We all have a clear and shared understanding of what we are trying to achieve.

Percentage	SA	A	D	SD	DK	NR
Leader Team	40	60	0	0	0	0
Middle Leaders	18	76	0	0	6	0
Teachers	17	83	0	0	0	0
In-class Supp.	71	29	0	0	0	0
Admin. Supp.	21	71	7	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

3. We are achieving things we can be proud of.

Percentage	SA	A	D	SD	DK	NR
Leader Team	80	20	0	0	0	0
Middle Leaders	47	47	0	0	6	0
Teachers	42	50	0	0	8	0
In-class Supp.	29	71	0	0	0	0
Admin. Supp.	36	57	0	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

4. Problems are recognised and solved promptly whenever they arise.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	80	0	0	20	0
Middle Leaders	12	41	18	0	29	0
Teachers	8	50	0	0	33	8
In-class Supp.	29	43	0	0	29	0
Admin. Supp.	14	43	0	14	29	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

5. Communication between staff is good and open.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	100	0	0	0	0
Middle Leaders	6	53	6	0	35	0
Teachers	8	67	8	0	8	8
In-class Supp.	43	57	0	0	0	0
Admin. Supp.	14	50	14	7	14	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

6. We are all appropriately consulted in the decisions that affect us.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	100	0	0	0	0
Middle Leaders	12	6	41	0	41	0
Teachers	8	42	25	0	17	8
In-class Supp.	39	29	0	0	43	0
Admin. Supp.	7	43	29	0	21	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW7

7. We are not encouraged to work excessively long hours.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	40	0	0	60	0
Middle Leaders	12	41	18	0	29	0
Teachers	17	58	8	0	17	0
In-class Supp.	29	71	0	0	0	0
Admin. Supp.	21	57	7	0	7	7
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

8. We are encouraged to be creative and innovative.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	60	0	0	20	0
Middle Leaders	18	59	6	0	18	0
Teachers	25	58	0	0	17	0
In-class Supp.	43	43	0	0	14	0
Admin. Supp.	7	64	0	0	21	7
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

9. We are encouraged to learn from our mistakes rather than suffer because of them..

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	18	47	12	0	24	0
Teachers	25	67	0	0	8	0
In-class Supp.	14	43	0	0	43	0
Admin. Supp.	14	57	0	0	29	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

10. I receive adequate health and safety training.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	80	0	0	20	0
Middle Leaders	24	76	0	0	0	0
Teachers	33	58	8	0	0	0
In-class Supp.	39	57	0	0	14	0
Admin. Supp.	14	79	0	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

11. I am clear about my roles and responsibilities.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	47	53	0	0	0	0
Teachers	25	75	0	0	0	0
In-class Supp.	29	71	0	0	0	0
Admin. Supp.	21	50	21	7	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

12. My roles and responsibilities are clear to other people.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	24	65	12	0	0	0
Teachers	25	67	0	0	8	0
In-class Supp.	39	57	0	0	14	0
Admin. Supp.	14	21	36	14	14	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

13. I have the resources to do my job well.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	29	53	12	0	6	0
Teachers	33	58	8	0	0	0
In-class Supp.	29	71	0	0	0	0
Admin. Supp.	14	79	7	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

14. I have the skills and training to do my job well.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	47	41	0	0	6	6
Teachers	33	67	0	0	0	0
In-class Supp.	43	29	14	0	14	0
Admin. Supp.	25	64	0	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

15. I have the right amount of challenge and pressure to keep me interested and motivated.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	60	0	0	20	0
Middle Leaders	35	47	6	0	12	0
Teachers	17	75	0	0	8	0
In-class Supp.	14	71	0	0	0	14
Admin. Supp.	29	36	21	7	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

16. I have a good physical environment to work in.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	24	47	24	0	6	0
Teachers	17	58	17	0	8	0
In-class Supp.	14	57	0	0	29	0
Admin. Supp.	14	71	14	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW8

17. I can do my job well without having to work excessively long hours.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	40	20	0	40	0
Middle Leaders	0	29	47	18	6	0
Teachers	0	64	27	9	0	0
In-class Supp.	43	43	0	0	0	14
Admin. Supp.	21	71	7	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

18. My performance is appropriately monitored and managed.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	40	0	0	20	0
Middle Leaders	29	53	0	0	18	0
Teachers	45	38	0	0	9	9
In-class Supp.	14	57	0	0	29	0
Admin. Supp.	29	64	7	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

19. I have the opportunities I need to advance and get ahead.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	24	41	18	0	18	0
Teachers	18	64	0	0	9	9
In-class Supp.	14	14	14	14	39	14
Admin. Supp.	21	21	38	7	14	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

20. I have a say in how I do my work.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	24	76	0	0	0	0
Teachers	27	73	0	0	0	0
In-class Supp.	14	57	0	0	29	0
Admin. Supp.	21	71	0	0	0	7
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

21. I am not unreasonably expected to take on extra duties beyond the scope and responsibilities of my job.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	80	0	0	20	0
Middle Leaders	12	65	0	0	24	0
Teachers	9	64	9	0	18	0
In-class Supp.	0	100	0	0	0	0
Admin. Supp.	14	64	14	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

22. If the pressure of work is ever too great, I feel I can do something constructive about it.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	60	0	0	40	0
Middle Leaders	6	41	24	6	18	6
Teachers	9	45	9	0	27	9
In-class Supp.	38	57	0	0	0	14
Admin. Supp.	21	50	21	7	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

23. I feel capable in my ability to deliver my responsibilities.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	47	53	0	0	0	0
Teachers	27	64	0	0	9	0
In-class Supp.	43	57	0	0	0	0
Admin. Supp.	29	71	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

24. I know how I contribute to the success of the school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	53	41	0	0	0	6
Teachers	18	73	9	0	0	0
In-class Supp.	43	57	0	0	0	0
Admin. Supp.	29	64	0	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

25. I feel I am doing a good job.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	47	53	0	0	0	0
Teachers	18	45	9	0	18	9
In-class Supp.	71	29	0	0	0	0
Admin. Supp.	29	71	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

26. We treat one another with dignity and respect.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	33	59	0	0	6	0
Teachers	27	73	0	0	0	0
In-class Supp.	71	29	0	0	0	0
Admin. Supp.	21	50	14	0	7	7
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW9

27. I am not harassed, bullied or victimised.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	71	12	0	6	6	6
Teachers	73	27	0	0	0	0
In-class Supp.	100	0	0	0	0	0
Admin. Supp.	50	36	7	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

29. Inappropriate behaviour by any member of staff is effectively dealt with.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	35	41	6	0	18	0
Teachers	27	55	0	0	0	18
In-class Supp.	29	0	0	0	29	43
Admin. Supp.	7	50	14	0	14	14
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

31. If I make an extra effort, managers and colleagues show that they appreciate it.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	29	35	12	0	18	6
Teachers	27	18	18	0	18	18
In-class Supp.	14	43	0	0	29	14
Admin. Supp.	21	43	14	0	7	14
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

33. We all help and encourage one another to do a good job.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	41	53	0	0	6	0
Teachers	27	73	0	0	0	0
In-class Supp.	43	43	0	0	0	14
Admin. Supp.	21	57	14	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

35. The need for change is quickly and clearly communicated to all concerned.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	60	0	0	40	0
Middle Leaders	12	18	18	0	53	0
Teachers	9	55	0	0	27	9
In-class Supp.	0	86	0	0	0	14
Admin. Supp.	0	64	14	7	14	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

28. I do not experience unfair discrimination.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	80	20	0	0	0	0
Middle Leaders	71	24	0	0	6	0
Teachers	45	36	0	0	18	0
In-class Supp.	71	29	0	0	0	0
Admin. Supp.	50	36	0	0	14	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

30. Staff support and value each other.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	41	59	0	0	0	0
Teachers	36	45	0	0	18	0
In-class Supp.	57	43	0	0	0	0
Admin. Supp.	14	57	14	0	14	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

32. I feel supported by the way I am supervised and line-managed.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	59	29	0	0	12	0
Teachers	45	45	0	0	9	0
In-class Supp.	14	71	0	0	14	0
Admin. Supp.	36	50	7	7	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

34. Under pressure we all pull together.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	35	53	0	0	12	0
Teachers	18	64	0	0	9	9
In-class Supp.	43	29	0	0	14	14
Admin. Supp.	29	43	14	0	14	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

36. We are kept well informed about the plan and timetable for change.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	60	0	0	20	20
Middle Leaders	12	24	35	0	19	0
Teachers	0	64	0	0	36	0
In-class Supp.	14	71	0	0	14	0
Admin. Supp.	0	64	21	7	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW10

38. I feel that my comments, questions and suggestions about changes that affect the school are acknowledged.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	80	0	0	20	0
Middle Leaders	6	38	31	0	19	6
Teachers	11	22	11	0	48	11
In-class Supp.	17	0	17	0	50	17
Admin. Supp.	8	42	25	0	25	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

40. I enjoy working here.

Percentage	SA	A	D	SD	DK	NR
Leader Team	40	60	0	0	0	0
Middle Leaders	41	47	0	0	12	0
Teachers	27	73	0	0	0	0
In-class Supp.	29	43	0	0	29	0
Admin. Supp.	21	71	0	0	7	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

42. I would recommend this as a good place to work.

Percentage	SA	A	D	SD	DK	NR
Leader Team	20	80	0	0	0	0
Middle Leaders	35	53	0	0	12	0
Teachers	27	55	0	0	18	0
In-class Supp.	43	57	0	0	0	0
Admin. Supp.	21	71	0	0	0	7
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

37. We are asked for our comments, questions and suggestions about the changes that affect us.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	80	0	0	20	0
Middle Leaders	6	18	41	0	35	0
Teachers	0	26	9	0	36	18
In-class Supp.	29	29	29	0	14	0
Admin. Supp.	0	57	7	7	29	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

39. We are given the help and training we need to cope with the effects of change.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	100	0	0	0	0
Middle Leaders	6	65	0	0	29	0
Teachers	0	64	0	0	37	9
In-class Supp.	0	71	0	0	14	14
Admin. Supp.	7	64	0	0	29	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

41. I have a good work life balance.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	60	0	0	40	0
Middle Leaders	6	35	24	12	18	6
Teachers	9	73	9	0	9	0
In-class Supp.	71	29	0	0	0	0
Admin. Supp.	21	71	0	0	0	7
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

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: <input style="width: 30px; text-align: center;" type="text" value="5"/>	Middle Managers: <input style="width: 30px; text-align: center;" type="text" value="17"/>	Teacher: <input style="width: 30px; text-align: center;" type="text" value="12"/>
	In-class Support: <input style="width: 30px; text-align: center;" type="text" value="0"/>	Admin./Support: <input style="width: 30px; text-align: center;" type="text" value="0"/>	L Mentor: <input style="width: 30px; text-align: center;" type="text" value="0"/>
	Others: <input style="width: 30px; text-align: center;" type="text" value="0"/>	All Respondents: <input style="width: 30px; text-align: center;" type="text" value="34"/>	

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	75	8
Role	83	8
Relationships	88	2
Change	50	14
Summary	80	7

EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

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

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

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	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 type="text" value="0"/>	Middle Managers: <input type="text" value="0"/>	Teacher: <input type="text" value="0"/>
	In-class Support: <input type="text" value="4"/>	Admin./Support: <input type="text" value="0"/>	Governors: <input type="text" value="0"/>
	Lunch Time Supervisors: <input type="text" value="0"/>	All Respondents: <input 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

Staff Survey

SW4

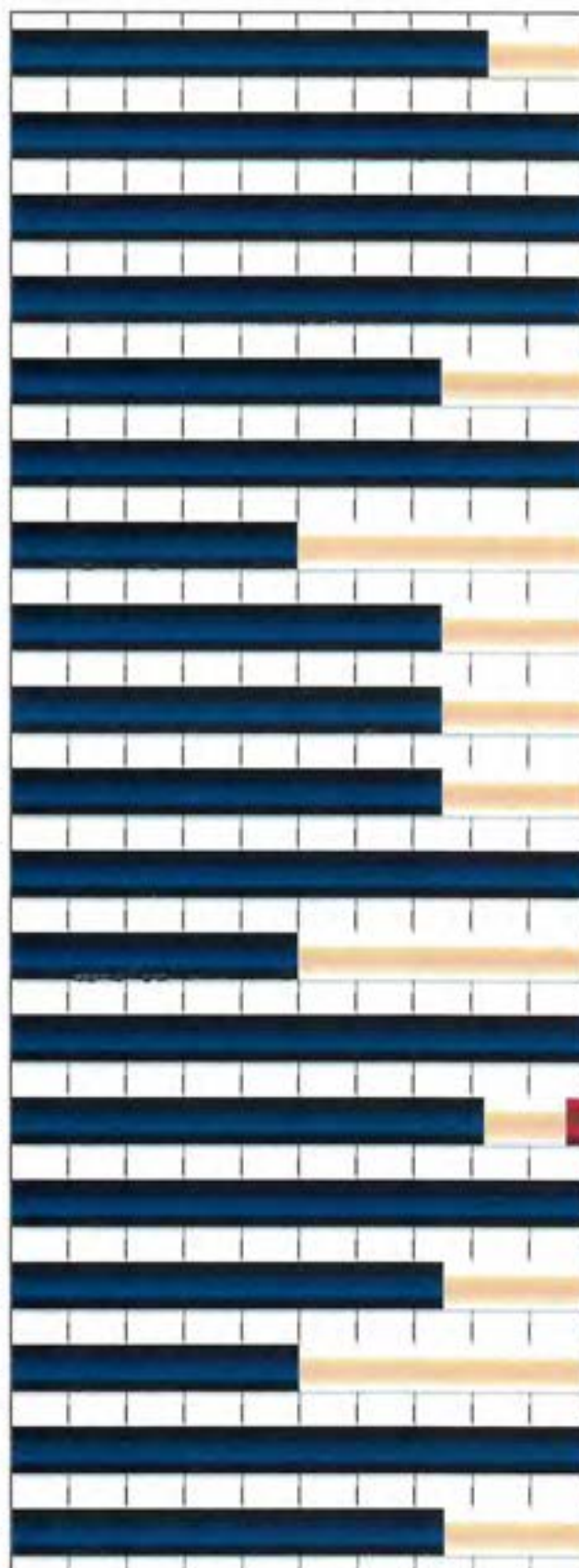
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Quality of Education

1. The school is aspirational for all pupils.
2. The school challenges all pupils to make good progress.
3. The curriculum is planned to give pupils the knowledge they need to be educated citizens.
4. The curriculum is planned to give equality of access to all pupils.
5. The curriculum is planned and sequenced to build relevant skills and knowledge.
6. Pupils are encouraged to embed key concepts and apply them in new situations.
7. Reading is given high priority across the school.
8. Pupils read widely and fluently, appropriate to their age.
9. The curriculum reflects the local context of the school.
10. Teachers have secure subject knowledge in the subjects they teach.
11. Teachers assess pupils' work regularly to check understanding and correct misunderstandings.
12. There are clear routines and expectations for the behaviour of pupils.

