



**Open Evening**



**Engaging minds • Nurturing success • Inspiring futures**

**GOLDINGTON  
ACADEMY**

**PROSPECTUS**

The large logo features a stylized gold figure with arms raised and three gold stars above it, positioned to the left of the text 'GOLDINGTON ACADEMY'. Below this, the word 'PROSPECTUS' is written in a bold, dark blue, sans-serif font.



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

Ofsted 2022

”

# PRINCIPAL'S WELCOME

## Welcome to Goldington Academy

Dear Parents and Carers,

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

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

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

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

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

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

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



**F X Galbraith, Principal**

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

Ofsted 2022

”

# VISION AND ETHOS

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

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

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

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





# CURRICULUM

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

## Key Stage 3 Curriculum (Years 7-9)

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

## Key Stage 4 Curriculum (Years 10-11)

Students begin their GCSE courses in Year 10.

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

OPTIONS (Subject to review year on year)		
	Vocational	Arts
Computer Science	Sports Studies	Art & Design
Design & Technology	Travel & Tourism	Dance
Geography	Enterprise & Marketing	Drama
History	Hospitality & Catering	Music
PE	Health & Social Care	
Spanish	Creative iMedia	
Religious Studies		
Psychology		

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

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# ENRICHMENT OPPORTUNITIES

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

## Physical Education and Sport:

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

## The Arts

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

## Other extra-curricular opportunities

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

## Trips and visits

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

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

## Residential Trips

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



# PERSONAL DEVELOPMENT

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

## Pastoral Support

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

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

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

## Careers

We are partnered with SEMLEP (South East Midlands Local Enterprise Partnership) who provide us with up-to-date information about careers education and guidance. The Skills Builder Framework supports us to focus on building students' eight essential employability skills within embedded curricular and extra-curricular activities.

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

This is achieved through a variety of means, including:

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

## Student Leadership

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

“

**Personal development is a great strength**

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# SCHOOL ACHIEVEMENTS

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

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

# FIRST RATE FACILITIES

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

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

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

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

Facilities are regularly reviewed, developed and improved to provide the very best learning environment and educational opportunities for our pupils. Recent improvements to the school include a Mindfulness Garden, fully renovated PE changing facilities and a refurbished library.

**“  
Leaders have overseen the  
improvement of facilities  
to support learning.  
”**

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**Engaging minds • Nurturing success • Inspiring futures**



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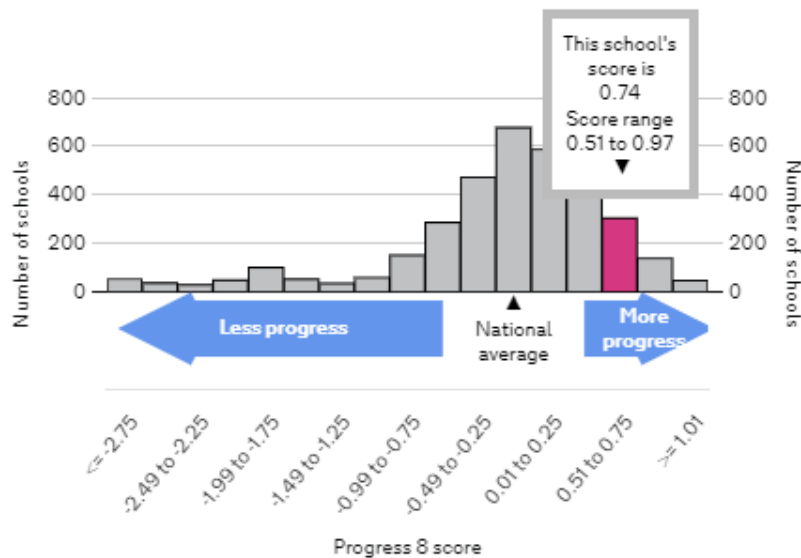
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## GCSE Results 2023 – Headline Figures

In **2022** Goldington Academy had GCSE results that placed us in the top 6% of secondary schools in the country for progress (+0.74). The following graph, taken from the DfE website, illustrates this:



In **2023** we obtained even better results. Our progress 8 score of +0.9 shows that on average, in every subject area, children achieve almost a grade higher than predicted at the age of 11. This is an outstanding score and really reflects, more than anything else, the quality of the whole team and the hard work of the students.

The following table has key information from our results in 2022 and 2023 against the National and Borough data for 2022. The overall National data for 2023 is published in November.

	Bedford Borough (2022)	National (2022)	Goldington Academy (2022)	Goldington Academy (2023)
% of students that achieved a GCSE 5+ in English and maths	46%	50%	61%	69%
% of students that achieved a GCSE 4+ in English and maths	68%	70%	83%	84%
Attainment 8 Score	47.2	48.8	54.8	54.0
EBacc average point score	4.06	4.27	5.06	5.00

- The following curriculum areas are examples of subjects that have been graded significantly above the National average for 2023 for all pupils. Their progress scores are in brackets:

English Language (+1.02); English Literature (+1.00);  
Maths (+0.88); Biology (+0.83); Chemistry (+0.82);  
Geography (+1.40); History (+0.65); Physics (+0.56) and  
Science (Double Award) (+0.67).

- For the highest grades (Grade 7 and above) we performed significantly above the National average in English Language; English Literature; Mathematics; Biology; Chemistry; Geography and Drama. Excellent performance was seen in many other subjects.
- At Key Stage 4 we deliver a wide range of very successful GCSE options that include Art & Design; Computer Science; Dance; Design & Technology; Drama; French; Music, Physical Education; Psychology; Religious Studies and Spanish.
- We also offer six very popular and successful vocational courses. These are Creative iMedia; Enterprise & Marketing; Health & Social Care; Hospitality & Catering; Sports Studies and Travel & Tourism.
- Goldington Academy is a comprehensive school and the 2023 intake very much mirrored the National average.
- Further information on Goldington and other schools' results can be found by using the following link: <https://www.gov.uk/school-performance-tables>

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\* EBacc subjects (English, maths, physics, biology, chemistry, combined science, computer science, geography, history, French, Spanish and other languages)

\*\* Progress 8 Score – is an average score for all pupils at a school showing how well they have progressed academically between the end of primary school and the end of their secondary education. A school generally receives a Progress 8 score of somewhere between minus one and one. The higher the Progress 8 score the better students have achieved in comparison to other students who gained similar results at primary school



# GOLDINGTON AT WORK

For new parents and children

Thursday 12 October 2023

7.00 pm to 9.00 pm



# PROGRAMME

Welcome to Goldington Academy.

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

Mr Galbraith (Principal) will deliver two short presentations about the school, its aims, its curriculum opportunities and an overview of the future direction of the school. These will take place in the Main Hall at 7.00 pm and 7.45 pm. A bell will be sounded just before each presentation is due to start.

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

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

Should you wish to discuss student support, Mr Roopnarain (SENDCo) is available to meet with you in room 15. Mr Galbraith will be available throughout the evening in the Main Hall to answer any questions you may have.

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

Ax Galbraith

# What our students say

“Goldington is a school that provides a supportive environment, challenges students to grow, and offers a variety of opportunities for learning.”

Max



“I really like the library. It is a friendly, welcoming space open to every student. There is a huge range of books to choose from over many genres. There are also computers in the library that students have their own accounts for so that they can do research, homework or projects.”

Zara

“I have really benefited from the student-teacher relationships at Goldington. On the occasions where I have been stuck or wanting guidance in extra learning, I have been able to easily contact my teachers, knowing they will be happy to reply and support me.”

Ollie



“I love all the extra-curricular activities which we have access to, and I believe Goldington is very good at providing enjoyable opportunities for everyone.”

Laila



## GROUND FLOOR

Main Hall	The Principal, Mr Galbraith
Library	Library Resources Manager
ICT Suite 1	Creative iMedia
Room 2	Personal Development - Careers and Life Skills
Room 3	Cooking and Nutrition/Hospitality and Catering
Room 4	Chemistry
Room 5	Physics and STEM
Room 6	Biology
Room 8	Design Technology
Room 9	
Room 10	Governors and parents
Room 11	Maths
Room 12	Religion, Philosophy and Ethics
Room 13	Psychology
Room 14	Maths
Room 15	Student Support (Special Educational Needs/Fun Friends Club/Mental Health Support/English as an Additional Language)
Room 16	GCSE PE, Sports Studies
Room 17	Enterprise & Marketing, Duke of Edinburgh
Room 18	Music

## OUTSIDE

Gymnasium	PE
Sports Barn	
MUGA	
Drama Studio	Drama
Arts Centre	Art
Arts Centre – Exhibition Space	Dance and exhibition of work

## MIDDLE FLOOR

Room 21	Debate Club
Room 22	Travel and Tourism, Health and Social Care
Room 23	English – Key Stage 3
Room 24	Computing
Room 25	English – Key Stage 4

## TOP FLOOR

Room 30	French – Key Stage 3
Room 33	Geography
Room 34	History
Room 35	Spanish
Room 36	French – Key Stage 4

