

Engaging minds • Nurturing success • Inspiring futures





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

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PRINCIPAL'S WELCOME

Welcome to Goldington Academy

Dear Parents and Carers,

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

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

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

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


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

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

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



F X Galbraith, Principal



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

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VISION AND ETHOS

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

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

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

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



CURRICULUM

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

Key Stage 3 Curriculum (Years 7-9)

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

Key Stage 4 Curriculum (Years 10-11)

Students begin their GCSE courses in Year 10.

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

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

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

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

Physical Education and Sport:

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

The Arts

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

Other extra-curricular opportunities

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

Trips and Visits

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

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

Residential Trips

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



PERSONAL DEVELOPMENT

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

Pastoral Support

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

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

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

Careers

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

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

This is achieved through a variety of means, including:

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

Student Leadership

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

“

Personal development is a great strength.

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SCHOOL ACHIEVEMENTS

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

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

FIRST RATE FACILITIES

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

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

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

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

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

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

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Haylands Way, Bedford MK41 9BX

Telephone: 01234 261516

Email: office@goldington.beds.sch.uk

www.goldington.beds.sch.uk



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Engaging minds • Nurturing success • Inspiring futures



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Engaging minds
Nurturing success
Inspiring futures



GOLDINGTON AT WORK

For new parents and children

Thursday 10 October 2024

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.

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

What our students say

"Goldington Academy is an amazing school not just because of the lessons but because of the extracurricular activities as well. There are a wide variety of clubs as well as the Ambassador program, which gives students the opportunity to help the teachers while learning more about their favourite subjects, and the Duke of Edinburgh award which all students can take part in." Brandon



"What I like about Goldington is the range of subjects to choose from. Interesting subjects such as psychology, computer science or enterprise or creative subjects such as art, drama or design & technology. The opportunities are endless." Mahveen

"The teachers at Goldington are very enthusiastic about their subjects. They are supportive of our needs and well-being. When necessary, our teachers give us extra support in studies, we are no so confident in which is something I value a lot." Marie



"The library at Goldington has over 6000 books, with more coming in all the time! There are many fictional genres such as science fiction and classics, but also non-fictional genres such as careers and mental health. It's a very relaxing environment where we can read, study and do fun activities. It is where I spend a lot of my free time." Savanna

GROUND FLOOR	
Main Hall	The Principal, Mr Galbraith
Library	Library Resources Manager
ICT Suite 1	Creative iMedia
Room 2	STEM
Room 3	Cooking and Nutrition/Hospitality & Catering
Room 5	Biology
Room 6	Chemistry
Room 7	Physics
Room 8	Design Technology
Room 9	
Room 10	Governors and parents
Room 11	Maths
Room 13	Psychology
Room 14	Maths
Room 15	Special Educational Needs &/or Disabilities, Mental Health support, English as an Additional Language, Fun Friends Club
Room 16	Religion, Philosophy & Ethics
Room 17	Personal Development - Life Skills & Careers
Room 18	Music

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

MIDDLE FLOOR

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

TOP FLOOR

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

**Refreshments are
available in
Room 22**

GOLDINGTON ACADEMY AT WORK

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

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



ENGLISH (KS3)	<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>
MATHEMATICS	<p>At the start of Year Seven, students will study the following units of work:</p> <ul style="list-style-type: none"> • Sequences • Understand and use algebraic notation • Equality and equivalence • Place value and ordering • Fraction, decimal and percentage equivalence <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the "Knowledge Organisers" section.</p>
SCIENCE	<p>After a short introduction topic to science in secondary schools, students will study the following topics:</p> <ul style="list-style-type: none"> • The particle model • Cells and organs systems • Forces • Mixtures and separation <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students begin with the 'Entomology' project. This will introduce key skills in drawing. They will be learning how to use the grid method, how to blend with tonal pencils, mark-making techniques in pen and how to blend colouring pencils. They will work from a variety of images of insects and insects in resin to develop observational skills. Techniques taught at this stage will help students to gain confidence and will be key to all future projects. The 'Entomology' project continues in to the Spring Term.</p>
COMPUTING	<p>All year groups will start the year looking at internet safety 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>
COOKING & NUTRITION	<p>In cooking and nutrition, the course will begin with food hygiene. Students will begin to design their own recipes. They will prepare their own ingredients, and look at the nutritional content of food and the benefits of a healthy, balanced diet. 90% of the dishes cooked will be savoury.</p>
DESIGN AND TECHNOLOGY	<p>Students will begin the year looking at technical drawings and recognising the importance of this within the design and manufacture world including isometric and line weighting. Students will begin to go into detail about the social, moral, cultural and spiritual aspect of different materials and products, including thermoforming plastics such as HDPE and our roles as both manufacturers and consumers. Within the design process, pupils will learn about biomimicry.</p>