Behaviour & Attitudes

13. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.
14. Pupils' behaviour is at least good in this school.
15. Leaders all support staff well in managing behaviour.
16. Behaviour makes a positive contribution to learning.
17. The school deals with all forms of bullying effectively.

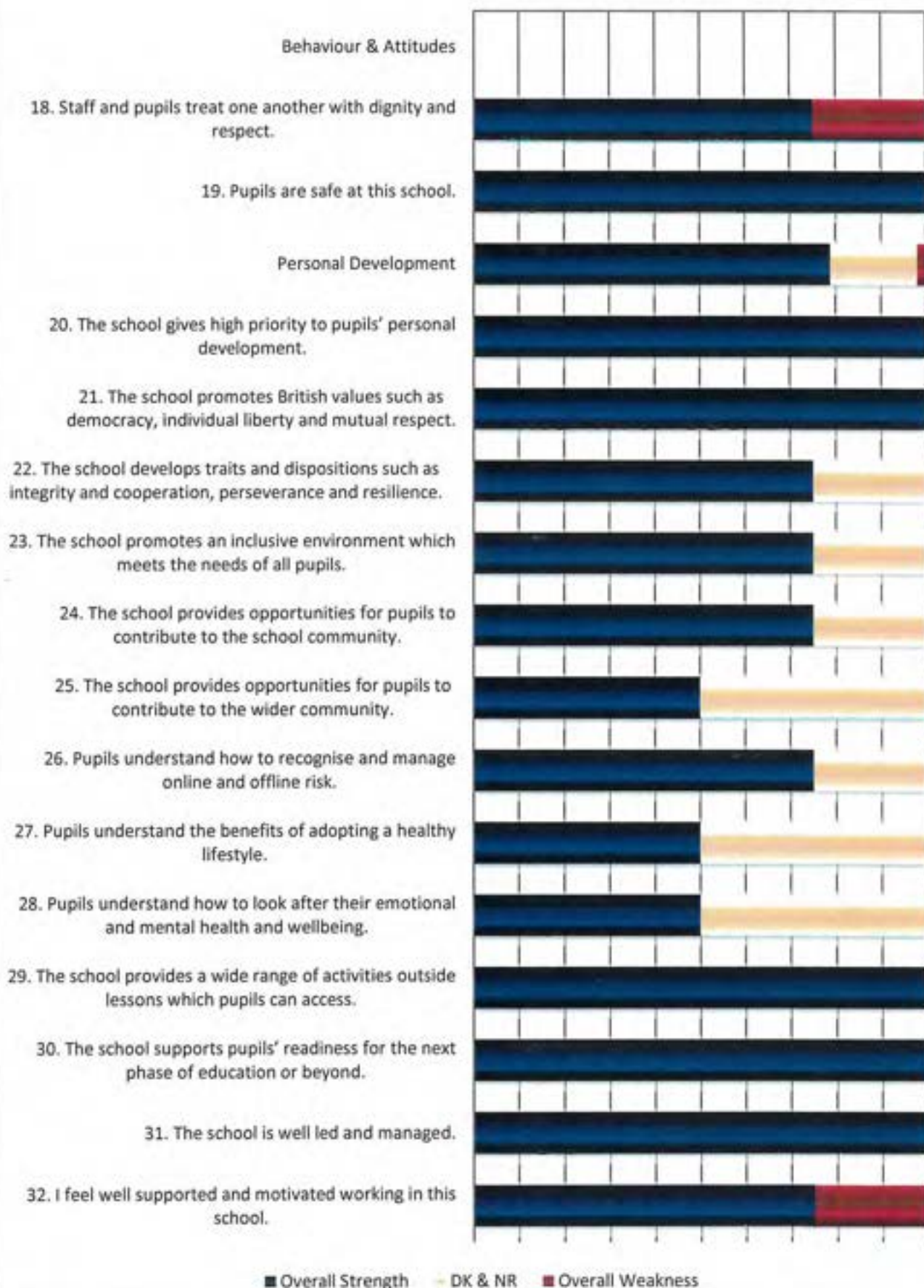


■ Overall Strength ■ DK & NR ■ Overall Weakness

Staff Survey

SW4

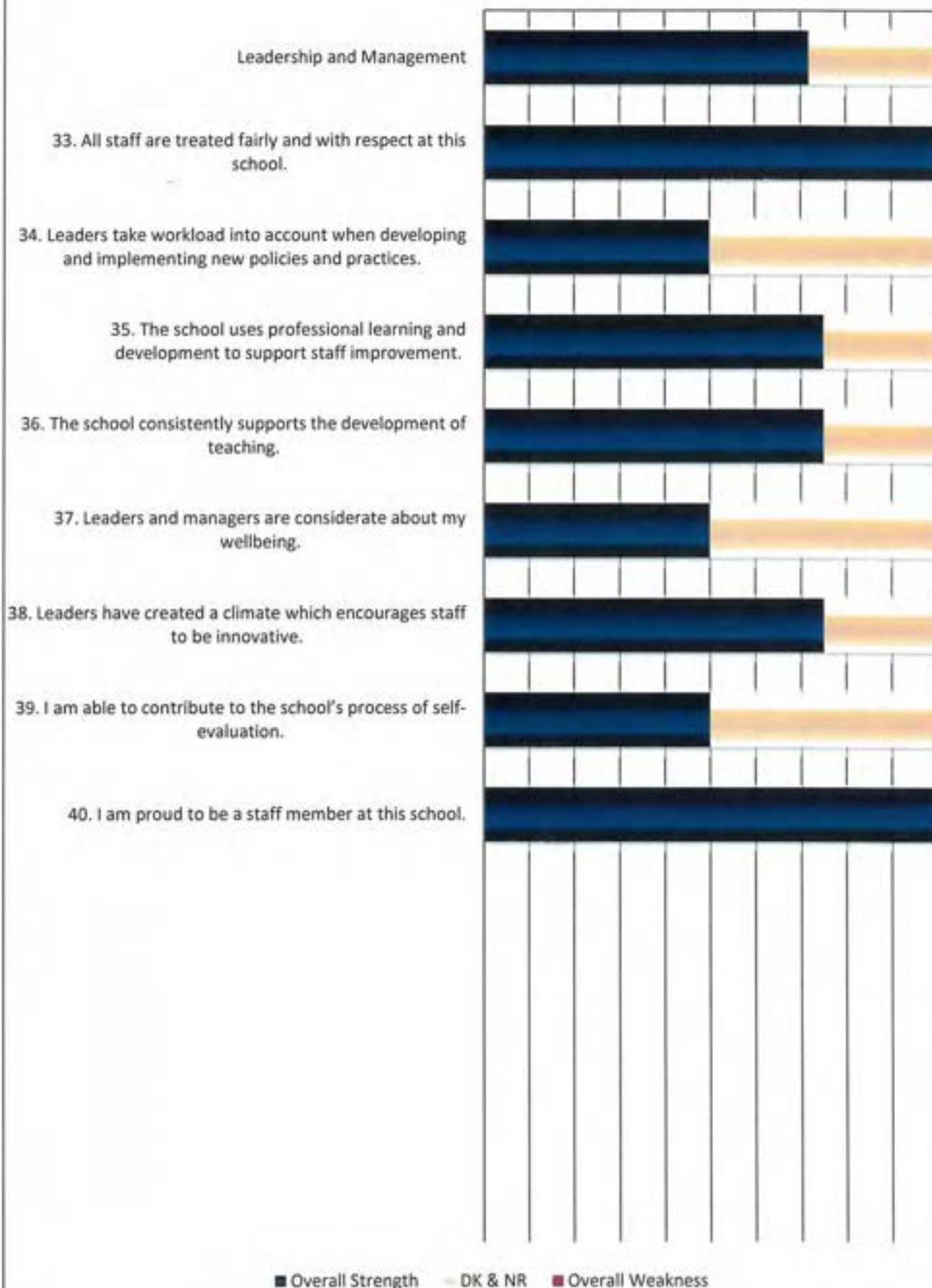
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Staff Survey

SW5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



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	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. 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. 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. 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.
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.

STAFF WELLBEING SURVEY

STAFF WELLBEING 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="5"/>	Middle Managers: <input style="width: 30px;" type="text" value="17"/>	Teacher: <input style="width: 30px;" type="text" value="12"/>
	In-class Support: <input style="width: 30px;" type="text" value="0"/>	Admin./Support: <input style="width: 30px;" type="text" value="0"/>	L Mentor: <input style="width: 30px;" type="text" value="0"/>
	Others: <input style="width: 30px;" type="text" value="0"/>	All Respondents: <input style="width: 30px;" type="text" value="34"/>	

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

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
School Culture							75	8
1. There is real interest in the welfare and wellbeing of the people who work here.	9	65	15	0	12	0	74	15
2. We all have a clear and shared understanding of what we are trying to achieve.	21	76	0	0	3	0	97	0
3. We are achieving things we can be proud of.	50	44	0	0	6	0	94	0
4. Problems are recognised and solved promptly whenever they arise.	9	50	9	0	29	3	59	9
5. Communication between staff is good and open.	6	65	6	0	21	3	71	6
6. We are all appropriately consulted in the decisions that affect us.	9	32	29	0	26	3	41	29
7. We are not encouraged to work excessively long hours.	12	47	12	0	29	0	59	12
8. We are encouraged to be creative and innovative.	21	59	3	0	18	0	79	3
9. We are encouraged to learn from our mistakes rather than suffer because of them..	18	62	6	0	15	0	79	6
10. I receive adequate health and safety training.	24	71	3	0	3	0	94	3
Role							83	8
11. I am clear about my roles and responsibilities.	41	59	0	0	0	0	100	0
12. My roles and responsibilities are clear to other people.	21	71	6	0	3	0	91	6
13. I have the resources to do my job well.	35	53	9	0	3	0	88	9
14. I have the skills and training to do my job well.	44	50	0	0	3	3	94	0
15. I have the right amount of challenge and pressure to keep me interested and motivated.	26	59	3	0	12	0	85	3
16. I have a good physical environment to work in.	18	59	18	0	6	0	76	18
17. I can do my job well without having to work excessively long hours.	0	42	36	12	9	0	42	48