**Refreshments are  
available in  
Room 20**

# GOLDINGTON ACADEMY AT WORK

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

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



<p><b>ENGLISH</b></p>	<p>During the course of this term, in line with the national key stage 3 curriculum, students will study a range of fiction including whole books and poetry, prose and non-fiction. In the first half term, students will read and respond to ‘The Bone Sparrow’ by Zana Fraillon. They will explore a range of different characters and themes such as friendship and family, grief and loss, hope, fear and freedom. This unit will continue into the first half of the second term.</p> <p>In the second half of this term, students will begin exploring fantasy narratives and analyse how writers create different aspects of the fantasy genre in the written form. Students will develop their writing skills by applying and building on their current grammatical knowledge, punctuation, vocabulary and literary devices to write imaginatively and to create their own version of a fantasy narrative. The students will also learn and understand new vocabulary with the help of context and dictionaries.</p>
<p><b>MATHEMATICS</b></p>	<p>At the start of Year Seven, students will study the following units of work:</p> <ul style="list-style-type: none"> <li>• Sequences</li> <li>• Understand and use algebraic notation</li> <li>• Equality and equivalence</li> <li>• Place value and ordering</li> <li>• Fraction, decimal and percentage equivalence</li> </ul> <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
<p><b>SCIENCE</b></p>	<p>After a short introduction topic to science in secondary schools, students will study the following topics:</p> <ul style="list-style-type: none"> <li>• The particle model</li> <li>• Cells and organs systems</li> <li>• Forces</li> <li>• Mixtures and separation</li> </ul> <p>More information can be found about these topics on the science curriculum page of the school website.</p>
<p><b>ART</b></p>	<p>Students begin with the ‘Entomology’ project. This will introduce key skills in drawing. They will be learning how to use the grid method, how to blend with tonal pencils, mark-making techniques in pen and how to blend colouring pencils. They will work from a variety of images of insects and insects in resin to develop observational skills. Techniques taught at this stage will help students to gain confidence and will be key to all future projects. The ‘Entomology’ project continues in to the Spring Term.</p>
<p><b>COMPUTING</b></p>	<p>All year groups will start the year looking at internet safety and the efficient management of files. Students will then cover hardware, software and network infrastructure. They will also take an in-depth look at mathematics in computing as well as advanced formulae within spreadsheets. Students will learn how to define new programming procedures using python programming. This will lead to an introduction to the major components of object orientated programming and the various components which make up a software program.</p>

<b>COOKING &amp; NUTRITION</b>	In cooking and nutrition, the course will begin with food hygiene. Students will begin to design their own recipes. They will prepare their own ingredients, and look at the nutritional content of food and the benefits of a healthy, balanced diet. 90% of the dishes cooked will be savoury.
<b>DESIGN AND TECHNOLOGY</b>	Students will begin to explore a range of materials and computer-aided design software and computer-aided manufacture to produce functional products. Students will begin to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for.
<b>DRAMA</b>	Students will begin the year studying an introductory unit for new starters to secondary level drama. Many students will have had drama lessons in primary school, but it is likely that the group's experiences may vary greatly. This unit of study offers an opportunity for them to get to know each other and develop their social and teamworking skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year with more complex and/or thematic content.
<b>FRENCH</b>	Students will start the autumn term revising work from their primary school, ensuring that they are confident in the foundations of the language. They will move on to master how to describe themselves and their immediate world: families, pets, appearance/size and school items. Students will develop their pronunciation and French accent and also gain more confidence in writing with accuracy. They will be introduced to the important grammar concept of adjectival agreement when describing pencil case items, appearance and pets.
<b>GEOGRAPHY</b>	Students will begin the term by discovering what makes a great geographer through the topic of 'Fantastic Places'. They will travel the globe investigating regions and countries of the world informed by Tim Marshall's book, 'Prisoners of Geography'. Students will apply their geographical skills to a range of OS maps and aerial photographs. Students will then move onto tectonics and study the restless Earth through the topic of 'Days that shook that world'. Students will investigate the causes and impacts of volcanoes and earthquakes and enquire if we can ever live safely with these hazards. They will revisit, retrieve, reuse and develop their map skills.
<b>HISTORY</b>	Students will begin the year with a unit based on the development of historical skills such as deduction and evaluation. Students will then ask what it was like to live in Celtic Britain before investigating what it may have been like to live under the rule of the Roman Empire. Subsequently, students will explore Anglo-Saxon and Viking Britain. Throughout the term, students will learn to develop their understanding of chronology, interpretation of sources and to explore the causes and consequences of historical events.

<b>ENGLISH</b>	<p>Students will begin with an introductory unit about Shakespeare, focusing on 'The Tempest'. They will explore the plot and analyse extracts from the text through reading in class and drama activities. Developing confidence in understanding Shakespeare's language, students will discuss and respond to the text, building upon the skills studied in 'The Bone Sparrow' to practise using evidence to support their explanations.</p> <p>In the second half term, students will read and respond to classic mythical tales. They will begin to analyse the tales, reflect on world literature and explore how this has impacted modern texts. In addition, students will develop their creative writing skills ready to undertake a descriptive writing assessment at the end of the unit.</p>
<b>MATHEMATICS</b>	<p>Students will study the following topics:</p> <ul style="list-style-type: none"> <li>• Solving problems with addition and subtraction</li> <li>• Solving problems with multiplication and division</li> <li>• Fractions and percentages of amounts</li> <li>• Four operations with directed number</li> <li>• Addition and subtraction of fractions</li> </ul> <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the <a href="#">maths curriculum page</a> of the school website in the <a href="#">knowledge organisers</a> section.</p>
<b>SCIENCE</b>	<p>Students will be studying a range of biology, chemistry and physics concepts. They will finish the chemistry topic investigating mixtures and separation. They will then move on to the biology topic of reproduction and animals and finish the term studying the physics topic of electricity.</p>
<b>ART</b>	<p>Students will continue to study animals in a range of media. They will develop skills in colour theory through watercolour frogs and colour pencil animals. Students will learn how to mix and apply colour effectively. They will then research Aboriginal Art and design and make their own Aboriginal animal clay tile.</p>
<b>COMPUTING</b>	<p>Topics to be covered this term include writing increasingly complex control programs using flow charts, and using digital technology to enhance pictures. Students will learn to use a GUI based coding system which covers a diagrammatic overview of object -orientated programming with use of variables, sub-routines, conditions and loops. We will then be covering hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.</p>
<b>COOKING AND NUTRITION</b>	<p>Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
<b>DESIGN TECHNOLOGY</b>	<p>Students will begin to explore a range of materials and computer-aided design software and computer-aided manufacture to produce functional products. Students will begin to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of materials.</p>
<b>DRAMA</b>	<p>This term students will study Greek Theatre &amp; Myths. The aim of the unit is to demonstrate how research and development are key aspects of drama. Students will also explore physical and vocal skills in response to a historical style of theatre and complete a research project into the time period.</p>
<b>FRENCH</b>	<p>After briefly retrieving prior knowledge on appearance/height (from the end of last term), students will learn how to describe personalities in French, discovering the difference in masculine and feminine spellings of various traits. We then move on to clothes with adjectival agreement featuring once more and using new "er" verb "porter" (wear). Students will have a first try at describing a photo, what the person looks like and what they are wearing to merge new and existing knowledge. From there, grammar and vocabulary regarding weather is introduced, before we move to describing where we live and types of home.</p>



<b>GEOGRAPHY</b>	<p>Students will begin learning about earthquakes and volcanoes and they will consider if we can ever live safely with them. They will use their map skills to locate and describe distributions of tectonic and seismic hazards before case studying major volcanoes and earthquakes. This topic will see students studying old favourites like types of volcanoes and question the predictability and preparedness for earthquakes and volcanoes. Students will be encouraged to link their learning and geographical skills using the key concepts so they can continue to see the connections in their learning.</p>
<b>HISTORY</b>	<p>Students will complete their study into the Norman Conquest. The focus will then switch to an in-depth investigation into life in Medieval England. Our big questions will be centred on 'How much influence did the Church have in Medieval times?' 'How was the monarchy challenged in Medieval times?' and 'Why did the peasants revolt in Medieval times?' Throughout, students will continue to develop their skills of source analysis and extended writing.</p>
<b>LIFESKILLS</b>	<p>Within the 'Life Beyond School' topic, students will explore different aspects of the 'workplace', including business structures, jobs and opportunities, and hierarchy within the workplace. Diversity and equal opportunities will feature in this topic alongside exploring enterprise skills and qualities.</p> <p>In the Citizenship strand, students will find out about the roles of law and punishment in the management of the criminal justice system in the UK.</p> <p>In the statutory 'Health and Wellbeing' topic later in the term, students will explore what a healthy lifestyle is, including diet, exercise and lifestyle balance. There will be a focus on healthy choices to support an effective and successful learning experience for all.</p> <p>Useful resources to support this term's learning can be found at  <a href="https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvqdm">https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvqdm</a> ,  <a href="https://www.bbc.co.uk/bitesize/clips/zbm9jxs">https://www.bbc.co.uk/bitesize/clips/zbm9jxs</a> ,  <a href="https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zxnwktv">https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zxnwktv</a></p>
<b>MUSIC</b>	<p>'The Classical Music of North India'</p> <p>Students will develop an understanding of music from this tradition. They will participate in performing and composing activities based on the techniques used by Indian musicians.</p>
<b>PHYSICAL EDUCATION</b>	<p>PE courses will continue to be in the following areas: netball, dodgeball, handball, cross-country, volleyball, sports hall athletics, hockey, netball, football and ultimate frisbee. Games lessons will focus on developing skills and will include aspects of fitness. Students will be required to transfer the skills and tactics they learnt during the autumn term into various sports.</p>
<b>RELIGION, PHILOSOPHY &amp; ETHICS</b>	<p>In the first half-term, students will explore why Christians believe that Jesus was 'God on Earth' and the relevance of this belief in today's society - does the world need a 'saviour' today? They will also explore how beliefs are expressed through art, worship and actions. The theme for the second half term is 'Do prophets influence us today?' Students will look at examples of prophets from different religions and investigate the impact they had on the world both then and now. They will then go on to investigate what problems there are in the world today, and question whether there is a need for a modern prophet.</p>