AUTUMN TERM 2024 - YEAR SEVEN

DRAMA	Students will begin the year studying an introductory unit for new starters to secondary level drama. Many students will have had drama lessons in primary school, but it is likely that the groups' experiences may vary greatly. This unit of study offers an opportunity for them to get to know each other and develop their social and teamworking skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year with more complex and/or thematic content.
FRENCH	Students will start the autumn term revising work from their primary school – numbers/age, family members, classroom descriptions - ensuring that they are confident in the phonetic/grammatical/lexical foundations of the language. They will move on to master how they can discuss about their immediate world including what they do at school: free-time likes and dislikes, descriptions of their appearance/personality and what they wear and study at school. Students will practise listening and reading skills, including pronunciation and French accent, and also strive for greater confidence in writing with accuracy, especially centring on the impact of gender on adjectival agreement.
GEOGRAPHY	Students will begin the term by discovering what makes a great geographer through the topic of 'Fantastic Places'. They will travel the globe investigating regions and countries of the world informed by Tim Marshall's book, 'Prisoners of Geography'. Students will apply their geographical skills to a range of OS maps and aerial photographs. Students will then move onto tectonics and study the restless Earth through the topic of 'Days that shook that world'. Students will investigate the causes and impacts of volcanoes and earthquakes and enquire if we can ever live safely with these hazards. They will revisit, retrieve, reuse and develop their map skills.
HISTORY	Students will begin the year with a unit based on the development of historical skills such as deduction and evaluation. Students will then learn about Constantinople in the 11 th century, before investigating how influential the Normans were on England. Subsequently, students will look at the power of Eleanor of Aquitaine before a study of the Crusades. Throughout the term, students will learn to develop their understanding of chronology, interpretation of sources and to explore the causes and consequences of historical events. This course will build on students' knowledge of power and authority by repeatedly interacting with stories related to how medieval rulers across the world sought to develop, increase and maintain their power and authority: who holds power, how do people keep their power, what methods do they use to gain and maintain authority and control and how does power manifest in different forms.
LIFE SKILLS	This term students will focus on two Big Questions: What is self-awareness and why is it important? What do I need to know to keep myself safe and healthy? These questions are health and wellbeing topics, and will cover a range of issues such as settling into secondary school, forming and maintaining healthy friendships, the importance of good personal hygiene and the emotional and physical changes linked to puberty.
MUSIC	Students will develop an understanding of the origins and characteristics of the Blues. They will learn the standard chord pattern and will improvise phrases using the Blues scale. Towards the end of term, students will compose a piece based on the 12 bar Blues structure.
PHYSICAL EDUCATION	In Physical Education, students will develop their skills in the following areas of activity: netball, football, rugby, hockey, gymnastics and sports hall athletics. This term will be based around developing skills and adapting them to game situations. It is important that students are exposed to new sports that they may not have had the opportunity to participate in during primary school, whilst also developing pre-practised skills. As the term progresses, students should develop an understanding of what effective game play looks like and which skills can be used in different situations.
RELIGION, PHILOSOPHY AND ETHICS	For the first half-term, students will be exploring how equality is taught within Sikhism and what impact this has on our local community. In the second 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.

ENGLISH	<p>Students will begin with an introductory unit about Shakespeare, focusing on 'The Tempest'. They will explore the plot and analyse extracts from the text through reading in class and drama activities. Developing confidence in understanding Shakespeare's language, students will discuss and respond to the text, building upon the skills studied in 'The Bone Sparrow' to practise using evidence to support their explanations.</p> <p>In the second half term, students will read and respond to classic mythical tales. They will begin to analyse the tales, reflect on world literature and explore how this has impacted modern texts. In addition, students will develop their creative writing skills ready to undertake a descriptive writing assessment at the end of the unit.</p>
MATHEMATICS	<p>In the summer term, Year Seven students will complete the following units of work:</p> <ul style="list-style-type: none"> • Constructing, measuring and using geometric notation • Developing geometric reasoning • Developing number sense • Sets and probability • Prime numbers and proof <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	<p>During spring term, Year 7 students will learn about the following topics:</p> <ul style="list-style-type: none"> • Sexual reproduction in animals • Electricity • Atoms, elements and compounds • Muscles and Bones <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students will continue to study insects in a range of media. They will develop skills in colour theory through watercolour and colouring pencils. Students will learn how to mix and apply colour effectively. They will then research Impressionist art, and they will design and make their own clay tile.</p>
COMPUTING	<p>Topics to be covered this term include writing increasingly complex control programs using flow charts and using digital technology to enhance pictures. Students will learn to use a GUI based coding system which covers a diagrammatic overview of object - orientated programming with use of variables, sub-routines, conditions and loops. We will then be covering hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.</p>
COOKING & NUTRITION	<p>Students will continue to develop their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
DESIGN & TECHNOLOGY	<p>Students will begin to explore a range of materials and equipment to produce functional products. Students will begin to consider how electronics can be used in products along side the work of others. The design development will involve greater annotations and reflection with significant reference to the consumer they are designing for. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of materials.</p>
DRAMA	<p>This term, students will study Greek Theatre & Myths. The aim of the unit is to demonstrate how research and development are key aspects of drama. Students will also explore physical and vocal skills in response to a historical style of theatre and complete a research project into the time period.</p>
FRENCH	<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>