SW 3

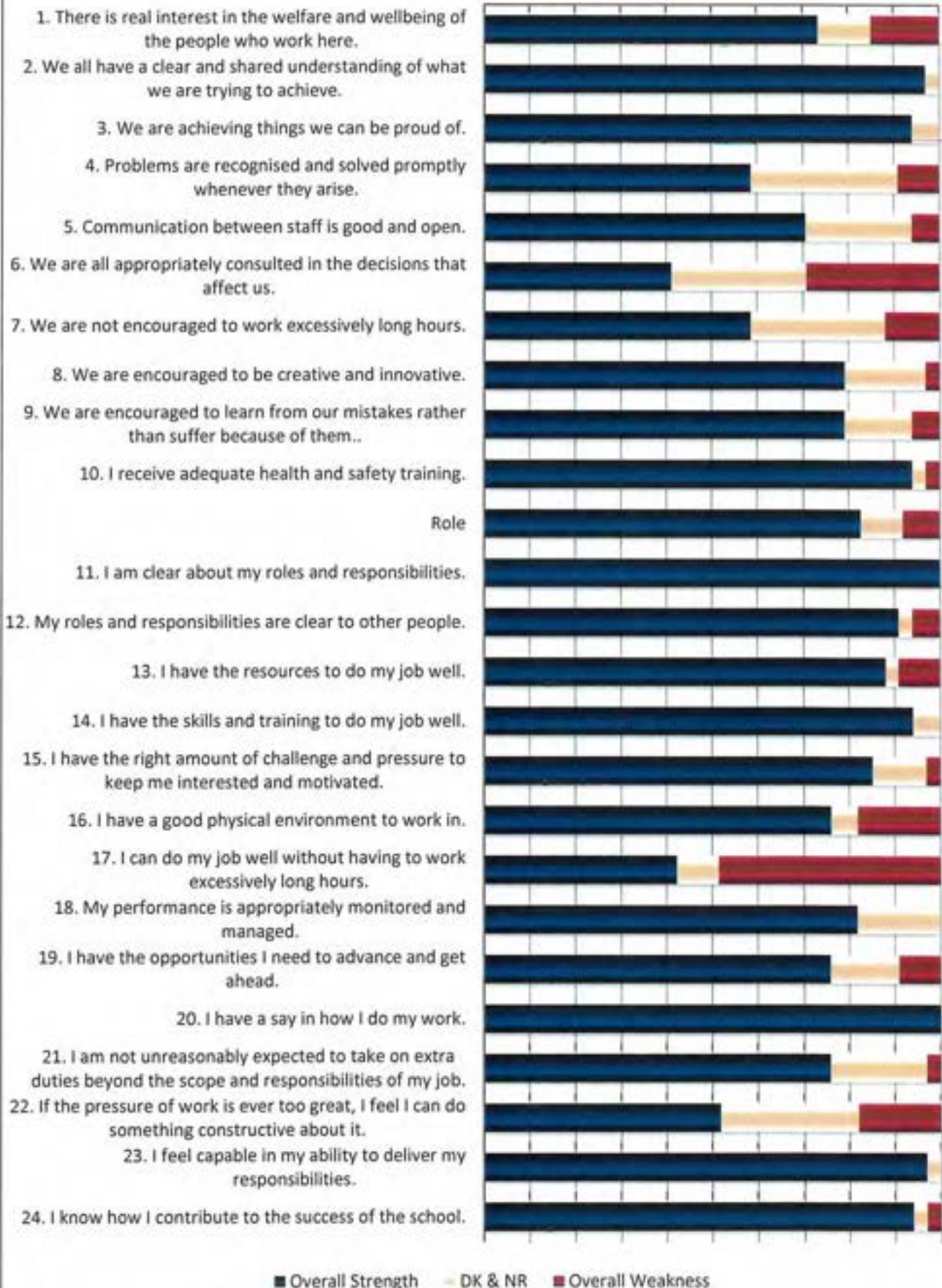
Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
18. My performance is appropriately monitored and managed.	36	45	0	0	15	3	82	0
19. I have the opportunities I need to advance and get ahead.	21	55	9	0	12	3	76	9
20. I have a say in how I do my work.	27	73	0	0	0	0	100	0
21. I am not unreasonably expected to take on extra duties beyond the scope and responsibilities of my job.	9	67	3	0	21	0	76	3
22. If the pressure of work is ever too great, I feel I can do something constructive about it.	6	45	15	3	24	6	52	18
23. I feel capable in my ability to deliver my responsibilities.	33	64	0	0	3	0	97	0
24. I know how I contribute to the success of the school.	36	58	3	0	0	3	94	3
25. I feel I am doing a good job.	36	52	3	0	6	3	88	3
Relationships							80	2
26. We treat one another with dignity and respect.	30	67	0	0	3	0	97	0
27. I am not harassed, bullied or victimised.	67	24	0	3	3	3	91	3
28. I do not experience unfair discrimination.	64	27	0	0	9	0	91	0
29. Inappropriate behaviour by any member of staff is effectively dealt with.	30	52	3	0	9	6	82	3
30. Staff support and value each other.	39	55	0	0	6	0	94	0
31. If I make an extra effort, managers and colleagues show that they appreciate it.	27	36	12	0	15	9	64	12
32. I feel supported by the way I am supervised and line-managed.	48	42	0	0	9	0	91	0
33. We all help and encourage one another to do a good job.	30	67	0	0	3	0	97	0
34. Under pressure we all pull together.	27	61	0	0	9	3	88	0
Change							50	14
35. The need for change is quickly and clearly communicated to all concerned.	9	36	9	0	42	3	45	9
36. We are kept well informed about the plan and timetable for change.	6	42	18	0	30	3	48	18
37. We are asked for our comments, questions and suggestions about the changes that affect us.	3	33	24	0	33	6	36	24
38. I feel that my comments, questions and suggestions about changes that affect the school are acknowledged.	7	40	20	0	27	7	47	20
39. We are given the help and training we need to cope with the effects of change.	3	70	0	0	24	3	73	0
Summary							80	7
40. I enjoy working here.	36	58	0	0	6	0	94	0
41. I have a good work life balance.	6	52	15	6	18	3	58	21
42. I would recommend this as a good place to work.	30	58	0	0	12	0	88	0

Staff Wellbeing Survey

SW4

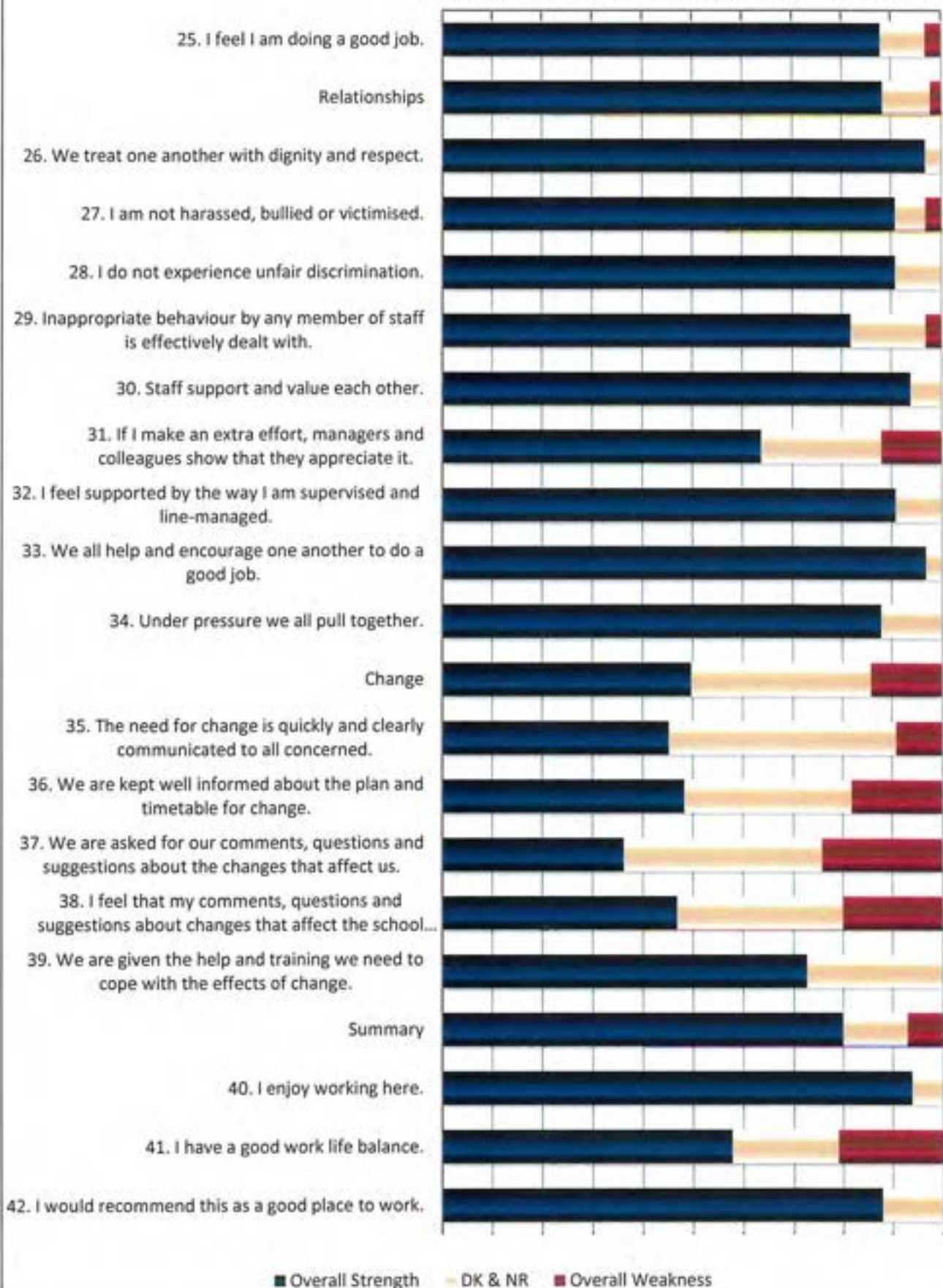
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Staff Wellbeing Survey

SW5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



FUTURE PROOF EVALUATION OF SCHOOL PERFORMANCE

STAFF WELLBEING - DETAILED REPORT

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

Number of Respondents: Leadership Team:

5

 Middle Leaders:

17

 Teacher:

12

 In-class Support:

0

 Admin./Support:

0

 L Mentor:

0

 Others:

0

 All Respondents:

34

Key:

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; DK = 'Don't Know' response from respondent; NR = No response or unclear response from respondent

Guidance:

Dark blue text = Responses greater than 75%; **Light blue text** = Responses between 50% and 75%
Gold text = Responses between 25% and 50%; **Black text** = Responses between 0% and 25%

Performance Criteria

1. There is real interest in the welfare and wellbeing of the people who work here.

Percentage	SA	A	D	SD	DK	NR
Leader Team	20	80	0	0	0	0
Middle Leaders	6	65	18	0	12	0
Teachers	8	58	17	0	17	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

2. We all have a clear and shared understanding of what we are trying to achieve.

Percentage	SA	A	D	SD	DK	NR
Leader Team	40	60	0	0	0	0
Middle Leaders	18	76	0	0	6	0
Teachers	17	83	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

3. We are achieving things we can be proud of.

Percentage	SA	A	D	SD	DK	NR
Leader Team	80	20	0	0	0	0
Middle Leaders	47	47	0	0	6	0
Teachers	42	50	0	0	8	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

4. Problems are recognised and solved promptly whenever they arise.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	80	0	0	20	0
Middle Leaders	12	41	18	0	29	0
Teachers	8	50	0	0	33	8
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

5. Communication between staff is good and open.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	100	0	0	0	0
Middle Leaders	6	53	6	0	35	0
Teachers	8	67	8	0	8	8
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

6. We are all appropriately consulted in the decisions that affect us.

Percentage	SA	A	D	SD	DK	NR
Leader Team	0	100	0	0	0	0
Middle Leaders	12	6	41	0	41	0
Teachers	8	47	25	0	17	8
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW7

7. We are not encouraged to work excessively long hours.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	40	0	0	60	0
Middle Leaders	12	41	18	0	29	0
Teachers	17	58	8	0	17	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

9. We are encouraged to learn from our mistakes rather than suffer because of them..

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	18	47	12	0	24	0
Teachers	25	67	0	0	8	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

11. I am clear about my roles and responsibilities.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	47	53	0	0	0	0
Teachers	25	75	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

13. I have the resources to do my job well.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	29	53	12	0	6	0
Teachers	33	58	8	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

15. I have the right amount of challenge and pressure to keep me interested and motivated.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	60	0	0	20	0
Middle Leaders	25	47	6	0	12	0
Teachers	17	75	0	0	8	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

8. We are encouraged to be creative and innovative.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	60	0	0	20	0
Middle Leaders	18	59	6	0	18	0
Teachers	25	58	0	0	17	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

10. I receive adequate health and safety training.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	80	0	0	20	0
Middle Leaders	24	76	0	0	0	0
Teachers	33	58	8	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

12. My roles and responsibilities are clear to other people.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	24	65	12	0	0	0
Teachers	25	67	0	0	8	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

14. I have the skills and training to do my job well.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	47	41	0	0	6	6
Teachers	33	67	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

16. I have a good physical environment to work in.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	24	47	24	0	6	0
Teachers	17	58	17	0	8	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW8

17. I can do my job well without having to work excessively long hours.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	40	20	0	40	0
Middle Leaders	0	29	47	18	6	0
Teachers	0	64	27	9	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

19. I have the opportunities I need to advance and get ahead.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	24	41	18	0	18	0
Teachers	18	64	0	0	9	9
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

21. I am not unreasonably expected to take on extra duties beyond the scope and responsibilities of my job.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	80	0	0	20	0
Middle Leaders	12	65	0	0	24	0
Teachers	9	64	9	0	18	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

23. I feel capable in my ability to deliver my responsibilities.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	47	53	0	0	0	0
Teachers	27	64	0	0	9	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

25. I feel I am doing a good job.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	47	53	0	0	0	0
Teachers	18	45	9	0	18	9
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

18. My performance is appropriately monitored and managed.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	40	0	0	20	0
Middle Leaders	29	53	0	0	18	0
Teachers	45	36	0	0	9	9
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

20. I have a say in how I do my work.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	24	76	0	0	0	0
Teachers	27	73	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

22. If the pressure of work is ever too great, I feel I can do something constructive about it.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	60	0	0	40	0
Middle Leaders	6	41	24	6	18	6
Teachers	9	45	9	0	27	9
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

24. I know how I contribute to the success of the school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	53	41	0	0	0	6
Teachers	18	73	9	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

26. We treat one another with dignity and respect.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	35	59	0	0	6	0
Teachers	27	73	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW9

27. I am not harassed, bullied or victimised.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	71	12	0	6	6	6
Teachers	73	27	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

29. Inappropriate behaviour by any member of staff is effectively dealt with.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	35	41	6	0	18	0
Teachers	27	55	0	0	0	18
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

31. If I make an extra effort, managers and colleagues show that they appreciate it.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	29	35	12	0	18	6
Teachers	27	18	18	0	18	18
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

33. We all help and encourage one another to do a good job.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	41	53	0	0	6	0
Teachers	27	73	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