## SUMMER TERM 2023 - YEAR SEVEN

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

<b>FRENCH</b>	<p>Students will work on perfecting French speaking and role play skills to develop their pronunciation, French accent, and confidence asking and answering questions. Building on last term's "places around town" work, they will learn directions vocabulary, with an opportunity to present "asking for directions" dialogues in class for assessment. The subsequent topic areas are "rooms in the house" and "objects in our bedrooms", when students will create "ma chambre triaramas" to present new French words learnt. In the second half of the summer, students will move on to learning how to tell the time – even trying a time ballet! – what they do in the evening and how to describe their daily pre-school routines.</p>
<b>GEOGRAPHY</b>	<p>Students will continue learning about great rivers. They will explore a range of river landforms and discover how and why some rivers bend. They will also investigate the impact of extreme weather events and use their numeracy skills to draw and interpret flood hydrographs. They will continue to build on their use of geographical skills and key concepts. Their final topic will be exploring the impact of tourism, through the good, the bad and the ugly.</p>
<b>HISTORY</b>	<p>Year Seven students will explore a number of key questions in the summer term. Once they have completed their study of life in the Middle Ages, the focus will change to the Tudor era, and students will consider what caused religious conflict in the sixteenth century. The final 'Big Question' of the academic year will be linked to the Stuart age – 'Why did the English kill their king?' Through the study of these questions, students will continue to refine their source-related skills, such as those of deduction and evaluation.</p>
<b>LIFE SKILLS</b>	<p>This term, students will explore the statutory relationships topic: developing self-worth, recognising healthy and unhealthy relationships, recognising and challenging media stereotypes, and age-appropriate aspects of consent. The intention is to enable students to develop safe, positive relationships in all aspects of life. In the second part of the term, financial decision making is the focus, including how to make safe financial choices, saving and budgeting and ethical consumerism. Students will also make their first foray into employability, embedding ambition and enterprise, during the careers exploration topic.</p>
<b>MUSIC</b>	<p>The topic for the term is 'Film Music'. This genre will be explored through the integrated activities of performing, composing and listening. The students will learn about the important role music plays in films and how composers use musical devices to create a particular mood or atmosphere. They will develop their keyboard skills by learning to play chord sequences and improvising 4-bar phrases. Finally, they will compose a piece of music for a science fiction film, using the online music resource, Soundtrap.</p>
<b>PHYSICAL EDUCATION</b>	<p>PE lessons will focus on athletics, with the students having the opportunity to develop skills in both field and track events. Throwing skills will primarily be more specific to javelin and shot put. In games-based lessons, students will have the opportunity to develop the skills and knowledge of tactics in striking and fielding games such as cricket and rounders. Within both sports, students will have the opportunity to experience playing in various positions such as bowling, fielding and batting.</p>
<b>RELIGION, PHILOSOPHY AND ETHICS</b>	<p>This term, students will continue to investigate beliefs about the nature of God, the creation of the universe and the role of humans in the world. The students will then move on to a unit of work which explores the role of art, music and architecture in religious and spiritual expression.</p> <p>In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE's national Spirited Arts competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none"> <li>• God's good earth</li> <li>• Searching for God</li> <li>• A view of the world</li> <li>• Celebrations: big days and big ideas</li> <li>• "We have far more in common with each other than that which divides us" – Jo Cox MP</li> </ul> <p>More information about these themes can be found at:  <a href="https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/">https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/</a></p>

## EXTRA CURRICULAR ACTIVITIES

	Monday	Tuesday
<b>Before School</b>	<ul style="list-style-type: none"> <li>String Group (GK) 8.20-8.50 am, Drama Studio</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Music Revision (GK) 8.20-8.45 am, Rm 18</li> </ul>
<b>Lunchtime</b>	<ul style="list-style-type: none"> <li>KS3 D&amp;T Makers Club (EH) 1.00-1.30 pm, Rm 8/9</li> <li>Spectrum Club (SB) 12.40-1.10 pm, Rm 34</li> <li>Yrs 7/8 Badminton Club (AU) 1<sup>st</sup> half of lunch and Yr 9/10 2<sup>nd</sup> half of lunch, Sports Hall</li> <li>Gym/Parkour Club (LC) 1<sup>st</sup> half of lunch, Gym</li> <li>Y11 French drop-in (KS) 1.10-1.35 pm, Rm 30</li> <li>KS3 Computing Club (CG) 1.00-1.35 pm, Rm 24</li> <li>Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>GCSE Music Revision &amp; Music Theory (GK) 12.40-1.20 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Yr 11 Spanish drop-in (LO) 1.00-1.30pm, Rm 35</li> <li>KS3 Girls' Basketball Club (GD/CN) 1<sup>st</sup> half of lunch, Sports Hall</li> <li>KS3 Dodgeball (MN) 2<sup>nd</sup> half of lunch, Gym</li> <li>Geography Club (DN) 1-1.30 pm, Rm 33</li> <li>Maths Homework &amp; ICT Puzzles Club (JN) 12.55-1.35 pm, Rm 24</li> <li>Ukulele Club (CG) 1.00-1.35 pm, Rm 18</li> <li>KS4 Book Club (HB), 1<sup>st</sup> half of lunch, Rm 25</li> <li>Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>Mindful Art Club (MZ) 12.40-1.10 pm, Rm 41</li> <li>KS3 Art Catch-up (JT) 12.40-1.10 pm, Rm 40</li> </ul>
<b>After School</b>	<ul style="list-style-type: none"> <li>Running Club (TF), Field</li> <li>KS3 Netball (BB), Courts</li> <li>Yrs 7/8 Boys' Football (MN), Field</li> <li>Yrs 9/10 Play (CM) 3.45- 5.30 pm, Drama Studio</li> <li>KS3 Inklectic (English) (AB) 3.50-4.50 pm, Rm 45</li> <li>U16 Boys' Basketball fixtures (AL/LH)</li> <li>Percussion Club (GK) 3.40-4.45 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Table Tennis (CN) Gym</li> <li>Girls' Rugby (OL/GD), Field</li> <li>Yr 11 Drama catch up and rehearsal (CM) 3.45-5.00 pm, Drama Studio</li> <li>Year 7 Boys' Football fixtures (KL)</li> <li>All ages Netball fixtures (BB)</li> <li>Composition Club (GK) 3.40-4.45 pm, Rm 18</li> </ul>

## FOR THE AUTUMN TERM

	Wednesday	Thursday	Friday
<b>Before School</b>	<ul style="list-style-type: none"> <li>• Music Theory (GK) 8.20-8.45 am, Rm 18</li> </ul>		
<b>Lunchtime</b>	<ul style="list-style-type: none"> <li>• KS4 History homework Club (SB) 12.40-1.20 pm, Rm 34</li> <li>• Yrs 7/8 Basketball Boys' &amp; Girls' (LH) 1.10-1.40 pm, Sports Hall</li> <li>• Grow @ Goldington (NS) 12.45-1.30 pm, Garden Area</li> <li>• Eco Club (KP) 1-1.30 pm, Rm 32</li> <li>• KS3 Debate Society (BR) 12.40-1.10 pm, Rm 22</li> <li>• Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>• Bandits (GK) 1.50-1.30 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>• Grow @ Goldington (NS) 12.50-1.30 pm, Garden Area</li> <li>• STEM Club (OL) 1.00-1.40 pm, Rm 7</li> <li>• Table Tennis (all years) (CN) 1<sup>st</sup> half of lunch, Gym</li> <li>• Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>• KS4 Art Catch-up (MZ) 12:50-1.10 pm, Rm 41</li> <li>• Bandits (GK) 1.50-1.30 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism Club (AI) 12.55-1.30 pm, Rm 20</li> <li>• Sports hall athletics (CN/GD/BB), 1<sup>st</sup> half, of lunch, Sports Hall</li> <li>• Geography Film Club (DN) 12.45-1.30 pm, Rm 33</li> <li>• Yr 11 French drop-in (BD) 12.40-1.15 pm, Rm 36</li> <li>• Yrs 7/8 Drama Club (CM) 1.00-1.30 pm, Drama Studio</li> <li>• Literature drop-in (HB) all lunchtime, Rm 25</li> <li>• Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>• Yr 11 History revision (SB) 12.40-1.20 pm, Rm 34</li> <li>• Keyboard Club (GK) 12.40-1.20 pm, Rm 18</li> </ul>
<b>After School</b>	<ul style="list-style-type: none"> <li>• KS4 D&amp;T Drop-in (EH) 3.45-4.45 pm, Rm 8/9</li> <li>• Y7/8 Girls' Football (GD), MUGA</li> <li>• KS4 Basketball Club (AU), Sports Hall</li> <li>• KS4 Netball (BB), Courts</li> <li>• Boys' Rugby (OL), Field</li> <li>• Geography GCSE exam technique (KP/BC) 3.45- 5 pm, Rm 32</li> <li>• Musical rehearsal (GK) 3.45-5.30 pm, Main Hall</li> <li>• Performing Arts Tech Club (Invite only) 3.45-4.45 pm, Rm various by arrangement</li> <li>• Yr 7 Sports Festival (CN/GD)</li> <li>• Gospel Choir (GK) 3.40-4.45 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Netball Club (BB), Courts</li> <li>• Y7/8 Boys' Football (MN/KL), Field</li> <li>• Musical rehearsal (GK), 3.45-5.30 pm, Main Hall</li> <li>• KS4 Art Open Studio (MZ/JT) 3.40-4.45 pm, Rm 41/40</li> <li>• Yr 8 Girls' Football fixtures (BB/GD)</li> <li>• Yrs 10/11 Boys' Rugby fixtures</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE PE Practical (AU) until 4.45 pm, Gym</li> <li>• Geography GCSE exam technique (DN) 3.45-5 pm, Rm 33</li> <li>• Arts Award (HP) 3.45-4.45 pm, Exh Space</li> <li>• GCSE Music Revision (GK) 3.40-4.45 pm, Rm 18</li> <li>• Band rehearsal (CG) 3.40-4.45 pm, Practice Rm 1</li> </ul> <p style="color: #0070C0;">All PE After School clubs during the week run from 3.45 pm – 4.45 pm unless otherwise specified</p>



# Admissions Information

## **Oversubscription criteria:**

If fewer applications than the stated PAN are received all applicants will be admitted. If the school is oversubscribed, after the admission of pupils with an Education, Health and Care (EHC) plan, where the school is named in the plan, priority for admission will be given to those children who meet the criteria set out below, in order:

1. Highest priority is given to “looked after children (LAC) and all previously looked after children (PLAC), including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted”. Proof will be required.
2. Children with siblings at the school.
3. Children of staff who have been employed by Goldington Academy for two or more years at the time at which the application for admission to the school is made (see notes) or where the member of staff is recruited to fill a vacant post at the school for which there is a demonstrable skill shortage.
4. Children from our feeder schools: Brickhill Primary School, Castle Newnham School, Edith Cavell, Goldington Green Academy, Hazeldene School, The Hills Academy, Putnoe Primary School, Scott Primary School
5. Any other children

If applying these criteria results in there being more children within any of the above categories than the number of available places, the determining factor will be the distance the pupil lives from the school with those living closer to the school receiving the higher priority. The distance will be measured in a straight line, using the Local Authority’s computerised mapping system, from the address point of the pupil’s home address to the school library. Priority will not be given within each

criterion to children who meet other criteria. Where there is one remaining place available but the next measured distance is shared equally by more than one applicant, the place will be allocated by lot supervised by an independent person. Where there is one remaining place available and the next child to be considered for admission is one of a multiple birth group, all multiple birth siblings will be admitted even if this exceeds the PAN.