SPRING TERM 2024 - YEAR SEVEN

GEOGRAPHY	Students will continue to learn and complete their topic about earthquakes and volcanoes, and they will consider if we can ever live safely with them. They will use their map skills to locate and describe distributions of tectonic and seismic hazards before case studying major volcanoes and earthquakes. This topic will see students studying old favourites like types of volcanoes and question the predictability and preparedness for earthquakes and volcanoes. Their knowledge will be informed by Ilan Kelman's book on natural disasters. Students will be encouraged to link their learning and geographical skills using the key concepts, so they can continue to see the connections in their learning. They will then move onto great rivers and explore some of the world's greatest rivers both locally and globally.
HISTORY	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.
LIFESKILLS	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. In the second half of the spring term, students will start to explore the different types of relationships they can have with those around them and how these can be influenced by heritage and diversity. Students will also consider how prejudice, discrimination and stereotypes negatively influence relationships and why they need to be challenged as a result.
MUSIC	'The Classical Music of North India' Students will develop an understanding of music from this tradition. They will participate in performing and composing activities based on the techniques used by Indian musicians.
PHYSICAL EDUCATION	PE courses will continue to be in the following areas: netball, dodgeball, table tennis, badminton, gymnastics, sports hall athletics, rugby, football and basketball. Games lessons will focus on developing skills and will include aspects of fitness. Students will be required to transfer the skills and tactics they learnt during the autumn term into various sports.
RELIGION, PHILOSOPHY & ETHICS	In the first half-term, students will explore why Christians believe that Jesus was 'God on Earth' and the relevance of this belief in today's society - does the world need a 'saviour' today? They will also explore how beliefs are expressed through art, worship and actions. The theme for the second half term is 'Do prophets influence us today?' Students will look at examples of prophets from different religions and investigate the impact they had on the world both then and now. They will then go on to investigate what problems there are in the world today and question whether there is a need for a modern prophet.



YEAR SEVEN CURRICULUM SUMMARY - SUMMER TERM 2024

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

FRENCH	Students will work on perfecting French speaking and role play skills to develop their pronunciation, French accent and confidence in 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.
GEOGRAPHY	Students will continue learning about great rivers. They will explore a range of river landforms and discover how and why some rivers bend. They will also investigate the impact of extreme weather events and use their numeracy skills to draw and interpret flood hydrographs. They will continue to build on their use of geographical skills and key concepts. Their final topic will be exploring the impact of tourism, through the good, the bad and the ugly.
HISTORY	Students will explore a couple of key questions in the summer term. They will study the Tudor era with a focus on 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.
LIFE SKILLS	This term, students will explore the statutory relationships topic, including: Female Genital Mutilation, 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.
MUSIC	The topic for the term is 'Film Music'. This genre will be explored through the integrated activities of performing, composing and listening. The students will learn about the important role music plays in films and how composers use musical devices to create a particular mood or atmosphere. They will develop their keyboard skills by learning to play chord sequences and improvising 4-bar phrases. Finally, they will compose a piece of music for a science fiction film, using the online music resource: Soundtrap.
PHYSICAL EDUCATION	PE lessons will focus on athletics, with the students having the opportunity to develop skills in both field and track events. Throwing skills will primarily be more specific to javelin and shot put. In games-based lessons, students will have the opportunity to develop the skills and knowledge of tactics in striking and fielding games such as cricket and rounders. Within both sports, students will have the opportunity to experience playing in various positions such as bowling, fielding and batting.
RELIGION, PHILOSOPHY & ETHICS	<p>This term, students will investigate beliefs about the nature of God, the creation of the universe and the role of humans in the world, followed by a short unit where students will explore the link between religion and environmentalism. The students will then move on to a unit of work which explores the role of art, music and architecture in religious and spiritual expression.</p> <p>In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE's national Spirited Arts competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none"> • Faith in humanity: "No to racism, yes to respect" • Looking beyond • How do we envisage God? • Wise words? Holy words? • Green faith, green future? • Why do animals matter? <p>More information about these themes can be found at: https://www.natre.org.uk/about-natre/projects/spirited-arts/</p>