35. The need for change is quickly and clearly communicated to all concerned.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	60	0	0	40	0
Middle Leaders	12	18	18	0	53	0
Teachers	9	55	0	0	27	9
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

28. I do not experience unfair discrimination.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	80	20	0	0	0	0
Middle Leaders	71	24	0	0	6	0
Teachers	45	36	0	0	18	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

30. Staff support and value each other.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	41	59	0	0	0	0
Teachers	36	45	0	0	18	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

32. I feel supported by the way I am supervised and line-managed.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	59	29	0	0	12	0
Teachers	45	45	0	0	9	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

34. Under pressure we all pull together.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	35	53	0	0	12	0
Teachers	18	64	0	0	9	9
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

36. We are kept well informed about the plan and timetable for change.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	60	0	0	20	20
Middle Leaders	12	24	35	0	29	0
Teachers	0	64	0	0	36	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

SW10

38. I feel that my comments, questions and suggestions about changes that affect the school are acknowledged.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	80	0	0	20	0
Middle Leaders	6	38	31	0	19	6
Teachers	11	22	11	0	44	11
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

40. I enjoy working here.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	41	47	0	0	12	0
Teachers	27	73	0	0	0	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

42. I would recommend this as a good place to work.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	35	53	0	0	12	0
Teachers	27	55	0	0	18	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

37. We are asked for our comments, questions and suggestions about the changes that affect us.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	80	0	0	20	0
Middle Leaders	6	18	41	0	35	0
Teachers	0	36	9	0	36	18
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

39. We are given the help and training we need to cope with the effects of change.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	6	65	0	0	29	0
Teachers	0	64	0	0	27	9
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

41. I have a good work life balance.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	60	0	0	40	0
Middle Leaders	6	35	24	12	18	6
Teachers	9	73	9	0	9	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
L Mentors	0	0	0	0	0	0
Others	0	0	0	0	0	0

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: <input type="text" value="0"/>	Middle Managers: <input type="text" value="0"/>	Teacher: <input type="text" value="0"/>
	In-class Support: <input type="text" value="0"/>	Admin./Support: <input type="text" value="14"/>	L Mentor: <input type="text" value="0"/>
	Others: <input type="text" value="0"/>	All Respondents: <input type="text" value="14"/>	

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	74	9
Role	81	15
Relationships	75	12
Change	61	18
Summary	93	0

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**

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
School Culture							74	9
1. There is real interest in the welfare and wellbeing of the people who work here.	7	64	0	7	14	7	71	7
2. We all have a clear and shared understanding of what we are trying to achieve.	21	71	7	0	0	0	93	7
3. We are achieving things we can be proud of.	36	57	0	0	7	0	93	0
4. Problems are recognised and solved promptly whenever they arise.	14	43	0	14	29	0	57	14
5. Communication between staff is good and open.	14	50	14	7	14	0	64	21
6. We are all appropriately consulted in the decisions that affect us.	7	43	29	0	21	0	50	29
7. We are not encouraged to work excessively long hours.	21	57	7	0	7	7	79	7
8. We are encouraged to be creative and innovative.	7	64	0	0	21	7	71	0
9. We are encouraged to learn from our mistakes rather than suffer because of them..	14	57	0	0	29	0	71	0
10. I receive adequate health and safety training.	14	79	0	0	7	0	93	0
Role							81	15
11. I am clear about my roles and responsibilities.	21	50	21	7	0	0	71	29
12. My roles and responsibilities are clear to other people.	14	21	36	14	14	0	36	50
13. I have the resources to do my job well.	14	79	7	0	0	0	93	7
14. I have the skills and training to do my job well.	29	64	0	0	7	0	93	0
15. I have the right amount of challenge and pressure to keep me interested and motivated.	29	36	21	7	7	0	64	29
16. I have a good physical environment to work in.	14	71	14	0	0	0	86	14
17. I can do my job well without having to work excessively long hours.	21	71	7	0	0	0	93	7

SW 3

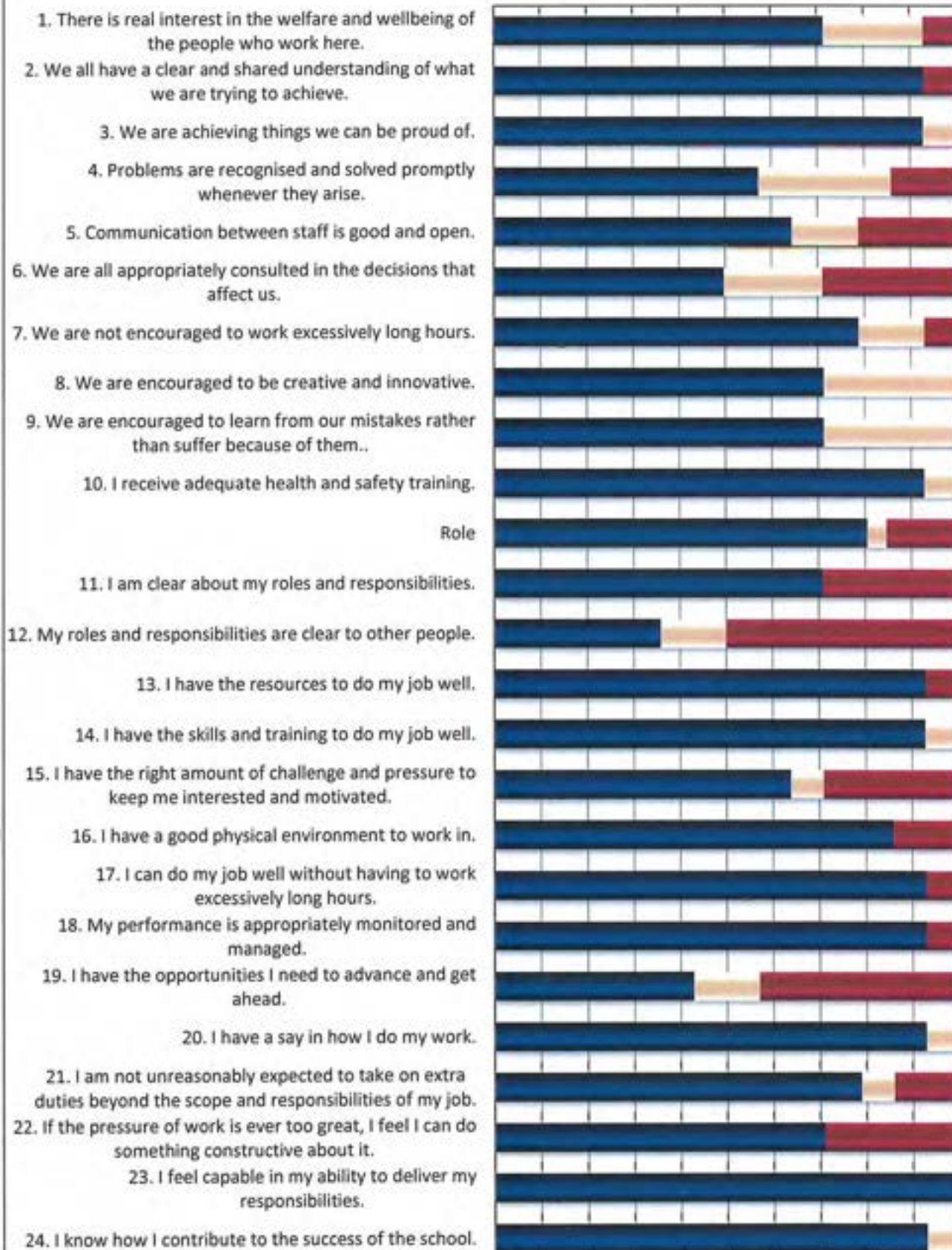
Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
18. My performance is appropriately monitored and managed.	29	64	7	0	0	0	93	7
19. I have the opportunities I need to advance and get ahead.	21	21	36	7	14	0	43	43
20. I have a say in how I do my work.	21	71	0	0	0	7	93	0
21. I am not unreasonably expected to take on extra duties beyond the scope and responsibilities of my job.	14	64	14	0	7	0	79	14
22. If the pressure of work is ever too great, I feel I can do something constructive about it.	21	50	21	7	0	0	71	29
23. I feel capable in my ability to deliver my responsibilities.	29	71	0	0	0	0	100	0
24. I know how I contribute to the success of the school.	29	64	0	0	7	0	93	0
25. I feel I am doing a good job.	29	71	0	0	0	0	100	0
Relationships							75	12
26. We treat one another with dignity and respect.	21	50	14	0	7	7	71	14
27. I am not harassed, bullied or victimised.	50	36	7	0	7	0	86	7
28. I do not experience unfair discrimination.	50	36	0	0	14	0	86	0
29. Inappropriate behaviour by any member of staff is effectively dealt with.	7	50	14	0	14	14	57	14
30. Staff support and value each other.	14	57	14	0	14	0	71	14
31. If I make an extra effort, managers and colleagues show that they appreciate it.	21	43	14	0	7	14	64	14
32. I feel supported by the way I am supervised and line-managed.	36	50	7	7	0	0	86	14
33. We all help and encourage one another to do a good job.	21	57	14	0	7	0	79	14
34. Under pressure we all pull together.	29	43	14	0	14	0	71	14
Change							61	18
35. The need for change is quickly and clearly communicated to all concerned.	0	64	14	7	14	0	64	21
36. We are kept well informed about the plan and timetable for change.	0	64	21	7	7	0	64	29
37. We are asked for our comments, questions and suggestions about the changes that affect us.	0	57	7	7	29	0	57	14
38. I feel that my comments, questions and suggestions about changes that affect the school are acknowledged.	8	42	25	0	25	0	50	25
39. We are given the help and training we need to cope with the effects of change.	7	64	0	0	29	0	71	0
Summary							87	0
40. I enjoy working here.	21	71	0	0	7	0	93	0
41. I have a good work life balance.	21	71	0	0	0	7	93	0
42. I would recommend this as a good place to work.	21	71	0	0	0	7	93	0

Staff Wellbeing Survey

SW4

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

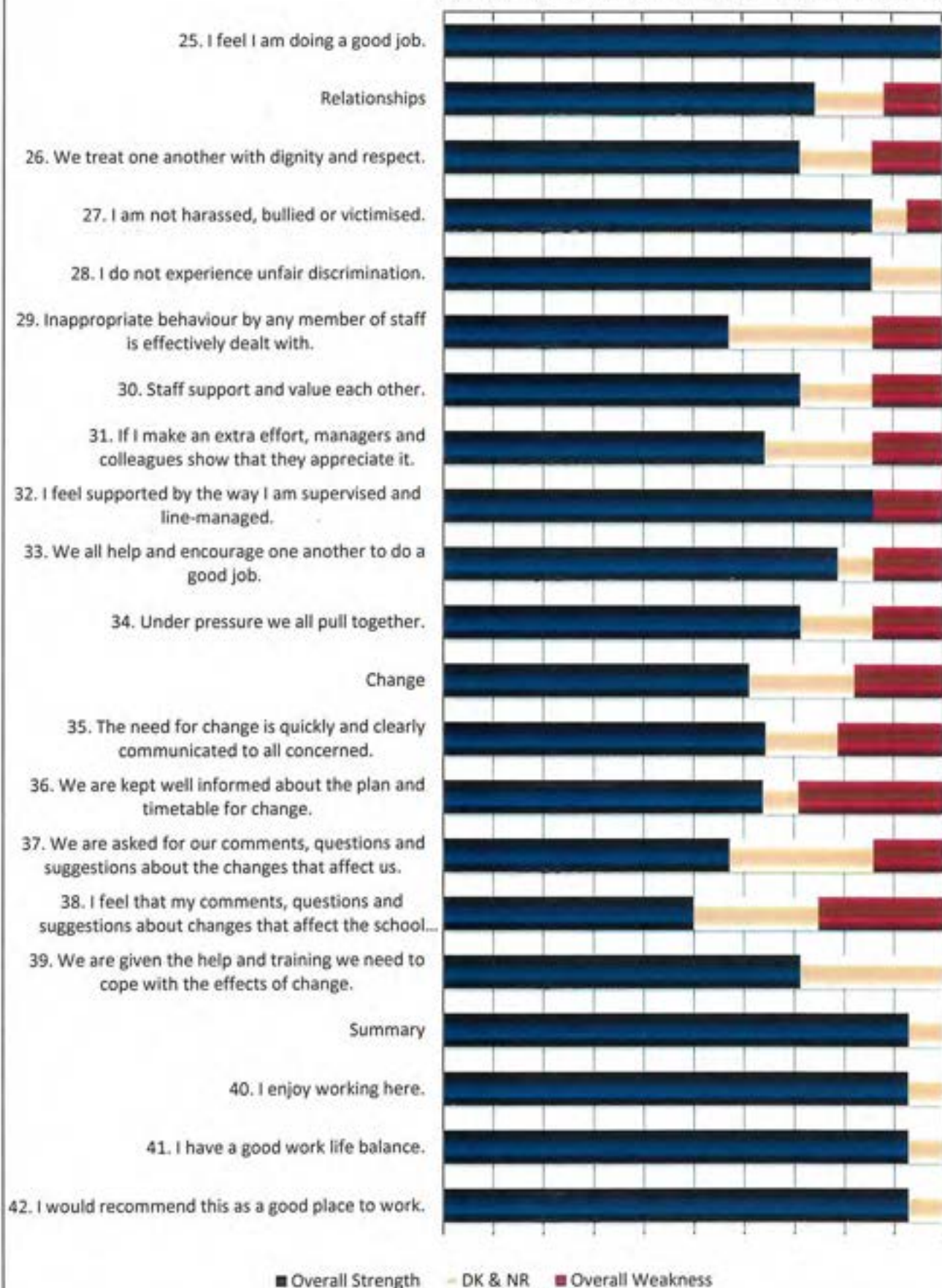


■ Overall Strength - DK & NR ■ Overall Weakness

Staff Wellbeing Survey

SW5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

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

Number of Respondents:	Leadership Team: <input style="width: 30px; text-align: center;" type="text" value="6"/>	Middle Managers: <input style="width: 30px; text-align: center;" type="text" value="25"/>	Teacher: <input style="width: 30px; text-align: center;" type="text" value="16"/>
	In-class Support: <input style="width: 30px; text-align: center;" type="text" value="4"/>	Admin./Support: <input style="width: 30px; text-align: center;" type="text" value="19"/>	Governors: <input style="width: 30px; text-align: center;" type="text" value="2"/>
	Lunch Time Supervisors: <input style="width: 30px; text-align: center;" type="text" value="0"/>	All Respondents: <input style="width: 30px; text-align: center;" type="text" value="72"/>	