### **Admissions Process**

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

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

Places are on an equal preference basis as explained in the Bedford Borough School Transfer Booklet in line with the Local Authority Co-ordinated Admissions Process.

### **Appeals**

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

### **Waiting list**

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

### **Casual Admissions**

Requests for casual admissions will be considered against the original published admission number (PAN) for the year group concerned. The previous PAN for those now studying in year groups 8, 9, 10 and 11 was 150. An increased PAN of 168 will apply to Year 7 and subsequent year groups.

### **Admission Outside Normal Age Group**

In exceptional circumstances, the Governing Body will consider agreeing to the admission of a child to a year group other than is applicable to their chronological age. This may be appropriate, for example, where premature birth has led to children falling into a year group other than would have been the case had they been carried to full term. Similarly, where decisions to allow out of age group education

have been taken by previous schools, it will normally be appropriate for children to remain with their established year group. Other circumstances will be considered on their merits and in all cases, decisions will be taken in the best interests of the child. All such requests should be made directly to the school at the time of application including any supporting evidence. If they are made as part of the coordinated admissions process, the application form should also be completed and submitted to the local authority. If the request is approved, the application will be processed in the normal way. Applications outside that process will be considered as casual admissions.

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

## Notes

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

This means that the other provisions in the Code which apply to PLAC (for example, in relation to the admission arrangements of schools with a religious character, selective arrangements, and boarding priority) apply to Internationally Adopted Previously Looked After Children (IAPLAC) in exactly the same way as they do to PLAC.

- A sibling refers to a brother or sister, half-brother or sister, adopted brother or sister, step-brother or sister or the child of the parent/carer's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of the application and be likely to remain in the school at the proposed date of admission.
- The definition of 'Staff' is any member of staff employed by Goldington Academy, either full or part time who has been employed for two or more years at the time at which the application for admission to the academy is made.
- A pupil's home address will be regarded as the address of the parent / carer with parental responsibility with whom the child normally lives. This



will not usually include grandparents, aunts or uncles. Where a child spends time with parents / carers at more than one address, the address used to allocate a school place will be the one at which the child spends the majority of the school week (Mondays to Fridays) including nights. If there is any query on the home address, this will be checked against original official documentation e.g. council tax bill, a recent utility bill (gas, electricity or water), a rental agreement, child benefit annual statement or family tax credit information.

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

**31 October 2023**

Last day for applications to  
be submitted online



**1 March 2024**

National Offer Day

## Goldington Academy Curriculum Leaders (2023-2024)

Subject	Lead Subject Practitioner	Qualifications
English	Mrs Bennett-Fowlds	MA in Education, BA (Hons) English Literature, PGCE Secondary English
Maths	Mrs Jackson	BA (Hons) Mathematics, PGCE
Science	Mrs Gilbert Miss McKenna Mr Lattimer	BSc Chemistry with Psychology, PGCE Secondary Science - Chemistry BSc (Hons) Environmental Conservation, PGCE Secondary Science BSc (Hons) Biological Sciences, QTS, TSST Secondary Physics
Art & Design	Mrs Lopez	BA (Hons) Fine Art, PGCE, Art Foundation Diploma
Enterprise & Marketing	Mr Lincoln	BSc Sport & Physical Education, PGCE PE & Business Studies
Computer Science	Mr Latchman	MSc in Education, NPQSL, BSc (Hons) Computer Science and Engineering, PGCE ICT Teaching
Creative iMedia	Mr Hall	BA (Hons) Physical Education with QTS
Cooking & Nutrition	Mrs McCarthy-Gardner	BA in Primary Mathematics Education with QTS, Level 5 Diploma in Nutritional Therapy
Dance	Ms H Pickett	BA (Hons) Dance
Drama	Mrs Millington	BA in Drama with English
Design & Technology	Mrs Hulatt	BA (Hons) Theatre Design, PGCE Secondary Design & Technology, NPQML
Duke of Edinburgh	Mr Lucas	BSc (Hons) Sport and Physical Education, PGCE Secondary Physical Education
French	Mrs Storey	Executive MBA (Masters of Business Administration), BA (Hons) in French Studies, PGCE MFL
Geography	Mrs Morgan	BSc (Hons) in Geography, PGCE Secondary Geography, MEd Cantab
History	Miss Andrews	BA (Hons) History and Politics, PGCE Social Studies and Humanities
Religious Studies/Religion, Philosophy & Ethics	Mrs Geoghegan	BA (Hons) History, BA (Hons) Secondary Education in History with QTS
Music	Mr King	BA (Hons) Music, QTS
PE (boys)	Mr Lodder	BEEd (Hons) Secondary PE
PE (girls)/Health & Social Care	Miss Darvill	BA (Hons) Sports Studies
Psychology	Miss Johnstone	BSc Economics, PGCE Maths
Spanish	Miss Castagnaro	BA (Hons) French and Spanish, PGCE Modern Languages
Travel & Tourism	Mr Pinkney	BSc (Hons) Engineering Business Development, QTS
Careers Leader	Mrs Sacre	MSc Microbiology, BSc (Hons) Microbiology, Postgraduate Diploma Science Communication, PGCE Secondary Science, Level 7 Accredited Careers Leadership

# Inspection of Goldington Academy

Haylands Way, Bedford, Bedfordshire MK41 9BX

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Inspection dates: 1 and 2 February 2022

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

## **What is it like to attend this school?**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

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

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

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

## How can I feed back my views?

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

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

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

## Further information

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

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

## School details

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

## Information about this school

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

## Information about this inspection

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

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

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

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

## **Inspection team**

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



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**WHAT'S BEEN HAPPENING THIS TERM?**



**Ski Trip**



**New Goldington Academy Banner**



**Duke of Edinburgh**



**Girls' Football Success**



**Science Week**



**Awards Evenings**

**Principal's Introduction**

July 2023



Dear Parents/Carers

What an incredible year 2022-2023 has been!

In the last few weeks, we have held four splendid achievement nights, Year 11 Prom, Rock Night at Esquires, Sports Days, Summer Concert and Year 7 Drop Down Arts Day to name but a few events. Tennis, cricket and athletics have been in evidence!

Sadly, we are seeing some super staff leave school this year. From a teaching perspective, we wish a very happy retirement to Mrs McEvoy after a wonderful career in teaching. We wish all the best to Dr Arjan and are delighted to hear she will be teaching in a local school. We also say thank you to Mr Baio, Miss Stanton and Miss Gillies who have all played important roles supporting the school in a range of different areas.

I did however want to make mention of Miss Alexander leaving after five very successful years as our Cover Manager. When your child goes on a trip, or we have changes to our timetable e.g. Sports Day then it is Miss Alexander who has completed all the organisation for these events and ensures school runs like clockwork. She has done a splendid job, and we wish her all the best for her future career.

I am not going to report what is in our newsletter, but suffice to say, you will once again see how busy we have been! When I reflect on this year, my mind quickly goes to last year's splendid GCSE results which placed us easily in the top 10% of schools in the country for progress between the ages 11 to 16. I am once again anticipating an excellent set of results this year.

Finally to the summer holidays. Please keep your child active and take educational opportunities whenever they may occur. Most of all, keep safe. We are very much looking forward to welcoming your child back on Monday, 4 September.

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

Best wishes



**Note from the Governors**

At the end of the academic year, the governing body reflect on the successes and challenges of year. At the beginning of the year we set priorities for the year, which, this year, focused on high-quality teaching and learning, a broad and balanced curriculum and wider strategies to support pupils with additional needs. Whilst we will not know the year 11 GCSE results until August, at the moment it feels like school is in a good place. Academic outcomes last year were excellent, the school is oversubscribed and finances remain healthy despite all of the challenges faced by all local schools. Recruitment is difficult in the school sector at the moment, but there is a full complement of teaching staff across all subjects for the new academic year and very few teachers, leaving at the end of the year. Goldington Academy has developed a reputation the governors are proud of and keen to safeguard for current and future students.

It has been a privilege to be chair of governors. I feel sad that, in September, I will stand down as chair of governors.



This has been a difficult decision for me, but, due to personal reasons, it is becoming more challenging to find the time that role requires. Fortunately, I have a strong Board of Governors and two colleagues who are willing to take the chair. I plan on staying on as a governor for as long as I can.

As ever, the governing body is always interested in hearing from parents and others who would like to be involved in governance. If you would like more information, please contact the school office.