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

EXTRA CURRICULAR ACTIVITIES

	Monday	Tuesday
Lunchtime	<ul style="list-style-type: none"> • Fun Friends Club – FFC (AC), Rm 17 12.50-1.35 pm • KS3 D&T Makers club/Catch up (EH), Rm 8 & 9 12.40-1.15 pm • Trampette club (LC), Gym 12.40-1.10 pm • Debate Club (SH/KC), Rm 31 12.40-1.10 pm • History Club (SB), Rm 34 1.00-1.30 pm • Musical Theatre Club (CM), Rm 47 12.40-1.10 pm • Keyboard Club (GK), Rm 18 1.00-1.30 pm 	<ul style="list-style-type: none"> • Art Catch Up Club all years (MZ & JT), Rm 40 & 41 12.40-1.10 pm • Mindful Art Club (MZ), Rm 41 12.40-1.10 pm • Year 11 French Tenses Workshop (BD), Rm 36 until 1.15 pm • Years 7 & 8 Gardening Club (LS), Garden Area 1.00-1.30 pm • Fun Friends Club – FFC (AC), Rm 17 12.50-1.35 pm • Maths Homework and Puzzle Club (JN), Rm 24 12.50-1.25 pm • Years 7, 8 & 9 Basketball (LH), Sports Barn 12.40-1.10 pm • Geography Club (DN), Rm 33 1.00-1.30 pm • Chess Club (KM/KJ/CJ), Rm 14 1.00-1.35 pm • Year 11 Mrs Storey French Foundation revision (KS Rm 30 from 1.00 pm
After School	<ul style="list-style-type: none"> • Running Club (TF), Field until 4.30 pm • Year 9 & 10 Netball Club (BB), Sports Hall/Playground • Table Tennis fixtures (CN) • Year 10 & 11 Creative iMedia and Enterprise & Marketing catch-up (LH and MN), Rm 24 3.40-5.00 pm • Years 9 & 10 Football (KL), Field • Year 10 GCSE Drama rehearsals (CM), Rm 47 3.45-5.00 pm • Monthly French Cinema Club (KS/BD/LO), Rm 30 until 5.30 pm approx. dependent on film length • Percussion Club (GK), Rm 18 3.40-4.45 pm 	<ul style="list-style-type: none"> • Netball Fixtures (BB), Various times and locations • All Years Table Tennis Club (CN), Gym • Year 7 Football fixtures • DJing Club (GK), Practice Rm 3, in Drama Studio 3.40-4.45 pm • U:Dance (HP), Drama Studio 3.45-4.45 pm

FOR THE AUTUMN TERM

	Wednesday	Thursday	Friday
Lunchtime	<ul style="list-style-type: none"> • Art Catch Up Club all years (MZ & JT), Rm 40 & 41 12.40-1.10 pm • Fun Friends Club – FFC (AC), Rm 17 12.50-1.35 pm • KS4 Catch-up/drop-in (EH), Rm 8&9 12.40-1.15 pm • Year 11 Spanish catch-up/drop-in (LO), Rm 35 until 1.15 pm • All Years Knitting/Crochet Club, (EB), Rm 22 1.10-1.35 pm • Year 7 & 8 Drama Club (CM), Rm 47 12.40-1.10 pm • String Group (AK), Drama Studio • Bandits (GK/DS), Music Practice Rm 1 12.50-1.30 pm 	<ul style="list-style-type: none"> • Art Catch Up Club all years (MZ & JT), Rm 40 & 41 12.50-1.20 pm • Years 9-11 Gardening Club (LS), Garden Area 1.00-1.30 pm • Fun Friends Club – FFC (AC), Rm 17 1.00-1.45 pm • Gym Club (LC), Gym 12.50-1.20 pm • Geography Film Club (DN), Rm 33 1.00-1.30 pm • Chess Club (KM/KJ/CJ), Rm 14 1.00-1.45 pm • Year 11 French catch-up/drop-in, (LO), Rm 35 12.50-1.25 pm • Year 7 STEM Club (DF), Lab 7 1.10-1.40 pm • Bandits (GK), Music Practice Rm 1 1.00-1.40 pm 	<ul style="list-style-type: none"> • Art Catch Up Club all years (MZ & JT), Rm 40 & 41 12.40-1.10 pm • Fun Friends Club – FFC (AC), Rm 17 12.50-1.35 pm • Eco Club (BC), Rm 32 1.00-1.30 pm • Jazz Group (GK), Rm 18 12.50-1.30 pm
After School	<ul style="list-style-type: none"> • Year 7 & 8 Netball Club (BB), Sports Hall/ Playground • All Years Girls' Basketball Club (CN), Gym • All Years Girls' Football Field/MUGA (GD) • Year 11 Design & Tech catch up, Rm 8 & 9 3.40-4.35 pm • GCSE Geography technique (BC), Rm 32 3.45-5.00 pm • All Years Boys' Rugby (OL), Field • Gospel Choir (FA), Rm 18 3.40-4.45 pm 	<ul style="list-style-type: none"> • Girls indoor cricket club (CN), Sports hall • Art Open Studio (MZ & JT) Rm 40 & 41 3.40-4.45 pm • Year 11 French Higher Tier (BD) Rm 36 until 4.45 pm • Year 11 History revision (SB), Rm 34 3.45-4.45 pm • Years 7 & 8 Football (KL), Field • Year 11 French Higher Tier (BD) Rm 36 until 4.45 pm • Girls' Rugby (DF), Field 3.45-4.30 pm • Steel Pans (GK/AW) Practice Rm 1, in Drama Studio 4.00-5.15 pm 	<ul style="list-style-type: none"> • GCSE Geography technique (DN), Rm 33 3.45-5.00 pm • Band Rehearsals (GK), Rm 18 3.40-4.45 pm • All PE After School clubs during the week run from 3.45 pm – 4.45 pm unless otherwise specified



Admissions Information

Oversubscription criteria:

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

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

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

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

Admissions Process

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

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

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

Appeals

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

Waiting list

The school maintains a waiting list for admission into year 7 until the 31st 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 in the Code mean children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after **as well as** those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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

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

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

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

**31 October
2024**

Last day for applications to
be submitted online



**3 March
2025**

National Offer Day

Goldington Academy Curriculum Leaders (2024-2025)

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

Inspection of Goldington Academy

Haylands Way, Bedford, Bedfordshire MK41 9BX

Inspection dates: 1 and 2 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Outstanding
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Leadership and management	Outstanding
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Previous inspection grade	Good
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What is it like to attend this school?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Safeguarding

The arrangements for safeguarding are effective.