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	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: 6	Middle Managers: 25	Teacher: 16
	In-class Support: 4	Admin./Support: 19	Governors: 2
	Lunch Time Supervisors: 0	All Respondents: 72	

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

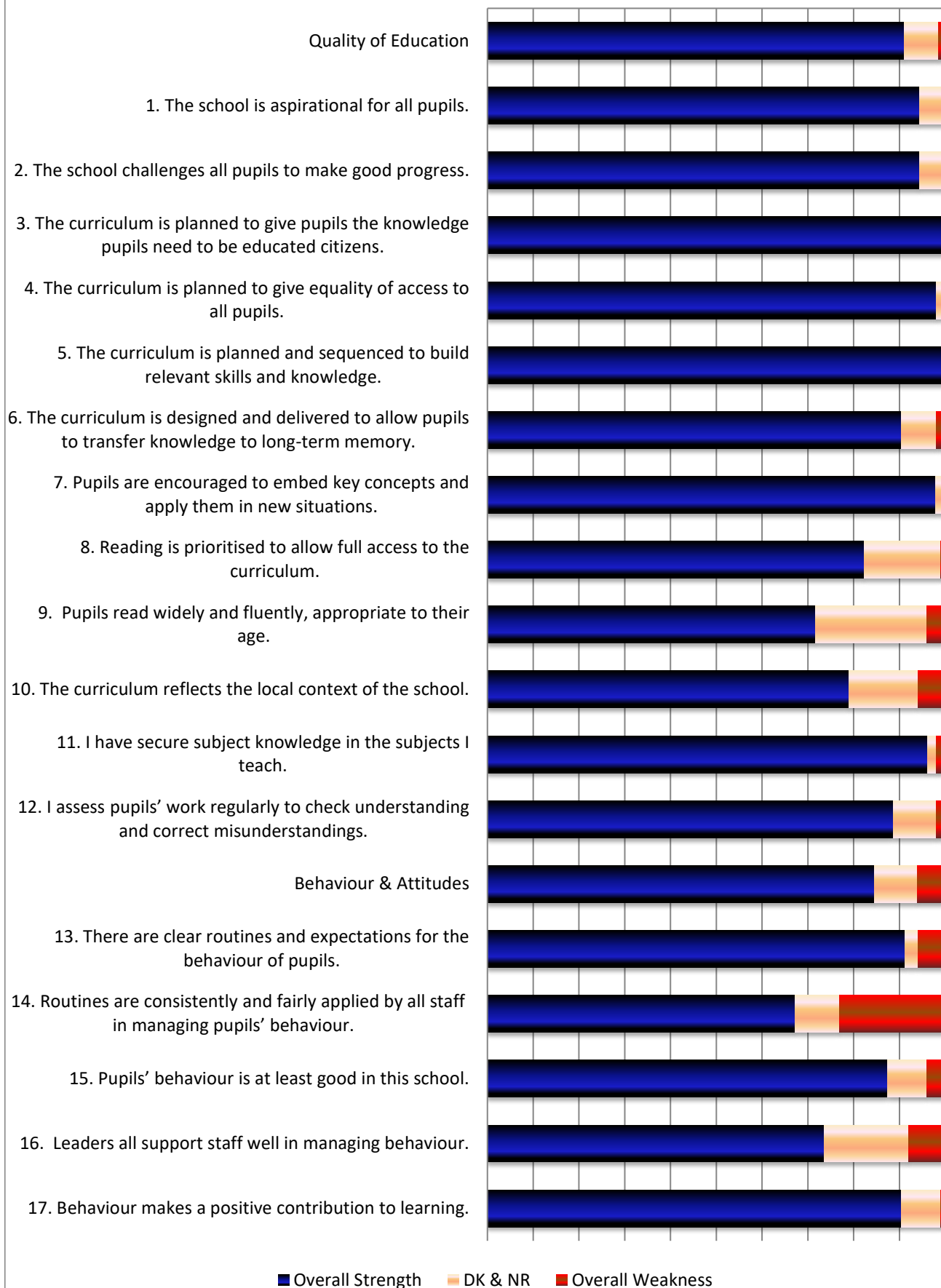
Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

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

staff survey

SW4

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

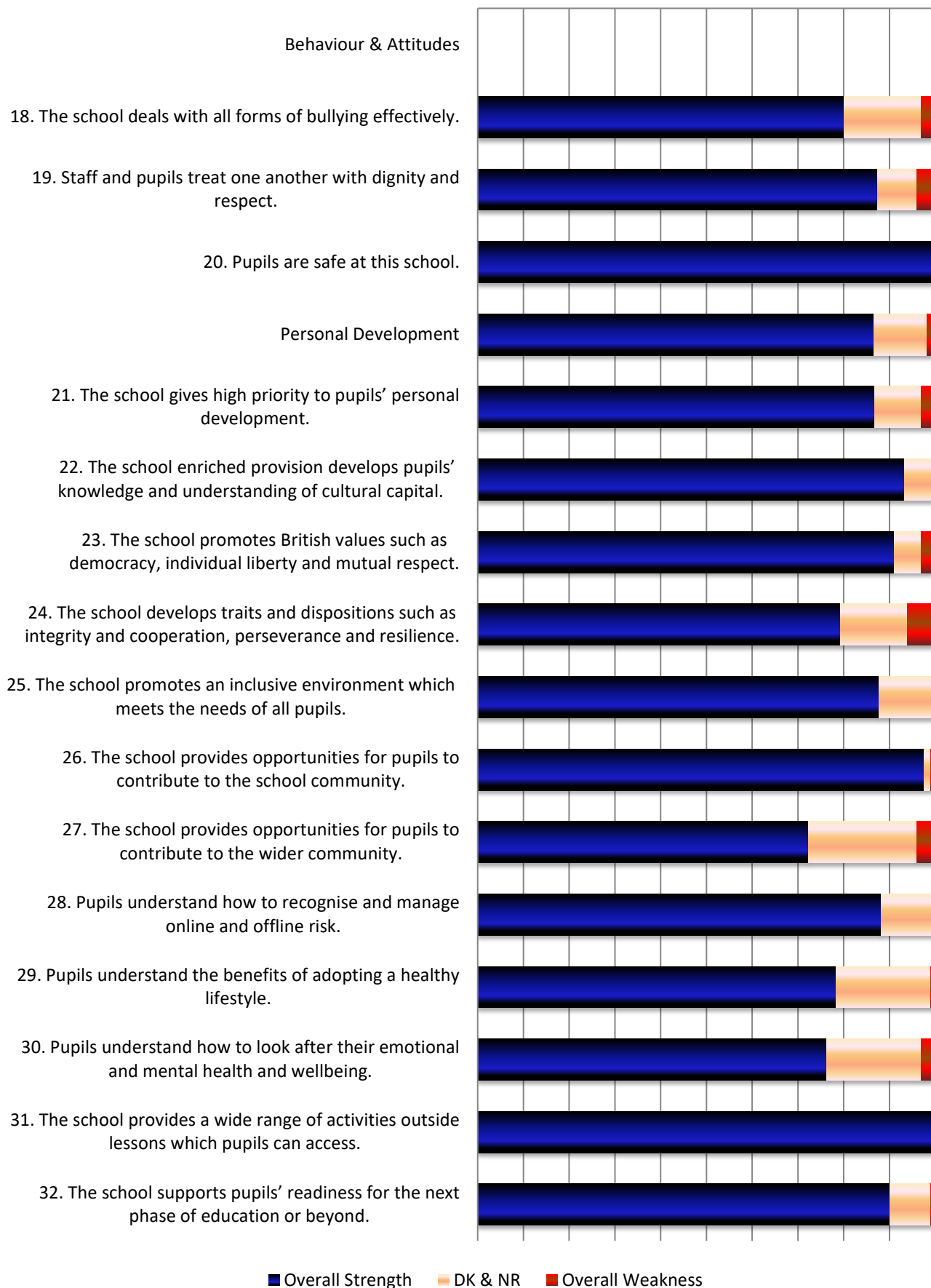


■ Overall Strength ■ DK & NR ■ Overall Weakness

staff survey

SW4

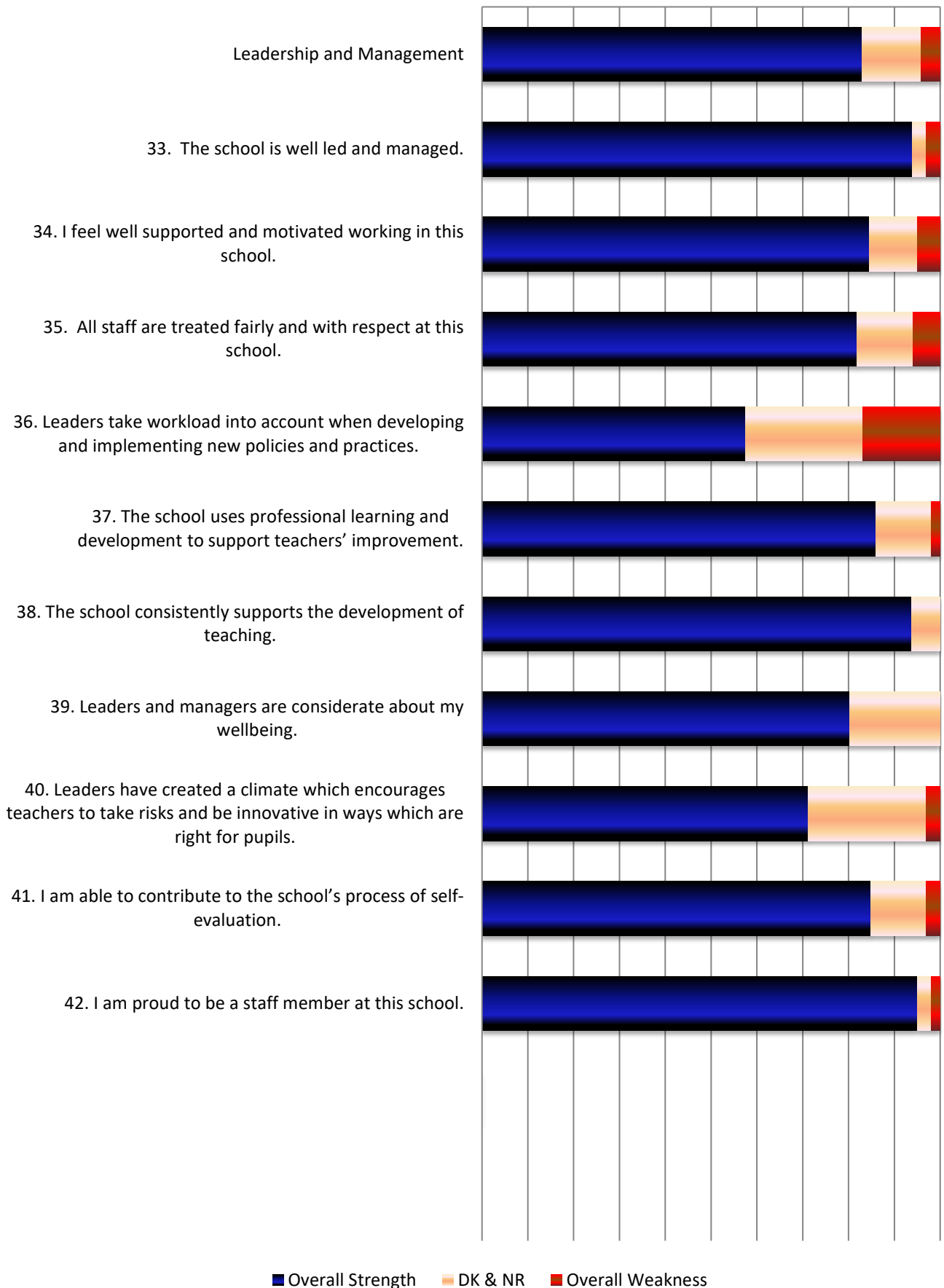
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



staff survey

SW5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY - DETAILED REPORT

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

Number of Respondents: Leadership Team:

6

 Middle Leaders:

25

 Teacher:

16

 In-class Support:

4

 Admin./Support:

19

 Governors:

2

 Lunch Time Supervisors:

0

 All Respondents:

72

Key:

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; DK = 'Don't Know' response from respondent; NR = No response or unclear response from respondent

Guidance:

Dark blue text = Responses greater than 75%; Light blue text = Responses between 50% and 75%
 Gold text = Responses between 25% and 50%; Black text = Responses between 0% and 25%

Performance Criteria

1. The school is aspirational for all pupils.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	67	33	0	0	0	0
Middle Leaders	60	40	0	0	0	0
Teachers	25	75	0	0	0	0
In-class Supp.	25	75	0	0	0	0
Admin. Supp.	37	42	0	0	21	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

2. The school challenges all pupils to make good progress.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	56	44	0	0	0	0
Teachers	31	69	0	0	0	0
In-class Supp.	0	100	0	0	0	0
Admin. Supp.	32	47	0	0	21	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

3. The curriculum is planned to give pupils the knowledge pupils need to be educated citizens.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	67	33	0	0	0	0
Middle Leaders	48	52	0	0	0	0
Teachers	25	75	0	0	0	0
In-class Supp.	50	50	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

4. The curriculum is planned to give equality of access to all pupils.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	56	44	0	0	0	0
Teachers	25	75	0	0	0	0
In-class Supp.	50	25	0	0	25	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

5. The curriculum is planned and sequenced to build relevant skills and knowledge.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	52	48	0	0	0	0
Teachers	38	63	0	0	0	0
In-class Supp.	25	75	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

6. The curriculum is designed and delivered to allow pupils to transfer knowledge to long-term memory.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	52	44	4	0	0	0
Teachers	19	69	0	0	13	0
In-class Supp.	25	25	0	0	25	25
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

SW7

7. Pupils are encouraged to embed key concepts and apply them in new situations.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	17	83	0	0	0	0
Middle Leaders	36	64	0	0	0	0
Teachers	31	63	0	0	6	0
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

9. Pupils read widely and fluently, appropriate to their age.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	17	50	0	0	33	0
Middle Leaders	12	68	0	0	20	0
Teachers	13	50	13	0	13	13
In-class Supp.	25	50	0	0	25	0
Admin. Supp.	0	0	0	0	0	0
Governors	50	0	0	0	50	0
Lunch Time Sup.	0	0	0	0	0	0

11. I have secure subject knowledge in the subjects I teach.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	67	33	0	0	0	0
Middle Leaders	80	16	4	0	0	0
Teachers	50	44	0	0	0	6
In-class Supp.	100	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

13. There are clear routines and expectations for the behaviour of pupils.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	33	58	4	0	4	0
Teachers	56	38	0	0	6	0
In-class Supp.	50	50	0	0	0	0
Admin. Supp.	21	63	11	5	0	0
Governors	100	0	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

15. Pupils' behaviour is at least good in this school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	17	83	0	0	0	0
Middle Leaders	38	46	8	0	4	4
Teachers	31	63	0	0	6	0
In-class Supp.	50	25	0	0	25	0
Admin. Supp.	21	63	5	0	11	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

8. Reading is prioritised to allow full access to the curriculum.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	17	83	0	0	0	0
Middle Leaders	56	36	4	0	4	0
Teachers	44	38	0	0	13	6
In-class Supp.	50	25	0	0	25	0
Admin. Supp.	26	42	0	0	26	5
Governors	50	0	0	0	50	0
Lunch Time Sup.	0	0	0	0	0	0

10. The curriculum reflects the local context of the school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	50	0	0	17	0
Middle Leaders	16	60	8	0	16	0
Teachers	13	69	6	0	13	0
In-class Supp.	25	50	0	0	25	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

12. I assess pupils' work regularly to check understanding and correct

Percentage	SA	A	D	SD	DK	NR
Leader.Team	50	50	0	0	0	0
Middle Leaders	52	40	4	0	4	0
Teachers	38	56	0	0	0	6
In-class Supp.	50	0	0	0	0	50
Admin. Supp.	0	0	0	0	0	0
Governors	0	50	0	0	50	0
Lunch Time Sup.	0	0	0	0	0	0

14. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	83	0	0	17	0
Middle Leaders	4	58	29	4	4	0
Teachers	6	50	19	6	13	6
In-class Supp.	0	100	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

16. Leaders all support staff well in managing behaviour.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	17	67	0	0	17	0
Middle Leaders	13	58	13	0	17	0
Teachers	25	63	0	0	13	0
In-class Supp.	50	0	0	0	50	0
Admin. Supp.	11	53	16	0	21	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

SW8

17. Behaviour makes a positive contribution to learning.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	29	54	4	0	13	0
Teachers	31	63	0	0	6	0
In-class Supp.	50	50	0	0	0	0
Admin. Supp.	37	53	0	0	11	0
Governors	100	0	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

19. Staff and pupils treat one another with dignity and respect.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	33	67	0	0	0	0
Teachers	0	81	6	0	13	0
In-class Supp.	25	50	25	0	0	0
Admin. Supp.	11	63	5	0	21	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

21. The school gives high priority to pupils' personal development.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	80	20	0	0	0	0
Middle Leaders	36	50	9	0	5	0
Teachers	31	63	0	0	6	0
In-class Supp.	25	75	0	0	0	0
Admin. Supp.	32	42	0	0	26	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

23. The school promotes British values such as democracy, individual liberty and mutual respect.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	45	45	9	0	0	0
Teachers	25	69	0	0	0	6
In-class Supp.	0	100	0	0	0	0
Admin. Supp.	16	68	0	0	16	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

25. The school promotes an inclusive environment which meets the needs of all pupils.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	41	45	0	0	14	0
Teachers	44	50	0	0	6	0
In-class Supp.	0	75	0	0	25	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	50	0	0	50	0
Lunch Time Sup.	0	0	0	0	0	0

18. The school deals with all forms of bullying effectively.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	33	67	0	0	0	0
Middle Leaders	33	63	0	0	4	0
Teachers	19	44	6	6	13	13
In-class Supp.	25	50	0	0	0	25
Admin. Supp.	11	58	0	0	21	11
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

20. Pupils are safe at this school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	83	17	0	0	0	0
Middle Leaders	71	29	0	0	0	0
Teachers	31	69	0	0	0	0
In-class Supp.	100	0	0	0	0	0
Admin. Supp.	37	63	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

22. The school enriched provision develops pupils' knowledge and understanding of cultural capital.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	50	45	0	0	5	0
Teachers	19	69	0	0	6	6
In-class Supp.	0	0	0	0	0	0
Admin. Supp.	0	0	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

24. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	41	45	9	0	5	0
Teachers	19	63	6	0	6	6
In-class Supp.	25	50	0	0	25	0
Admin. Supp.	16	53	5	0	21	5
Governors	0	50	0	0	50	0
Lunch Time Sup.	0	0	0	0	0	0

26. The school provides opportunities for pupils to contribute to the school community.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	59	41	0	0	0	0
Teachers	69	31	0	0	0	0
In-class Supp.	50	25	0	0	25	0
Admin. Supp.	32	63	0	5	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

SW9

27. The school provides opportunities for pupils to contribute to the wider community.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	36	36	14	0	14	0
Teachers	31	50	0	0	13	6
In-class Supp.	25	25	0	0	25	25
Admin. Supp.	11	47	0	0	26	16
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

29. Pupils understand the benefits of adopting a healthy lifestyle.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	18	73	0	0	9	0
Teachers	6	75	0	0	13	6
In-class Supp.	0	50	0	0	25	25
Admin. Supp.	11	47	5	0	26	11
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

31. The school provides a wide range of activities outside lessons which pupils can access.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	80	20	0	0	0	0
Middle Leaders	86	14	0	0	0	0
Teachers	81	19	0	0	0	0
In-class Supp.	50	50	0	0	0	0
Admin. Supp.	42	58	0	0	0	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

33. The school is well led and managed.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	80	20	0	0	0	0
Middle Leaders	33	67	0	0	0	0
Teachers	31	63	0	0	6	0
In-class Supp.	25	75	0	0	0	0
Admin. Supp.	28	56	11	0	6	0
Governors	100	0	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

35. All staff are treated fairly and with respect at this school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	19	62	10	0	10	0
Teachers	19	56	0	0	25	0
In-class Supp.	75	25	0	0	0	0
Admin. Supp.	11	67	11	0	11	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

28. Pupils understand how to recognise and manage online and offline risk.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	41	59	0	0	0	0
Teachers	25	69	0	0	0	6
In-class Supp.	25	50	0	0	25	0
Admin. Supp.	21	47	0	0	11	21
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

30. Pupils understand how to look after their emotional and mental health and wellbeing.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	23	55	9	0	14	0
Teachers	13	69	0	0	13	6
In-class Supp.	25	25	0	0	50	0
Admin. Supp.	11	58	0	0	21	11
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

32. The school supports pupils' readiness for the next phase of education or beyond.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	68	27	0	0	5	0
Teachers	44	56	0	0	0	0
In-class Supp.	75	25	0	0	0	0
Admin. Supp.	26	42	5	0	11	16
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

34. I feel well supported and motivated working in this school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	29	62	0	0	10	0
Teachers	31	56	0	0	13	0
In-class Supp.	0	75	25	0	0	0
Admin. Supp.	22	50	11	0	17	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

36. Leaders take workload into account when developing and implementing new policies and practices.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	14	43	29	0	10	5
Teachers	13	44	25	0	13	6
In-class Supp.	25	25	0	0	25	25
Admin. Supp.	0	50	6	0	33	11
Governors	0	50	0	0	50	0
Lunch Time Sup.	0	0	0	0	0	0

SW10

37. The school uses professional learning and development to support teachers' improvement.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	24	71	0	0	5	0
Teachers	25	63	0	0	6	6
In-class Supp.	50	25	0	0	25	0
Admin. Supp.	17	61	6	0	11	6
Governors	0	50	0	0	50	0
Lunch Time Sup.	0	0	0	0	0	0

38. The school consistently supports the development of teaching.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	60	40	0	0	0	0
Middle Leaders	29	62	0	0	10	0
Teachers	44	56	0	0	0	0
In-class Supp.	50	25	0	0	25	0
Admin. Supp.	0	0	0	0	0	0
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

39. Leaders and managers are considerate about my wellbeing.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	0	100	0	0	0	0
Middle Leaders	24	52	0	0	19	5
Teachers	19	63	0	0	19	0
In-class Supp.	50	0	0	0	50	0
Admin. Supp.	6	78	0	0	11	6
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

40. Leaders have created a climate which encourages teachers to take risks and be innovative in ways which are right for pupils.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	20	80	0	0	0	0
Middle Leaders	19	52	5	0	24	0
Teachers	19	63	0	0	13	6
In-class Supp.	25	50	0	0	25	0
Admin. Supp.	6	44	6	0	33	11
Governors	50	50	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

41. I am able to contribute to the school's process of self-evaluation.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	40	60	0	0	0	0
Middle Leaders	10	67	10	0	14	0
Teachers	19	63	0	0	13	6
In-class Supp.	50	0	0	0	50	0
Admin. Supp.	28	72	0	0	0	0
Governors	0	100	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	0

42. I am proud to be a staff member at this school.

Percentage	SA	A	D	SD	DK	NR
Leader.Team	80	20	0	0	0	0
Middle Leaders	52	48	0	0	0	0
Teachers	31	63	0	0	6	0
In-class Supp.	50	50	0	0	0	0
Admin. Supp.	17	72	0	6	0	6
Governors	100	0	0	0	0	0
Lunch Time Sup.	0	0	0	0	0	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:	<input type="text" value="0"/>	Middle Managers:	<input type="text" value="0"/>	Teacher:	<input type="text" value="0"/>
	In-class Support:	<input type="text" value="4"/>	Admin./Support:	<input type="text" value="0"/>	Governors:	<input type="text" value="0"/>
	Lunch Time Supervisors:	<input type="text" value="0"/>	All Respondents:	<input type="text" value="4"/>		

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 type="text" value="0"/>	Middle Managers: <input type="text" value="0"/>	Teacher: <input type="text" value="0"/>
	In-class Support: <input type="text" value="4"/>	Admin./Support: <input type="text" value="0"/>	Governors: <input type="text" value="0"/>
	Lunch Time Supervisors: <input type="text" value="0"/>	All Respondents: <input 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**

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
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