**Term Dates 2023 - 2024**

<b>Autumn 2023 - 2024</b>	
School closed - Staff Training Day (1)	Friday, 1 September 2023
Start of term	Monday, 4 September 2023
School closed - Staff Training Day (2)	Friday, 20 October 2023
Half term	Monday, 23 - Friday, 27 October 2023
Last day of term	Tuesday, 19 December 2023
<b>Spring Term 2024</b>	
School closed - Staff Training Day (3)	Wednesday, 3 January 2024
Start of term	Thursday, 4 January 2024
Half term	Monday, 19 - Friday, 23 February 2024
Last day of term	Thursday, 28 March 2024
<b>Summer Term 2024</b>	
School closed - Staff Training Day (4)	Monday, 15 April 2024
Start of term	Tuesday, 16 April 2024
School closed - Bank Holiday	Monday, 6 May 2024
Half term	Monday, 27 May - Friday, 31 May 2024
Last day of term	Friday, 19 July 2024

Creative Arts Festival

On Tuesday, 18 July, we hosted our first Creative Arts Festival which included our Key Stage 3 exhibition whereby every student had a piece exhibited, with music in the Mindful Garden and the Alice in Wonderland drama production performed to a captive audience. We even had an ice cream van to add to the occasion!

Year Seven Creative Arts Day

Year Seven enjoyed a day of arts-based activities focused on the theme of diversity. They explored a range of cultures and learnt about how culture has influenced the arts. In art, students learnt about Islamic tiles and produced their own prints; in drama they studied Chinese puppetry and created/performed their own pieces; they performed African drumming in music and also learnt about rice dishes from different cultures in cooking and nutrition. A great day learning about and celebrating different cultures!



Key Stage 3 Artwork

As the year has drawn to a close, Key Stage 3 students have been completing superb final pieces! Year Seven have been learning about artwork from different cultures and have produced mixed media studies. Year Eight have learnt about the work of John Piper and Ian Murphy, and they have explored how they can layer different materials to create the tones, textures and colours of old architecture. Year Nine have created excellent portraits. Well done Key Stage 3!

Key Stage 3 Artwork



Year Eleven GCSE Drama students

We were hugely proud of our Year Eleven GCSE drama students who performed their scripted pieces to a visiting examiner on Friday, 21 April. They performed challenging extracts from a range of plays such as Nick Dear's 'Frankenstein', Oscar Wilde's 'The Importance of Being Ernest' and Sarah Kane's '4:48 Psychosis'. The students all rose to the occasion, held their nerve and were a credit to the Drama department.



Alice in Wonderland

Our Year Seven and Eight drama club have been working hard this term on their production of 'Alice in Wonderland'. It has very much been a joint effort, where Mrs Taylor and her

art team have also been making set and props for the students to use. An excellent effort all round!



Back to the Future

On Thursday, 6 July we took 60 of our Year Nine students to watch 'Back to the Future' at the Adelphi Theatre. It was great to see one of our favourite films brought to the stage, and the use of special effects was incredible. The performance certainly had the 'wow' factor!



GCSE Drama Devised Performance Evening

Over the past two months, our GCSE drama students have been working hard to produce their devised pieces for their Component 2 assessment. Each group were given a selection of starting points, the most popular being an extract from George Orwell's dystopian novel

'1984'. They have scripted and developed their ideas, and they all gave a fantastic performance to family and friends on Tuesday, 27 June. Below are descriptions of the pieces written by the students. Well done to all involved!

Housewife

In this dystopian world, all women are taken by the government at the age of thirteen and sent to a camp where they learn how to become the perfect housewife. Cooking, cleaning, and obedience is at the core of the camp until at the age of eighteen, when they are auctioned off to a husband whom they will serve for the rest of their life. Our story focuses on a group of girls at the camp: a submissive one, a rebellious one, a selfish one and one who loves the system. Can this unlikely group try to plot their escape under the control of the evil matron?

The Mortis Games

Are you tired of bloodless days, happy endings and the lack of a stunningly drop-dead gorgeous host in your world? I would be too! So, tune in or buy a seat to the Mortis Games! Filled with state approved gore, thrilling action and through the roof ratings! When the world's a stage, everyone is a performer, whether they want to be or not. That is how the world of entertainment works. Take part in the number one gameshow or...well, there really isn't another option unless you have the money. So, enjoy the newest episode where we see four of our latest contestants share their pitiful stories and battle it out to ... well, survive?

The Loop

James Frater was imprisoned by his brother, the great dictator of this dystopian society – Big Brother. With the help of his fellow inmates: Xavier, a strong individual who failed the job role test, with nothing left in the world: Malcom, a computer nerd who used to work for the Big Brother but was cast aside and cruelly treated after one mistake: Kurt, who got sent to prison for dangerous affairs of the heart and mysterious Dylan, someone who doesn't speak enough for anyone to really know who he is. James attempts to break free from the regime, but what awaits him on the other side is an ongoing loop. Will he ever escape?

Music Competition Winner

I can see it all so clear  
fresh cut flowers and white everywhere  
a dress made of lovely design

I can see her caked on face  
with an edible one to match  
my God, it's the perfect day

as everyone smiles  
she steps down the aisle  
and takes a look around

ready for her big day  
the greatest day of her time  
ready for her big day  
God she's so ready for her big day

she'll scan around anxiously  
looking for that vacant seat  
that will be burned into her eyes

the one who wanted to see it all most  
could not be there to boast  
that that was her little girl

maybe she'll reminisce  
on all the things she missed  
but she won't lose her mind

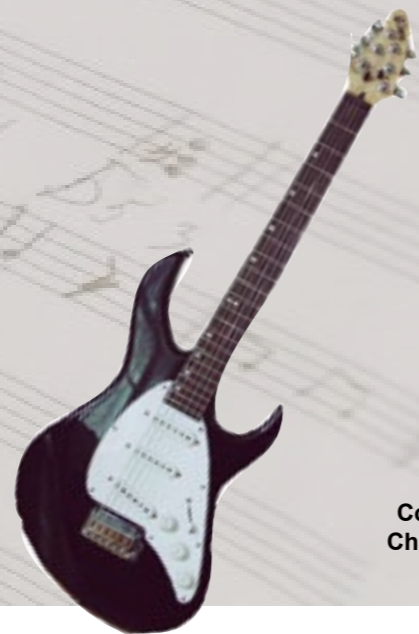
ready for her big day  
the greatest day of her time  
ready for her big day  
God she's so ready for her big day

maybe up above somewhere  
she would be sitting there  
and sometimes at nights  
she hopes she'll see her there  
but I wouldn't keep my hopes high  
no I wouldn't keep my hopes that high

As part of the fantastic Music for Bedford Borough Breakthrough initiative, young songwriters from across the borough were invited to enter a songwriting competition. After some gentle encouragement, Year Eleven musician, Charlotte Viola, entered her own composition, 'My Big Day', which she also performed in the acoustic room at Esquires with her friend, Megan Rogerson.

When the judging panel met to assess the entries, they unanimously decided that Charlotte's song should be given first place, along with the opportunity to record her song at a professional record studio!

Charlotte has worked incredibly hard on her songwriting skills over the last year and is richly deserving of this accolade.



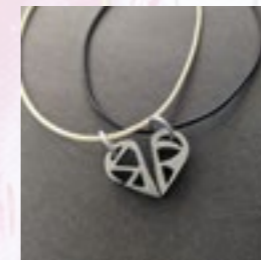
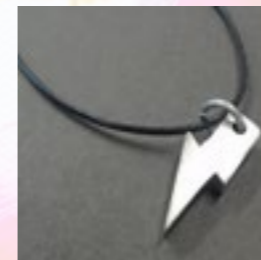
Composed by Charlotte Viola

Design Technology

Year Seven's rotation continued to upcycle their products and produce excellent recycled polymer key rings: a great unit to learn about where our rubbish goes, what we can do to prevent the damage to our environment and make some pretty cool things too! #D&T #biomimicry #sustainability

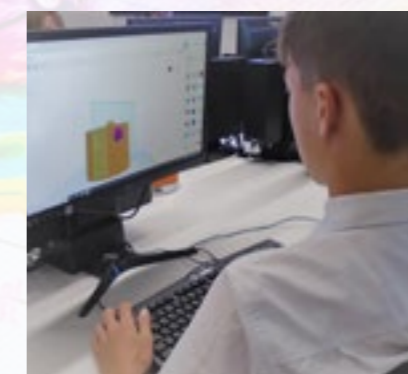


Perfect Pewter! - Our latest pewter products produced by year nine's continue to reflect what you can do through resilience and perseverance when using a combination of filing, sanding and time! Well done - perfectly polished with independently made jump rings! #perfectpewter



Our Year Ten's had an informative visit to the University of Bedfordshire, Luton campus exploring the fantastic STEM building and utilising their facilities. Students undertook a Computer Aided Design workshop and were greeted by a dalek just

as a little surprise! This was a great learning opportunity for all of those involved which are now being applied to their Non-Examined Assessment skills including 3D printing and the potential avenue for future careers! #D&T #engineering



RAF STEM event

Key Stage 3 pupils had a superb day thinking and becoming excellent engineers thanks to The Smallpiece Trust and RAF. Students engaged in an excellent interactive session that allowed them to learn all about aerospace engineering and all the amazing possibilities that there are that involved all areas of engineering. Team skills was at the heart of the successful groups who worked on a tight timescale and learnt how to budget, plan, problem solve in addition to key features on an aircraft. So many challenges and lots of fun was the order of the day! #thisengineering #STEM



Angelpoise lamps



Year Ten tackled the brief of designing and developing individually-made LED lamps. All students produced unique and skill-based items including half corner joints, casting, vacuum forming, modelling, chiselling etc. In addition, students used a combination of materials such as pine, metal, paper and concrete to give them their stand out designs!

Year Ten: Taking Maths further

Sixteen Year 10 students visited the University of Bedfordshire for a day of stimulating mathematical talks and activities designed to help students see the usefulness and fun of maths outside the regular curriculum. The workshops and lectures offered students a taste of maths beyond GCSE and allowed them to explore potential careers supported by maths qualifications. Various real-life applications of maths were examined, including how insurance analysts use mathematical modelling to ascertain which driver was most at fault in the event of a collision and a look at the advanced statistics used in sports broadcasting.