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

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

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

What does the school need to do to improve?

(Information for the school and appropriate authority)

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

How can I feed back my views?

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

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

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

Further information

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

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

School details

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

Information about this school

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

Information about this inspection

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

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

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

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

Inspection team

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

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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WHAT AN AMAZING YEAR IT'S BEEN!



Royal Academy Young Artists' Summer Show



Mountfitchet Trip



Cuffley Residential



Imperial War Museum Trip



GCSE Exams



Duke of Edinburgh

Principal's Introduction



July 2024

Dear Parents/Carers

What an incredible year 2023-2024 has been!

In the last few weeks, we have held four splendid achievement nights, Year 11 Prom, the Creative Arts Celebration Evening, Sports Day and Year Seven 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 all the best to Miss Embling, Miss Batten and Miss Indge as they take the next steps in their careers. All have made a super contribution to our school. We also say goodbye to Sameera Shad who has been such an important part of our data team for the last two years.

Chief among the leavers this year however is Mrs Bacino. First as Librarian Assistant, and later as an LSA and Food Technician. She has been a much-loved member of staff, quietly aiding us all at school with the work she has done. She really will be missed and we wish her all the best with her recent promotion.

I am not going to report what is in our newsletter, but suffice to say, you will once again see how busy we have been! When I reflect on this year, my mind quickly goes to last year's splendid GCSE results which placed us in the top 2% of schools in the country for progress between the ages 11 to 16. I once again anticipate a strong set of results this year.

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

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

Best wishes

Ex-Gallat



Note from the Governors

Hello, to all, and a note from the Governors. Firstly, the school, has finally said “goodbye” to its current Year 11s which was sad, but I wish them all the best in their exams, and I hope they cherish their memories of their time at Goldington Academy. They have spent seven years (many of them the last intake from Year Five) at the school, and they will be looking to achieve their dreams and ambitions. We will also be saying “hello” to our new Year Seven intake this term, and we hope they will feel excited and happy to be coming to one of the best schools in the area.

It has been a busy summer term with several trips, that have included Cuffley, Imperial War Museum and various Duke of Edinburgh expeditions. Trips are an important learning experience, and it shows the children have to work outside of the comfort zone.

Recently, the school achieved the Technical Champions Gold Standard award. Technical Champions is a quality mark that recognises the importance of our technical workforce. Our technicians in science, art, design & technology, food and drama play a huge part in our school's continuing success. We also received the Eco-School Green Flag for empowering young people to drive change, within our school, and beyond. We hope they inspire a new generation of environmentalists.

There are exciting times ahead, as Goldington Academy expands further with 2 new classrooms and two refurbished science classrooms. This will benefit the school for years to come.

Athletics, cricket, rounders have all recently taken centre stage at school, and congratulations to those students who participated and represented the school so well. The Year Nine football team came up against a hard competitor in their cup final and were runners up. Congratulations to them for getting to the final. We are heading into a great summer of sport, the Euros, the Olympics, T20 Cricket, F1 and much more, so I hope there is something for everyone.

As a school we have this term celebrated Awards nights, the World Day for cultural diversity, sports days and the summer concert. Well done to the finalists and the winners.

May I wish everyone a good summer holidays and a well-earned rest. See you all in the new academic year. Back refreshed and to school in September 2024

Azma Ahmad-Pearce
Acting Chair of Governors/Vice Chair

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.

Imperial War Museum

'I loved looking up at the planes above my head, and seeing how big the missiles were.'

On Friday, 19 April, 67 Year Nine students braved the traffic to visit the Imperial War Museum in London.

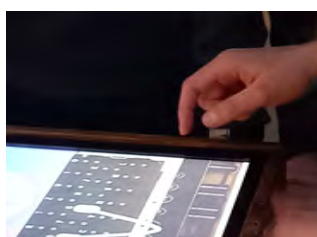
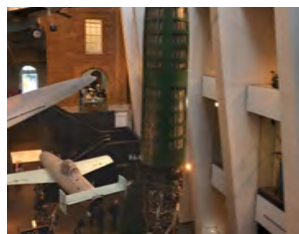
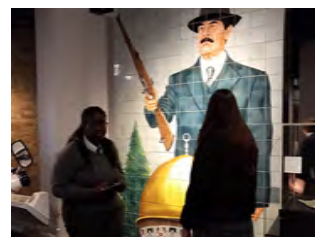
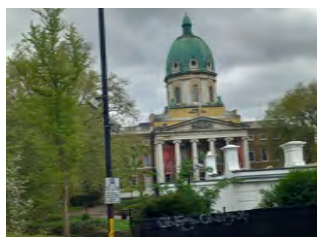
We looked at many different original artefacts, and even managed to hold some, including a gas mask made for a baby (where the whole baby went inside it!). We were lucky enough to have a volunteer at the IWM give us a mini-workshop, where we heard stories about recruiters asking 'how old are you' to a new recruit, and then telling the recruit to walk around the field once to become a year older so that they were then old enough to sign up.