Staff Survey

SW4

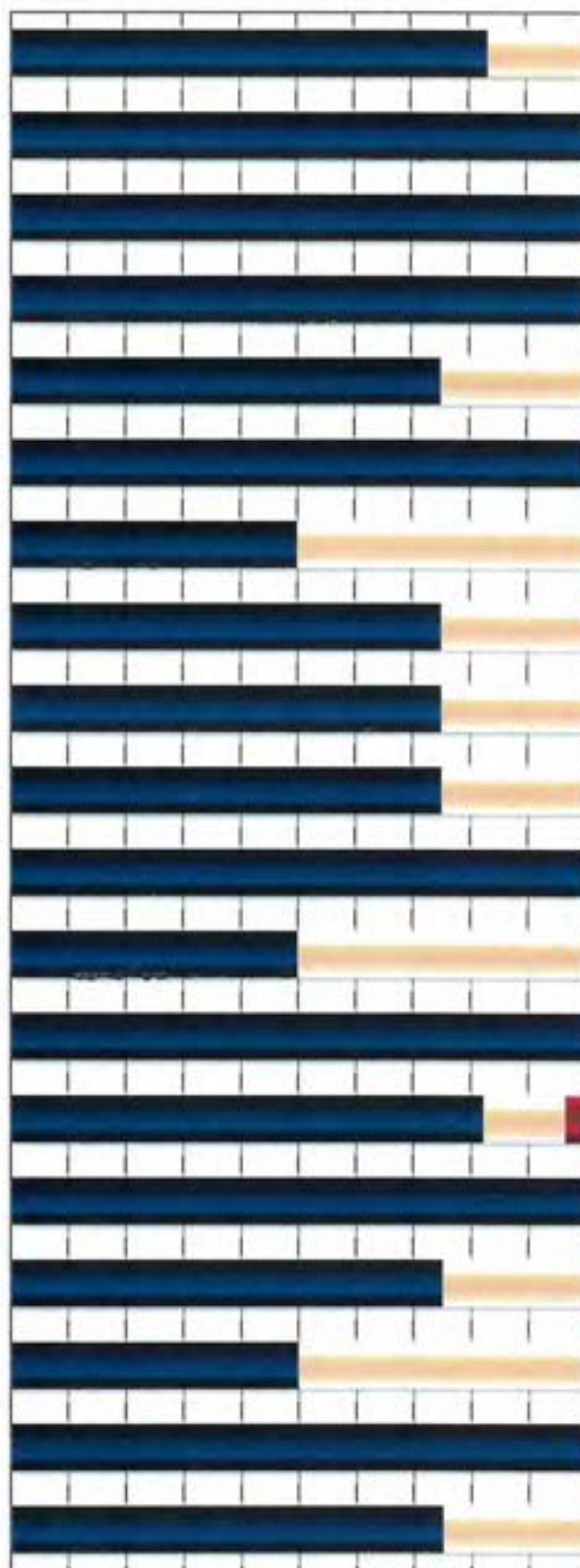
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Quality of Education

1. The school is aspirational for all pupils.
2. The school challenges all pupils to make good progress.
3. The curriculum is planned to give pupils the knowledge they need to be educated citizens.
4. The curriculum is planned to give equality of access to all pupils.
5. The curriculum is planned and sequenced to build relevant skills and knowledge.
6. Pupils are encouraged to embed key concepts and apply them in new situations.
7. Reading is given high priority across the school.
8. Pupils read widely and fluently, appropriate to their age.
9. The curriculum reflects the local context of the school.
10. Teachers have secure subject knowledge in the subjects they teach.
11. Teachers assess pupils' work regularly to check understanding and correct misunderstandings.
12. There are clear routines and expectations for the behaviour of pupils.

Behaviour & Attitudes

13. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.
14. Pupils' behaviour is at least good in this school.
15. Leaders all support staff well in managing behaviour.
16. Behaviour makes a positive contribution to learning.
17. The school deals with all forms of bullying effectively.

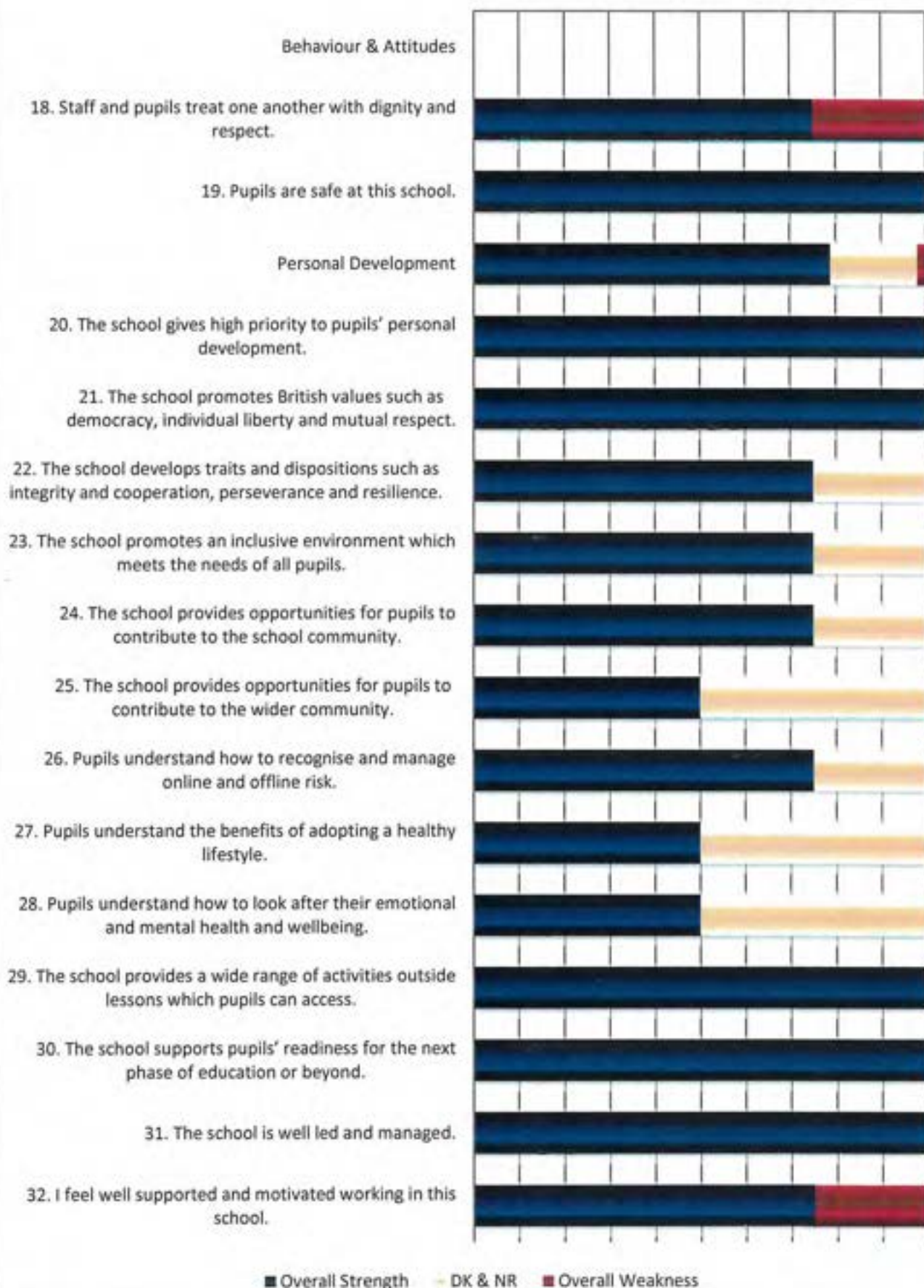


■ Overall Strength ■ DK & NR ■ Overall Weakness

Staff Survey

SW4

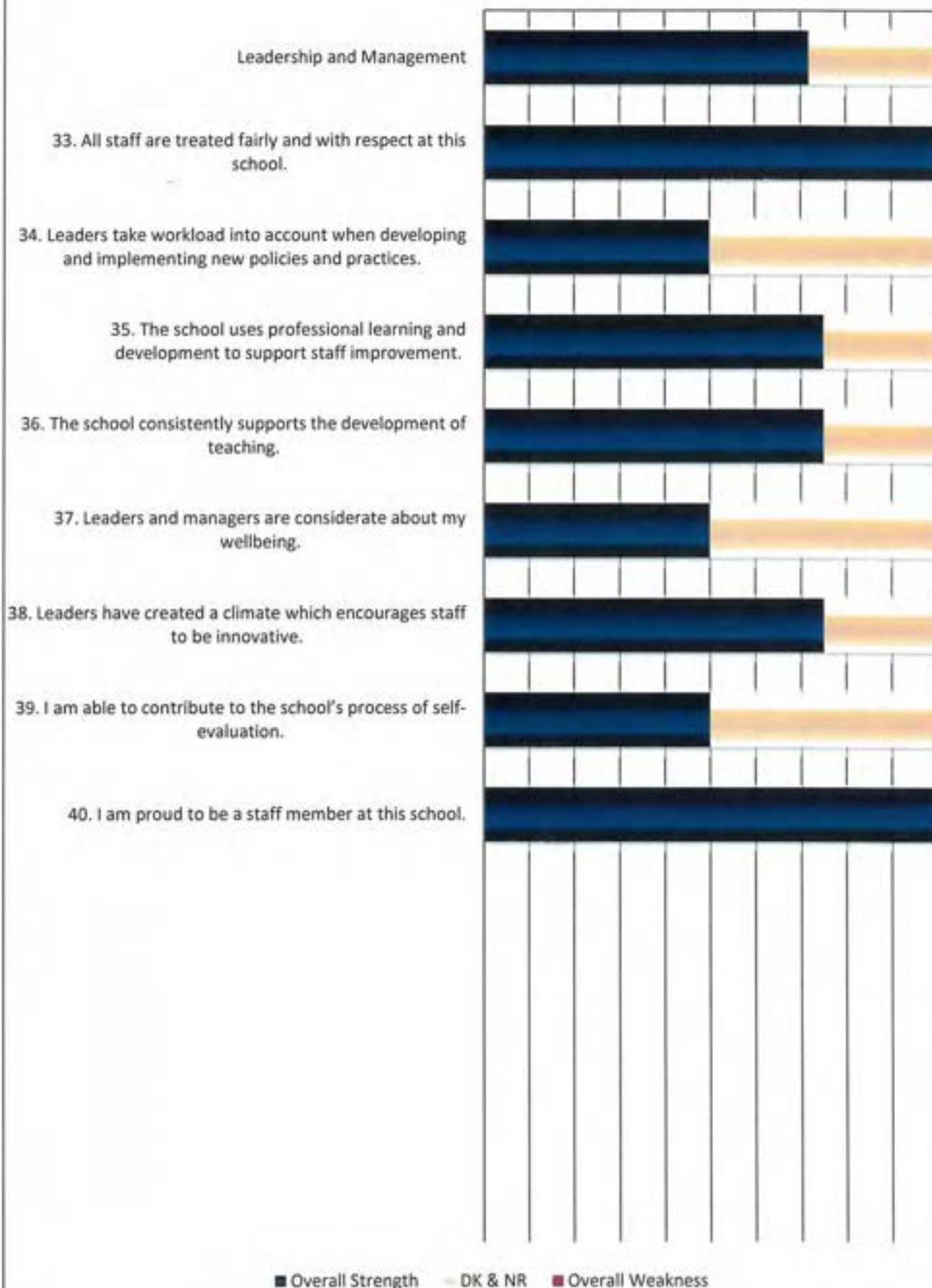
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Staff Survey

SW5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



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	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. 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. 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. 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.
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.

EVALUATION OF SCHOOL PERFORMANCE

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

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

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

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	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 type="text" value="0"/>	Middle Managers: <input type="text" value="0"/>	Teacher: <input type="text" value="0"/>
	In-class Support: <input type="text" value="0"/>	Admin./Support: <input type="text" value="19"/>	Governors: <input type="text" value="0"/>
	Lunch Time Supervisors: <input type="text" value="0"/>	All Respondents: <input 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**

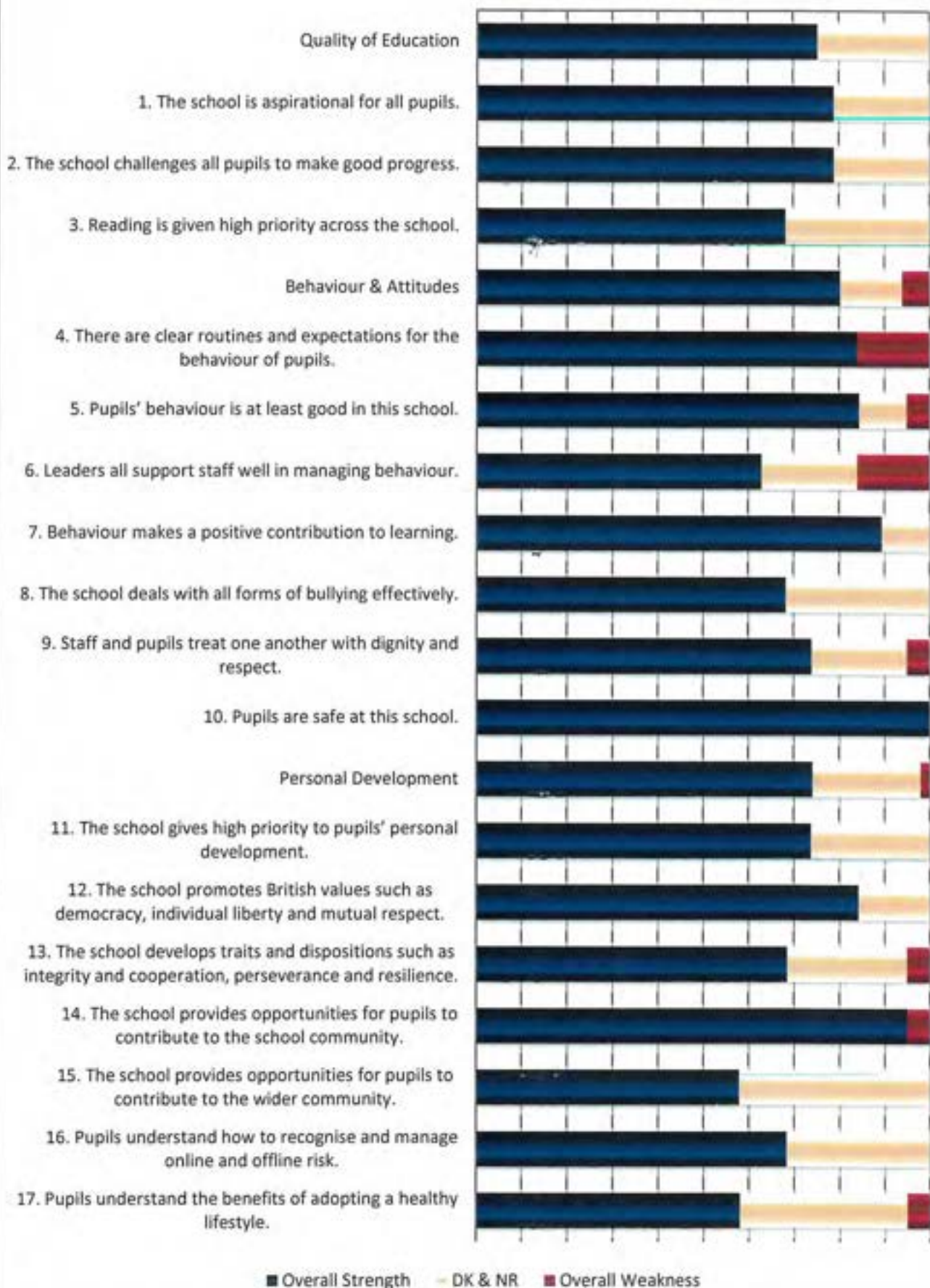
SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
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	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Quality of Education							75	0
1. The school is aspirational for all pupils.	37	42	0	0	21	0	79	0
2. The school challenges all pupils to make good 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
17. Pupils understand the benefits of adopting a healthy lifestyle.	11	47	5	0	26	11	58	5