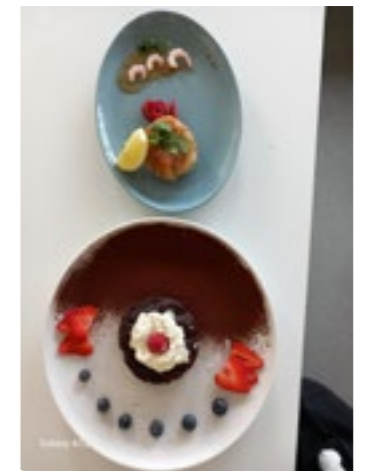
Students particularly enjoyed the Dragon Quiz, in which teams competed to create the longest dragon via a series of increasingly difficult problems. However, the highlight for many was a braiding workshop, which used complicated algebraic proofs to explain how the appearance of a friendship bracelet is related to the

number of threads used. If you've ever wondered why a seven-thread-skip-three pattern creates a beautiful braid, whereas a nine-thread-skip-four approach results in a twisted mess, these Year Ten students can explain it using the concepts of coprimes and factors.

The final session looked at the role of maths in the design of computer games, demonstrating that Pac-Man's maze is not flat, but in fact equivalent to the surface of a cylinder and the 80s game Asteroid looks like a 2D world, but is actually the shape of a donut! We also explored a proof showing which of the 256 million routes through a Pac-Man maze is the most time-efficient and learned how this branch of mathematics can be extended for use in the real-world of transport logistics.

The day was tremendous fun, but more importantly highlighted the wide variety of opportunities and careers which are available to young people who choose to study mathematics beyond GCSE.

Royal Navy chefs visit Goldington Academy



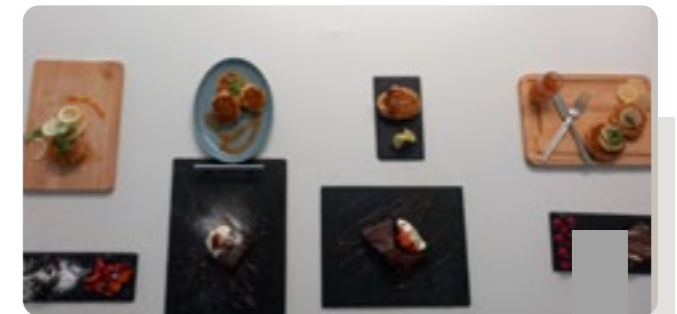
We were fortunate enough to have a visit from two Royal Navy Chefs, this term, for our groups of hospitality and catering students.

The Year Nines have been given a taste of what is to come in hospitality and catering next year and where this vocational course can lead to in their future careers.

Students were introduced to the work these chefs do and how their careers were made, training and the life of a Royal Navy chef. After this, students were teamed up and challenged to make a 2-course meal - fishcakes and chocolate brownies - in an hour. The task was set for these students and the challenge was high as our two professional chefs then tried their dishes and voted for the winning team.

A brilliant day was enjoyed by all.

All students had a great session and cooked so well that (for the first time ever) the chefs could not decide on a winner, and we ended up with a draw in our Year Ten class.



Need Help?

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

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

**NSPCC** - 0808 800 5000 (24 hour helpline)

**Integrated Front Door** team (safeguarding) - 01234 718700 (office hours) or ring 0300 300 8123 (out of hours)

**National Domestic Abuse Helpline** – 0808 2000 247

**Report abuse in education** call 0800136663 - help@nspcc.org.uk

**In an immediate emergency always dial 999**

**Bedford Borough Early Help** call - 01234 718700 - EarlyHelpHub@Bedford.gov.uk

PE Department Success

As a school, we have retained our platinum status for sports school mark which helps portray our strong extra-curricular provision that we offer here at Goldington.



The Year Seven rounders team are acing their league and will finish top!

Athletics

Following a successful District Athletics meet, Goldington had five students selected to represent North Bedfordshire.

On a hot evening, all of the students can be really proud of their efforts. Michael came 7<sup>th</sup> in the 800m and Leah came 3<sup>rd</sup> in her 800m event.

The sprinters all had gold medal success in the relays. We are also proud to say that Quadri and Ariane came 2<sup>nd</sup> in their

respective 200m finals, both missing out on gold by a couple of tenths of a second. Sam, meanwhile came 4<sup>th</sup> in the 100m junior boys final, showing great progress from last year, but unfortunately just missing out on the top 3.

All of the athletes have done incredibly well to have been selected.

Tennis

Year Ten girls' tennis team finished 2<sup>nd</sup> in their competition at Riverside Tennis Club.

Football success

The P.E department have had another successful term with the following results:



The U15 girls' football team were crowned District Champions earlier this term after beating Samuel Whitbread 4-3 on penalties! It was a fantastic game to watch and the girls should be very proud of themselves!

Well done to all involved!

One of our students goes to Watford FC

Goldington has talent! One of our students recently trialed and was accepted at Watford FC as part of their Emerging Talent Centre programme.

Her elated mum exclaimed, "She is an exemplary athlete, much like her brother. She is always playing something, but football has been her first love!" The year 8 student has been playing for nearly 6 years and has grown in confidence and skill and is an enthusiastic advocate for girls' football.

Her mother suggested a few football trials and put her in for Watford FC, who confirmed they would see her on an



invite-only basis.

"She trialed on 2<sup>nd</sup> June and no-one knew, except the family. She went and played her best, but whole-heartedly she thought she did badly. We went home and decided we will forget about it. A bad trial is something that we try and learn from and then move on to the next which would have been Northampton. Her birthday was 9 June, and her birthday weekend was manic, but she was happy," said her proud mum.

"She intends to still play for her grassroots team (Real Bedford Girls U14s). She quietly goes about her business, but she loves the game and I want people to know. Watch this space, as the Watford born girl goes back to Watford! Home is calling her!"



Ski Trip

In April 2023, 46 Year Nine, Ten and Elevens and five members of staff set off to Italy. After a long journey onto the Italian Alps we arrived and got settled into our hotel.

The next day some of the group were quickly skiing, but many were experiencing snow for the first time so took it slowly, getting to grips with the button lifts and the slippery snow. By the end of the second day, all of our skiers were skiing blue and red runs and experiencing the beautiful and sunny Italian slopes. Our resort had its very own glacier, and it was thrilling to take the gondola up to 3000m above sea level and see the stunning mountain range. We were blessed with great weather which meant that everybody from beginners to experts made amazing progress throughout the week. Lunch was spent every day in glorious sunshine eating the best Italian pizza or pasta which everyone enjoyed.

Evenings were spent having fun on quiz night, limbo dancing at the disco and experiencing Italian gelato and pizza. Everybody also needed some chill time, especially the teachers!

Skiing on the last day proved challenging as there was a total white out, but thankfully everybody made it through the day without getting lost or injuring themselves.

Overall, the trip was a great success, everybody had fun and made good progress skiing. I would like to thank the staff – Mr Atkinson, Mr Lincoln, Mr Lattimer and Miss Barker - for giving up a week of their Easter holiday to make this trip possible.

Look out for details of the 2024 ski trip!

Mrs Chapman



Goldington's Got Talent

This year's Goldington's Got Talent was bigger and better than ever, with more acts, guest judges and video interviews with each contestant. Not only was this year's evening great fun (which brought together Goldington

parents and local friends), but it was an excellent night of celebration for a range of talented students who literally blew our socks off with their amazing talents, effort and energy on stage!



Summer Term Science Stars

Year 7

Hollie  
Chloe  
Elodie

Year 8

Scarlet  
Vanshi  
Savanna

Year 9

Brishna  
Casey  
Chanh  
Dao  
Hannar

Year 10

Zara  
Susan  
Noah  
Evelina

UK Biology challenge

The UK Biology Challenge stimulates curiosity for the natural world and encourages students to take an interest in biology outside of school. The challenge involves two online quizzes that test student's general knowledge on all

aspects of biology. This year 225 Year Nine and Ten students took part in the challenge and we were delighted to receive certificates for all of our students, including 2 silver awards, 10 bronze awards and many more highly commended. Congratulations to all of our students who took part.

Rock workshop review



I recently had the pleasure of participating in a science workshop focused on rocks, and it was an enriching experience that left me with a newfound appreciation for the geological wonders that surround us. We were kindly given some of the rarest rocks from NASA which made the overall experience even more exciting. From start of finish, the workshop exceed my expectations, and I highly recommend it to anyone with a curious mind and a love for science.

One of the highlights of the workshop was the hands-on activities. We had the opportunity to examine a diverse array of rock samples, studying their textures, colours, and compositions. The teacher encouraged us to use our senses and employ various scientific techniques to identify and classify rocks. It was an immersive experience that allowed us to truly appreciate the remarkable diversity and beauty found within the earth's rock landscapes.

In conclusion, the science workshop on rocks was a new and amazing experience which taught me many new things. The hand-on activities, interactive demonstrations resulted in an immersive learning journey.

STEM trip to Kew Gardens

This term as part of STEM club we took 15 students to visit Kew Gardens. We were fortunate to have lovely weather and saw an amazing variety of plants. A fantastic time was had by all!



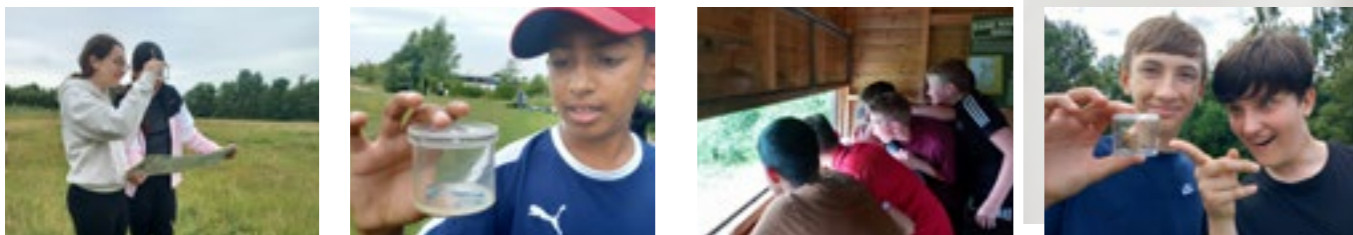
Forest of Marston Vale

Student reflections on their Year 8 fieldwork trip.