As we travelled through the interactive exhibits, we experienced standing in a trench, as well as what it was like to be under a tank. We got to see original uniforms and just how different all the weapons and machinery were. This

helped us to think about our existing knowledge of WW1 and WW2.

We then went through the Post 1945 exhibition, where we saw a copy of an atom bomb, and linked what we saw with our learning about the Cold War, and the learning we are now doing about Conflict and Tension in Asia during the Cold War. This really helped us to see the things we are learning about, and to understand just how large or complicated they were.

'I liked watching the videos of what was happening when I was there, but the gift shop was a bit expensive.'



University of Oxford Research Project

As part of a scheme in association with the University of Oxford, a small group of our Year 10s undertook a month-long research project, culminating in a formal presentation of their findings. Each student selected a book from Oxford's Very Short Introductions series, which offers concise and original overviews to a wide range of over 750 subjects - from Public Health to Buddhist Ethics, Soft Matter to Classics, and Art History to Globalization. These books provide an authoritative and engaging summary of their field, drawing out the central ideas, combining facts, analysis and new insights.

Our students, who opted for Clinical Psychology, Artificial Intelligence, Behavioural Economics and Computer Science, produced a 750-word precis of their chosen subject as well as delivering a presentation to an audience of their peers and members of staff, before being subjected to further questioning from Mr Marston to probe the depth of their understanding. The skills developed through this process, of absorbing a huge amount of technical information then reducing it to a few key points, will be vital as these ambitious Year Ten students continue into Further Education.

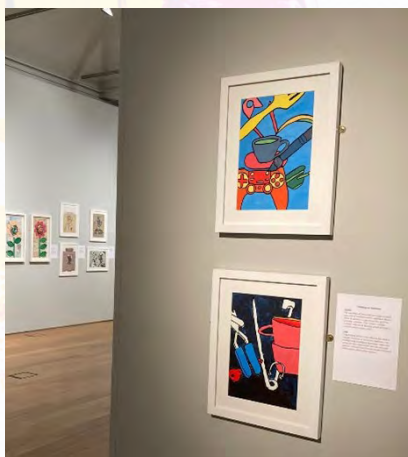


Term Dates

Autumn Term 2024	
School closed - Staff Training Day (1)	Monday, 2 September 2024
Start of term	Tuesday, 3 September 2024
School closed - Staff Training Day (2)	Friday, 25 October 2024
Half term	Monday, 28 October - Friday, 1 November 2024
Last day of term	Friday, 20 December 2024
Spring Term 2025	
School closed - Staff Training Day (3)	Monday, 6 January 2025
Start of term	Tuesday, 7 January 2025
Half term	Monday, 17 - Friday, 21 February 2025
Last day of term	Friday, 4 April 2025
Summer Term 2025	
School closed - Staff Training Day (4)	Tuesday, 22 April 2025
Start of term	Wednesday, 23 April 2025
School closed - Bank Holiday	Monday, 5 May 2025
Half term	Monday, 26 May - Friday, 30 May 2025
Last day of term	Friday, 18 July 2025

Royal Academy Young Artists' Summer Show Competition 2024

Each year, the Royal Academy of Arts, London, offers students in the UK aged 4–19, the chance to exhibit their artwork at the gallery, online and onsite. Students are able to create a piece of artwork of their choice and they are required to write a short statement about their work. The work is then judged by a panel of gallery staff and professional artists. We are thrilled to announce that out of 21,500 young artists who entered across the UK, Amelia Wodja (Year Nine) has had her work selected to be displayed in the gallery and also in the online exhibition. The work will be available to view this summer between 16 July and 11 August at the Royal Academy of Arts, London.



The Harpur Trust provided us with a workshop from local artist, Fiona Wilson as part of their biennial exhibition celebration young artists across Bedford. This year's theme was 'Together for Bedford', celebrating the different communities within Bedford. Students worked in the style of artist Michael Craig Martin, composing painting reflecting the likes and interests of young people. We are really pleased to have had two of our students' pieces selected to be part of the exhibition.



See the world Art Workshop

See The World is a project led by Wendy Kirwan, local artist and member of staff at Goldington. Wendy's work is based on the climate crisis and the human impact on nature. A group of Year Seven students worked with Wendy to produce beautiful sketches and illustrations of nature which they then gradually destroyed by covering with charcoal. The process was documented and the stages of destruction will be exhibited around the school in the next academic year to make students and staff consider the human impact on the natural world and perhaps how we can all make changes for the better. Each piece ended with a glimmer of hope in the composition.