staff survey

SW4

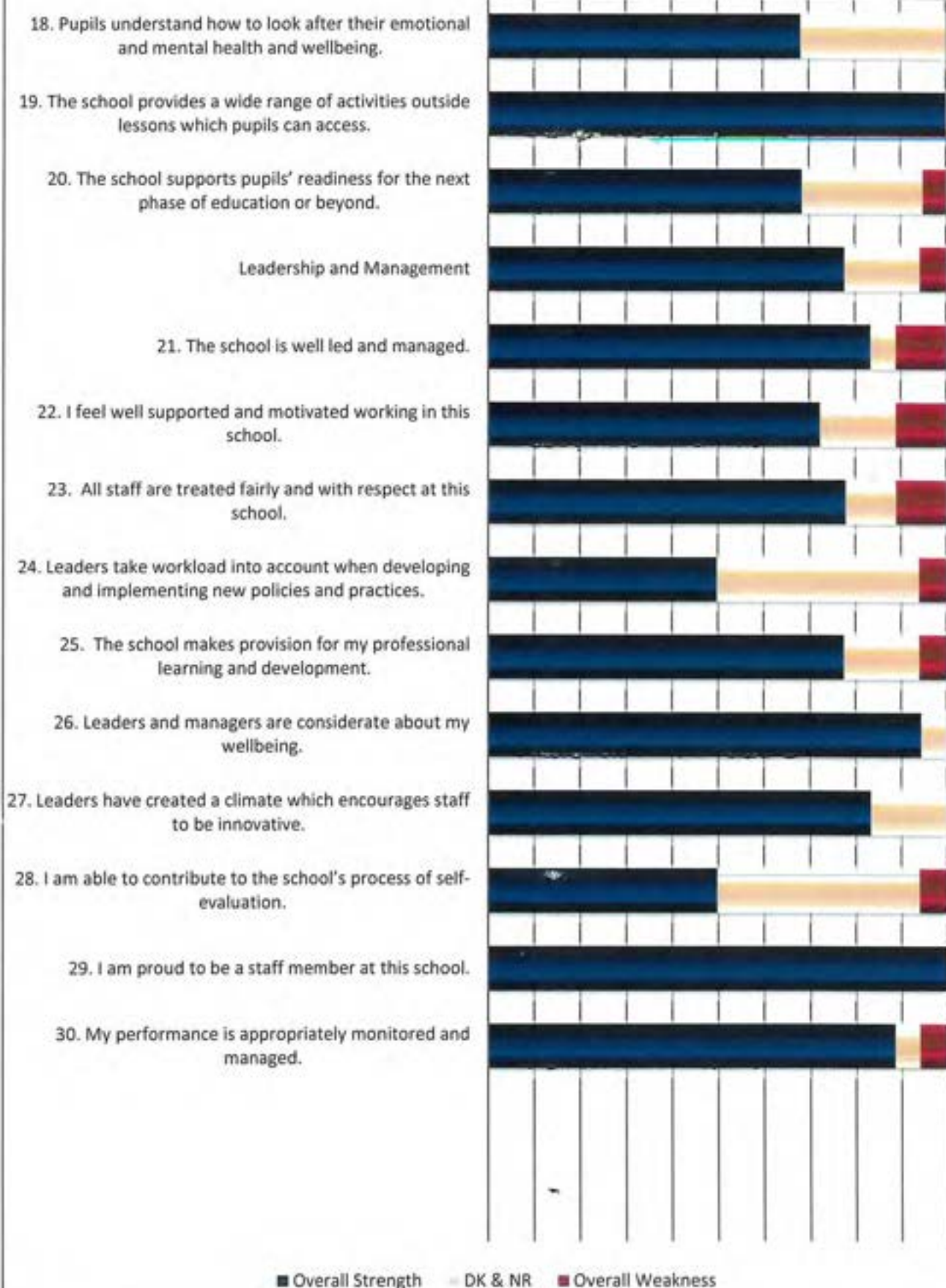
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Staff Survey

SW4

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



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	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: <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="0"/>	Governors: <input style="width: 30px;" type="text" value="2"/>
	Lunch Time Supervisors: <input style="width: 30px;" type="text" value="0"/>	All Respondents: <input style="width: 30px;" type="text" value="2"/>	

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

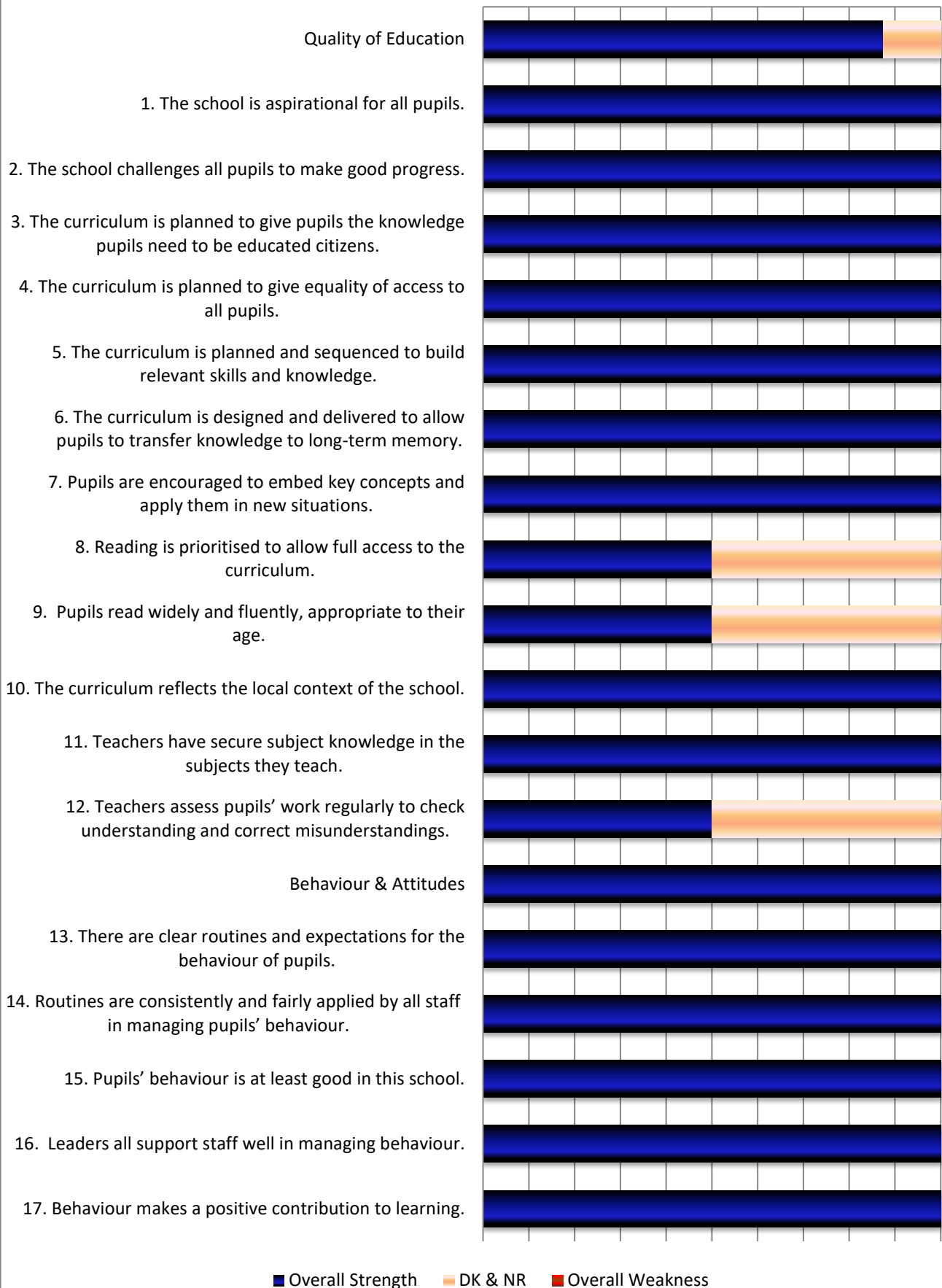
Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%**Percentage of Respondents****Performance Criteria**

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

Staff Survey

SW4

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



■ Overall Strength ■ DK & NR ■ Overall Weakness

Staff Survey

SW4

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Behaviour & Attitudes

18. The school deals with all forms of bullying effectively.

19. Staff and pupils treat one another with dignity and respect.

20. Pupils are safe at this school.

Personal Development

21. The school gives high priority to pupils' personal development.

22. The school enriched provision develops pupils' knowledge and understanding of cultural capital.

23. The school promotes British values such as democracy, individual liberty and mutual respect.

24. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.

25. The school promotes an inclusive environment which meets the needs of all pupils.

26. The school provides opportunities for pupils to contribute to the school community.

27. The school provides opportunities for pupils to contribute to the wider community.

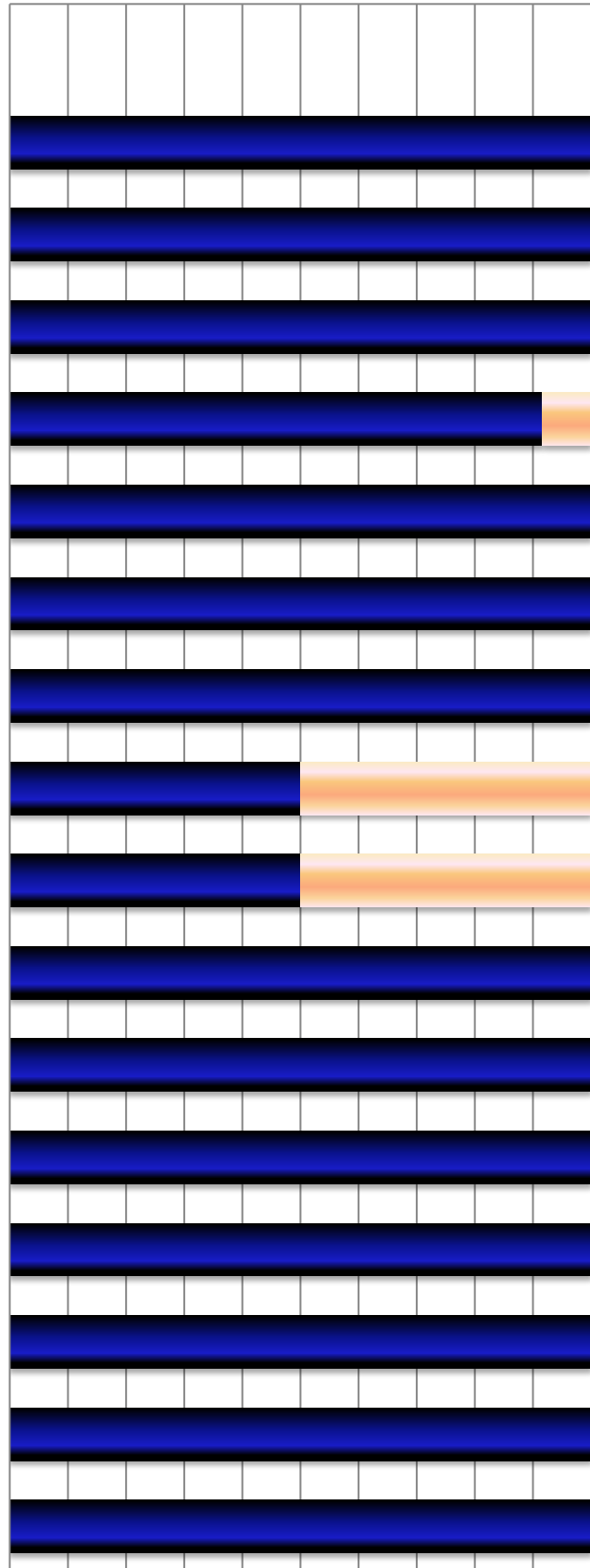
28. Pupils understand how to recognise and manage online and offline risk.

29. Pupils understand the benefits of adopting a healthy lifestyle.

30. Pupils understand how to look after their emotional and mental health and wellbeing.

31. The school provides a wide range of activities outside lessons which pupils can access.

32. The school supports pupils' readiness for the next phase of education or beyond.



■ Overall Strength ■ DK & NR ■ Overall Weakness

Staff Survey

SW5

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