*"My favourite part was plotting things on the map and exploring because it was fun and interesting."* Tara

*"I learnt that there are so many different types of bugs in that area."* Tia

*"My favourite part was when we did the bug hunting because we found butterflies and moths. I also liked when we went to the Bird Hide because we could see the lake."* Scarlett



Duke of Edinburgh

On the Coronation weekend, Goldington Academy took 36 Year Nine students for their DofE bronze training. After a smooth start, it quickly turned into the wettest and muddiest DofE we have ever done with the amount of mud resembling a festival. Despite all of this, the students showed great resilience throughout the weekend. All students had a first aid session and were given instructions on what to do. 22 pupils were on the canoeing DofE and were learning how to canoe. Students also had to perform self-rescues where they were capsized into the water which were all successfully navigated. Meanwhile, the walking groups were putting their map reading skills to the test and completing a short walk on day one. The evening resulted in pupils cooking their own meals and one group who decided to take their own tent down during

the heaviest part of the rain.

Day 2 had an early start with pupils in mostly good spirits. Students plotted their route cards in the morning for their day's journey. With it being a sunny day, this resulted in different challenges. The canoeing groups arrived back ahead of schedule, with the walking groups returning on time. Despite some comments of "it is the worst weekend of my life," we are fully looking forward to the qualifying expedition in July.

Special mention should go to Mr Lattimer, Mr Lucas, Miss Geoghegan and Mrs Dear who supported the weekend. I would also like to say thanks to Canoe Trail who were brilliant as always.



Careers

Thank you to all parents/care givers who have responded to my request for feedback on our careers programme. Your contributions will help to formulate the programme moving forwards. If you haven't yet provided your feedback and would like to, please follow this link to the short survey: <https://forms.office.com/e/CkCi4JcR3n>

I would like to signpost you to the careers section of our website, where you will find a wealth of resources about apprenticeships, post-16 options and destinations and much more. The parent section is here: <https://www.goldington.beds.sch.uk/careers/parents>

Work experience information

Did you know - any meaningful experience of the world of work counts as "work experience"! This may include voluntary work, helping out in a parent's office/company, babysitting, doing a paper round or completing the DofE volunteering section.

Many of us are familiar with "work experience" that we completed while we were at school (for me, that was many years ago!). However, with the advent of stricter health and safety guidelines for employers, increasing costs for schools to complete checks on potential employers, and the sheer amount of time it takes to organise (arranging WeX is someone's full-time job in many schools!), the guidelines about what counts as work experience is changing; now it is more about having a meaningful experience of the workplace rather than a week off school for work experience which may not prove useful for the young person. When I think back to my time at school, one of my peers, who was an aspiring medic, spent a week mucking out stables because they didn't manage to find their own placement in a hospital, and felt they had no meaningful experiences other than knowing that they definitely didn't want to work with horses (which they knew already before the week!).

As long as a student has an immersive experience, talks to various people that work within that environment and undertakes roles within the work environment (even, but not exclusively, filing or photocopying!), this counts as work experience. It is more meaningful if the student works alongside someone who they are unrelated to, to make it realistic of the world of work, although the experience may be facilitated by a relative and who they know.

All students will complete work experience placements during Year 12, at college or during an apprenticeship during their post-16 placements.

Students at Goldington won't take part in a dedicated week of work experience before they leave us, however there are several ways in which students can gain experience during their time here, all of which count towards experience of the workplace (and actually are viewed more favourably because the student has taken their initiative and organised it for themselves!):

- Participation in a work experience placement via Speakers for Schools
- Attendance at an insight day with Speakers for Schools
- Engaging in Medic Mentor activities
- Signing up for virtual experience via Spring Pod over the summer break

All opportunities are shared with students either by email or on Satchel, and when they apply, the school is asked to provide a reference to verify their placement. Students who have engaged with activities in the past have enjoyed the opportunity and gained valuable insight as well as developing their skills. Students create their own account, using their school email address and complete the application forms for as many or as few of the opportunities as they would like to.

There are some age limits on some of the activities, and some are specific to certain regions of the UK, so students need to make sure they read the information carefully before applying, to avoid disappointment.

For further information, you can visit:

Speakers for Schools – <https://www.speakersforschools.org/work-experience-opportunities/>

Spring Pod – <https://www.springpod.com/>

Medic Mentor - <https://medicmentor.co.uk/>

Careers

Apprenticeships and T-levels

An area that is rapidly changing is the provision of apprenticeships and T levels.

We are fortunate that Bedford College is involved in launching many of the new T level courses as they become available, and Mrs Sacre attended a launch event in June. She had a tour of the construction, IT, Art and science departments and heard from the Principal about the new courses which start in September.

More information about Bedford College offer for T levels can be found here: <https://bedfordcollegegroup.ac.uk/study/school-leavers/tlevels/>

ASK Apprenticeships visited to present to Year Ten students about apprenticeships at the end of June, as part of the post-16 topic they are completing in Life Skills. Students were offered the opportunity to stay for a workshop facilitated by Claire from ASK, where she showed them how to set up their accounts. Apprenticeships can also be searched for via Unifrog.

Amazing Apprenticeships has a comprehensive area of their website dedicated to parents and carers, which can be found here: <https://amazingapprenticeships.com/parent-zone/>. There is a wealth of information available, including about the different levels of apprenticeships available from aged 16 onwards.

Bedford Creative Arts Project

A small group of year 9 students are working with Bedford Creative Arts, through Aspire Higher at the University of Bedfordshire. Bedford Creative Arts is an Arts Council England National Portfolio Organisation and a registered arts charity dedicated to commissioning high-quality art with communities and working with artists to explore new developments in socially engaged art practice.

The students are working with local artists Katie Allen and Anthea Barclay to produce a 'Zine' which will be launched at the end of the summer term! Creative Culture Club has been really informative and has allowed me to use my creativity and imagination in fields of work I didn't even know existed as well as being really fun to do with friends."

Careers in the curriculum

There have been plenty of careers-related activities taking place around school in different subject areas, including embedded within lessons and trips/visits which you will find out about in other sections of the newsletter.

The weekly 'World of Work Wednesday' has explored a variety of careers and job roles over the past term, linked with the SMSC Theme of the Week. Such roles have included E-learning developer, event manager, music promotions manager, RSPCA inspector, cyber security, corporate responsibility and sustainability practitioner, outdoor activities instructor, equalities officer, air accident investigators, countryside ranger!



**Friday Futures careers talks**

Our Friday, Futures talks have continued this term, and have included visits from Milagros Guerrero Espino, a Geotechnical Engineer/Civil Engineer background at AECOM, and the student outreach team from the University of Hertfordshire visited to introduce university life and opportunities. Mme Barbot also gave a talk to students about her career before teaching, which was an interesting insight into how modern foreign languages can be used in many different careers.

Stephen Kimbell, Director of Greenspires Advisors Limited, visited to talk about his career in the legal profession, and the different routes into law. Jacob, Year Seven, said "I think the bit about the different types of law was my favourite part."

We have a continuing programme of speakers visiting the school over the next few months. Students can sign up to attend any or all of the talks – spaces are limited to 30, and it is first-come, first-served. There is an Eventbrite booking system (link available via Show My Homework noticeboard), or students can sign up when the career ambassadors visit form times.

If any parents, carers or relatives of our students would like to visit us on a Friday 1 – 1.30 pm, to give an inspirational talk about their career pathway, current role or previous roles, we would love to hear from you!

Please email [careers@goldington.beds.sch.uk](mailto:careers@goldington.beds.sch.uk)

**Student Ambassador programme**

Being an ambassador in school is a role that many of our students relish and excel with. As well as being an important part of our school community, our ambassadors volunteer to help subject areas in many different ways, from making displays, facilitating extra-curricular clubs, running the School Shop or assisting with the day-to-day running of a department.

The ambassador programme has been launched to all students this term, with the invitation to apply for a particular area of school they would like to support with. This may be a subject area, the library, careers/futures or the running of the school shop!

Being an ambassador not only helps students contribute to the school community, but helps them to develop vital employability skills they will take with them in their next steps beyond Goldington, and for all students, provides an activity or them to include in their personal statements and applications for post-16 placements. All activities can be recorded on Unifrog and used when students build their CV!

Applications are open for students in all year groups until Friday, 14 July, when they will be viewed by the relevant Curriculum Leaders and ambassadors chosen, ready to start in their roles from September 2023. The links for the prospectus and application form is available via Satchel, as a flexible task set up by Mrs Sacre.

**Charity fundraising**

As every with every year, there have been many fundraising events taking place in school, so at this time of the school year we thought it would be great to celebrate the generosity and thoughtfulness of our school community by summarising the total amounts that have been raised through mufti days and cake sales in school, and other events such as the Christmas Fete in aid of Mind.

	Amount raised
Children in Need mufti day	£111.35
Children in Need bake sale	£92.55
Goldington's Got Talent – raising money for the Daniel Spargo-Mabbs Foundation	£227.50
Turkey relief bake sale	£249.39
Christmas Jumper Day - for Save the Children	£603.12
Year 11 Prom cake sale	£155.00
Christmas Fete for Mind	£222.50
Penalty shoot-out for Children in Need	£19.80
Pride mufti	£282.45
Pride cake sale	£43.25
Grand Total for the year	£2006.91

**Pride Month**

In June we celebrated Pride month for the LGBTQ+ community. This involved staff highlighting LGBTQ+ people who had significantly contributed to their subject with poster displays, fundraising for the charity Just Like Us through ribbon sales, and a mufti day and cake sale on 30 June where we raised £325.70 in aid of AKT and LGBT Foundation. These events were enjoyed by staff and pupils alike, and were a warm reminder of what a welcoming community Goldington Academy is.