Art Workshop with Philippa McDonald - Creative Days



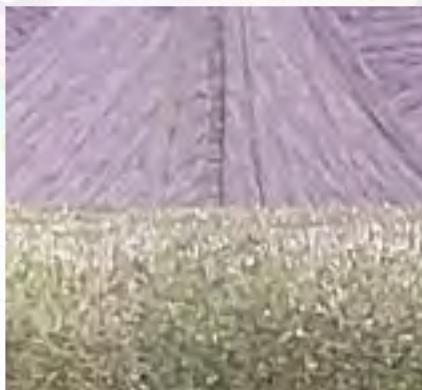
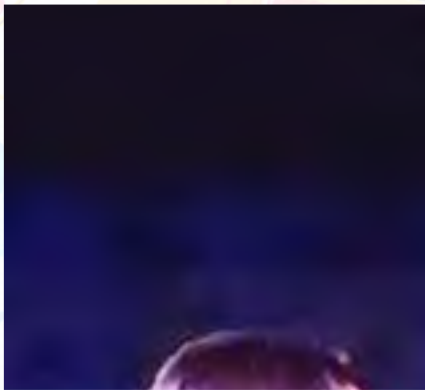
Local artist and leader of 'Creative Days' Philippa McDonald, worked with Year Seven and year Nine students to develop work as part of an installation in the music room. Students worked on old vinyl records and used coloured sticky vinyl to create patterns similar to mandalas representing the mindful appreciation of music. The results are stunning and they are already starting to be installed. A huge thanks to Philippa for providing the workshop.

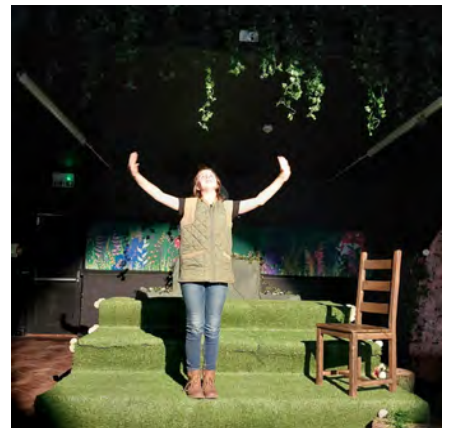
A Midsummer Night's Dream

Our Year Seven and Eight Drama Club performed their production of 'A Midsummer Night's Dream' as part of our Creative Arts Evening on Tuesday, 9 July. The show was directed by Abbie Batten alongside two Year Nine assistant directors and featured a number of talented students. The set was also designed and created by students in Year Seven and Eight, and it came together beautifully.

A Midsummer Night's Dream by William Shakespeare is a delightful comedy that weaves together the intersecting stories of four young lovers, a group of amateur actors and a mischievous group of fairies. Set in an enchanted forest

near Athens, the play explores themes of love, illusion, and the unpredictable nature of desire. The central plot follows the romantic entanglements of Hermia, Lysander, Helena and Demetrius, while the comedic subplot involves the misadventures of a group of amateur actors led by the bumbling Nick Bottom. Meanwhile, Oberon and Puck, the fairy king and his mischievous servant, add a magical element to the whimsical narrative.





Creative Arts Celebration Evening

On 9 July, we celebrated Creative Arts at Goldington with an evening of performance and artwork. The evening involved a fantastic performance of A Midsummer Night's

Dream which you will have just read about, music from our talented musicians and artwork from every KS3 student at Goldington.



Primary School Art Workshops



We have really enjoyed welcoming Year Five and Six students to Goldington to try out some different forms of printmaking, giving students a taster of secondary school art and having a lot of fun getting messy! Here are some of their wonderful creations.



Photo permission has been given by primary school

Design & Technology

Our second rotation of Year Eight pupils have been tackling the mixed media planter unit.

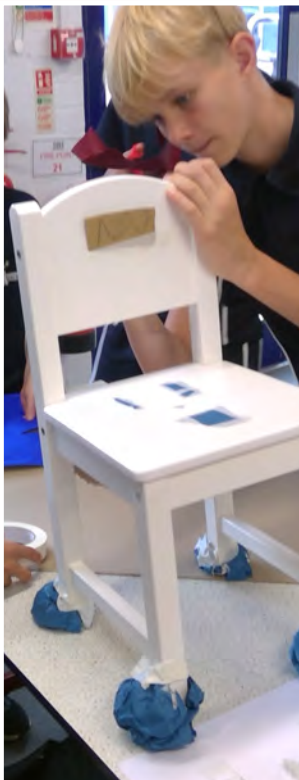


Our second rotation of Year Eight pupils have been tackling the mixed media planter unit. Pupils have used a combination of materials: acrylic, pine and plaster. We even have some pupils widening the brief and making their 'planters' multi-functional. Well done, Year Eight.