**Mountfitchet Castle**



To complement their recent studies about Norman England, Year Seven students went to Mountfitchet Castle, a recreated Norman motte-and-bailey castle. The trip to this living museum was an informative and fun day out for pupils, who got the chance to learn more about what the day-to-day life in these castles would have been like. This allowed our students to see something which we have studied in detail this year and allowed them to supplement

their learning with a hands-on approach to history. Pupils also got the opportunity to visit the toy museum there and see some farm animals which they keep on site. All in all, Year Seven had an excellent day, and we are already looking forward to our visit next year!



**Year Seven History Studies**

As part of their Year Seven history studies, each class have had the opportunity to take part in a 'What is History?' session, organised and led by the National Archives in London. Year Seven have been developing their key historical skills throughout this year, and this session allowed pupils to continue to develop their skills of inference and deduction by looking at primary sources from the archives linked to the women's suffrage movement. Students learnt about Evelyn Manesta and Lillian Forrester, two suffragettes who vandalised artwork at Manchester Art Gallery in the name of the

movement, before using their own skills to piece together the stories of two sets of clues linked to the period. Students really enjoyed these interactive and engaging sessions, and it also helped them to further understand the important role historians play through the work they do and how there is still a lot of history left to discover.

**This term's high achievers**

Year	Winner	Runner Up
Seven	Alfie	Richa
Eight	Scarlett	Bobby
Nine	Liam	Joel
Ten	Haroon	Zara

### Attendance Figures

We have been really proud of the efforts made by our pupils to be in school as much as possible this term. Whilst our attendance figures are significantly above national figures, we would like to take this opportunity to encourage good attendance amongst our pupils. Our current percentage is 93.75% and our school target is 96%. Please ensure that your child comes to school on time as regularly as possible. We appreciate that illnesses present themselves throughout

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

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

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

### School Uniform

All pupils at Goldington Academy must wear the school uniform as set out in the uniform policy, which includes proper school shoes, school tie, blazer and the full PE kit. Exceptions may be granted under certain circumstances, e.g., for medical reasons. Pupils must wear the full school uniform to school every day and should only arrive at school dressed in PE kit if they have been told they can do so. If a child is unable to wear the full uniform for any reason, then parents should communicate this to the school via either the child's Form Tutor or Head of Year.

open to subjective interpretation and on occasion abuse. Therefore, to avoid difficulty or embarrassment, we ask parents and pupils to operate well within these guidelines rather than at their extremes.

All pupils must bring the basic equipment needed for lessons. On occasions when pupils are not properly equipped for lessons valuable learning time is often lost, which is detrimental to pupil progress. Pupils, at the least, should be equipped with pens, pencils and a ruler.

Hair styles should not include unnatural colours, patterns or designs. Jewellery other than that listed below is not allowed:

- One small plain stud in each ear
- One ring permitted on each hand
- Bracelets on the grounds of religious or medical needs

Any student attending school with piercings that are not permitted will be asked to remove them, once they have healed. No other visible body piercing is acceptable.

The school recognises that areas such as uniform can be



Reminder - parents please check and amend accordingly your child's data collection sheets found in the SIMs ParentApp. In addition, if you make any changes in ParentMail you must also update details in the SIMs Parent App too. This will ensure you continue to receive all school correspondence.

### Special Education Needs & Disability Update



The following from the SEND Code of Practice (2015) underpins our provision for students who have Special Educational Needs or a Disability (SEND).

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

Teachers are responsible for every pupil including those with SEND.

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

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

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

#### Not every pupil making slower progress has SEND.

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

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

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

#### Pupil Passports:

Strategies and bespoke approaches for SEND students are shared with teaching staff via Pupil Passports. This document is co-produced with students, parents and the SEND team. Passports are sent home with

the interim reports, and you have a chance to feedback if you want to review any strategies that you feel warrant changing. Feel free to contact Mr Roopnarain ([roopnarains@goldington.beds.sch.uk](mailto:roopnarains@goldington.beds.sch.uk)) to arrange an appointment if this is the case.

#### SEND consultation meetings:

A series of productive SEND meetings with parents and students took place over the course of the half term and progress, provision and Pupil Passports were discussed. Parents were invited via ParentMail to attend a meeting. If you have not yet had a chance to meet with the SENDCO, then please feel free to contact us to arrange a meeting.

#### Important SEN information and documents:

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

**SEND information report:** information published on the school website about how the school's SEND policy will be implemented. The latest report is available here: <https://www.goldington.beds.sch.uk/learning/special-educational-needs>. We invite feedback for review and feedback of the current document and consequent update of these for September 2023.

#### Would you like to join us?

We are always on the lookout for Learning Support Assistants or volunteers to support effective learning in the classroom and beyond. In addition, we also have a Learning Apprenticeship partnership with Bedford College where apprentices (subject to an interview process) can work four days a week as an LSA and a day release at college to attend study sessions.

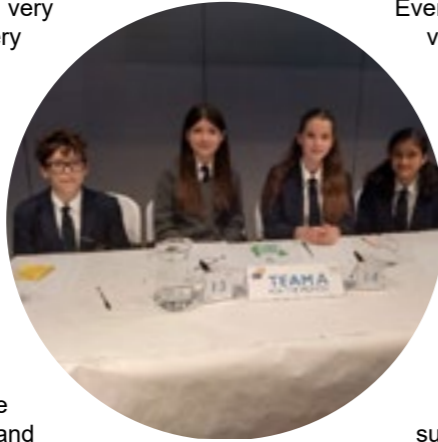
#### Contact us

With any issues regarding pupils and their SEND, the SENDCO, Mr Roopnarain, can be contacted either by phone, in person or by email [roopnarains@goldington.beds.sch.uk](mailto:roopnarains@goldington.beds.sch.uk). A drop-in session is available to parents on Thursdays between 1.40 pm — 4.15 pm each week during term time.

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

Debate Competition

The Key Stage 3 Debate Club had the very exciting opportunity of competing in our very first inter-school debate this term. A team of four students represented Goldington against Bedford Academy on Thursday, 25 May, with the focus being the very current and controversial statement: "This house believes that monarchies should be abolished".



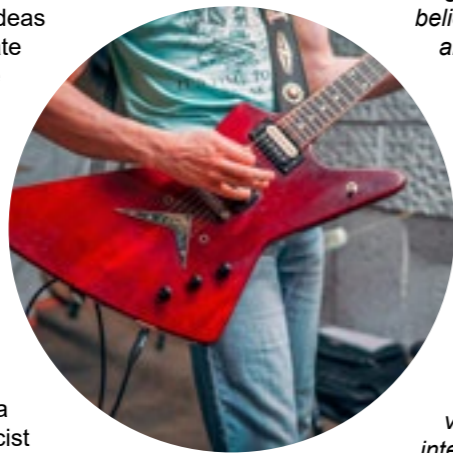
Eventually, Bedford Academy were declared victorious by a very narrow margin. However, I think we can be very proud of our effort as a "novice" team, and we look forward to returning with more experience next year and hopefully bringing back a trophy!

The Key Stage 3 Debate Club will be open next year to all students in Years 7-9 and we always welcome new and enthusiastic members who are interested in developing their oracy and critical thinking: skills which are really valuable not just for academic success, but also future life prospects

We were assigned to debate in favour of the motion, and the team worked extremely hard preparing, researching and putting together presentations in the run up to the competition. There were a huge range of excellent points raised on the night and some great interactions as the two opposing sides intervened and challenged each other's ideas, making it very difficult to judge a winner.

Big ideas for bright minds

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



They attended a series of in-depth and fascinating lectures covering topics such as justice, psychology, physics and music, which were approached from many different viewpoints so that students could see connections between different areas of study and the bigger picture.

For many students, the highlight was a combined lecture/rock show by a physicist (described as a cross between Einstein and Jimi Hendrix) showing how guitar string vibrations relate to string theory, which might answer questions about the Big Bang.

Zara (Year Ten) describes some of the other activities:

*"One great session was a debate: This house believes that it isn't OK to make comments about another person's body. It was amazing to see how many students from across the country were so enthusiastic about expressing their views on this matter: a topic that many of us are aware of in these current times. It produced incredible discussions from many people, based on knowledge, experience or understanding. Also, an Oxbridge interview question was shown to us. When we talked through the question, it was interesting that the question could be approached from a variety of angles depending on how you interpreted and carefully thought about it; there were many possible answers. Overall, the trip was a brilliant opportunity to learn and contribute ideas - a friend of mine said that the whole experience 'broadened their mind to new possibilities and a different way of thinking'."*

Geography

The geography department have been very excited to see the instalment of a new digital weather station. We are really looking forward to using real-time weather data in our lessons.



Eco Club



The eco-committee have been promoting Eco-Club by running assemblies for Years 7-9. They produced informative and inspiring assemblies which encouraged more students to join! Students are now in the initial stages of working towards gaining an Eco-Schools award for Goldington Academy. This has included organising and leading meetings with the school business manager and also Roger, our head cook. Watch this space for updates on our application! Students can keep up to date with what is going on via our display board outside of room 32.

'Being a part of Eco-Club has opened up a range of opportunities. I now work with students from across all year groups that I would not have done before and it is also all for a great cause!' Zara, Year 10

Geography club have been busy this term designing and making an Earth from a balloon and plaster of paris and making a wind-powered house using a circuit and a small wind turbine from science! This project was in collaboration with Ben from Bedford School, an A level geographer who helped with the construction of these projects. What fantastic work from our geography clubbers. Well done, everyone! #geogrocks