KS3 Cultural Day in Design & Technology

Groups of Year Eights and Nine pupils really got stuck into the culture design challenge this year. Pupils were asked to look at a range of designers from different cultural backgrounds to redesign the iconic Ikea toddler chair all

within one lesson! This was quite the task but pupils rose to the occasion and produced some fantastic ideas! Can you guess the designers? Yinka Ilori, Rei Kawakubo, Aljoud Lootah or Zaha Hadid?



Yinka Ilori is a British- Nigerian designer who uses a bold colour palette in all of his work ranging from indoor furniture, laundrette interiors to outdoor playground. Year Sevens explored his work and his methods and applied his style to develop their very own mood lights. During the design and manufacture process, pupils learn about Ilori, computer-aided design, sublimation printing, heat-pressed materials, vacuum forming, circuits and soldering! It was certainly a busy half term!

Year Seven Yinka Ilori Mood Lights



Year Nine

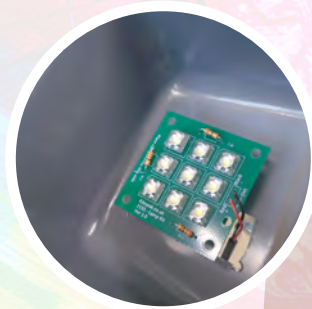
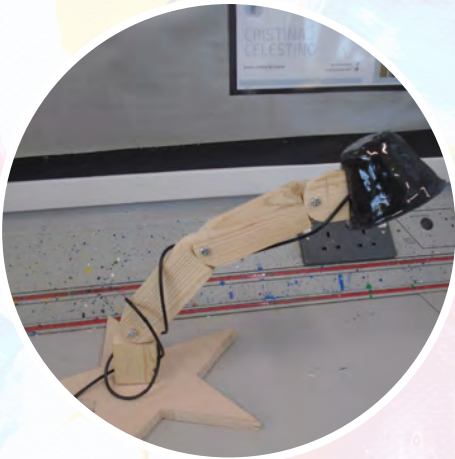
Year Nine have been learning about different joints and use of equipment to improve accuracy in their work. In addition, pupils have learnt to work independently from orthographic drawings, as well sketching their own versions, to manufacture either rotating mirrors or picture frames with an individual twist to them.



Year Ten Lamps

Year Ten pupils completed a mini project whereby they tested their manufacturing skills alongside an iterative design process. Within the unit, pupils independently considered the materials that they wished to use and produce a user-centred product all centred around the basic wooden arm. Not all ready to be photographed at

time of issue however, we can still see the use of mixed media and a range of tools! Chiselling, mould making, crystal resin, varnish, soldering, vacuum forming, buffing, lap joints, drilling and the list goes on. Well done Year Ten. On to the non-examined assessments in year Eleven!



Year Ten GCSE Drama Students

On Tuesday, 25 June our Year Ten GCSE Drama students performed their Component 2 devised pieces. They worked incredibly hard in the weeks leading up to the exam and they created some very thought provoking performances.



Attendance Figures

We have been really proud of the efforts made by our pupils to be in school as much as possible this term. Our current percentage is 93.8%, which is 2.8% above national attendance figures for secondary schools. Please continue to ensure that your child comes to school on time as regularly as possible in September. 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 on Tuesday, 3 September 2024.

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

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
- **Emergency** - 999
- **NSPCC** - 0808 800 5000 (24 hour helpline)
- **Integrated Front Door** team (safeguarding) - 01234 718700 (office hours) or ring 0300 300 8123 (out of hours)
- **National Domestic Abuse Helpline** – 0808 2000 247
- **Report abuse in education** call 0800136663 - help@nspcc.org.uk
- **In an immediate emergency always dial 999**
- **Bedford Borough Early Help** call - 01234 718700 - EarlyHelpHub@Bedford.gov.uk

This term's high achievers

Year	Winner	Runner Up
Seven	Ethan	Jesse
Eight	Lily	Ella
Nine	John	Vanshi
Ten	Brandon E	Brandon S
Eleven	Kaylee	Joseph, Leah, Danielious



Second-hand Uniform Shop



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

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

School Uniform Expectations

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

Pupil non-compliance

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

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

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

Unacceptable items of uniform/dress:

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

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

Year 8 & 9 Cuffley residential - a picture paints a thousand words





Geography Association - Fieldwork fortnight

Year Seven

Year sevens completed two lessons on linking to sustainability and sense of place. Students surveyed each other in class and how they travelled to schools to assess how sustainable their school journey was as a class. They then conducted a sense of place study around different parts of the school grounds linking their emotions to different parts of the school as well as the sustainability of the school. Students returned to the classroom to present and analyse their data through a variety of different geographical skills for example pictograms and an emotion wheel.



Year Eight

As part of the Geographical Association annual fieldwork fortnight, Year Eight visited the Forest of Marston Vale. Here they took part in a leaf hunt and a map making activity linking their learning in science and geography by combining their understandings of biodiversity and utilising their own map skills. The students were well behaved and completed the activities very well.



Eco club

We are proud to announce that Goldington Academy has successfully been awarded the Eco Schools award with distinction following the hard work of all Eco-club members. Their continued efforts looking at biodiversity, community cohesion in and around the school were highly commended by the assessors.

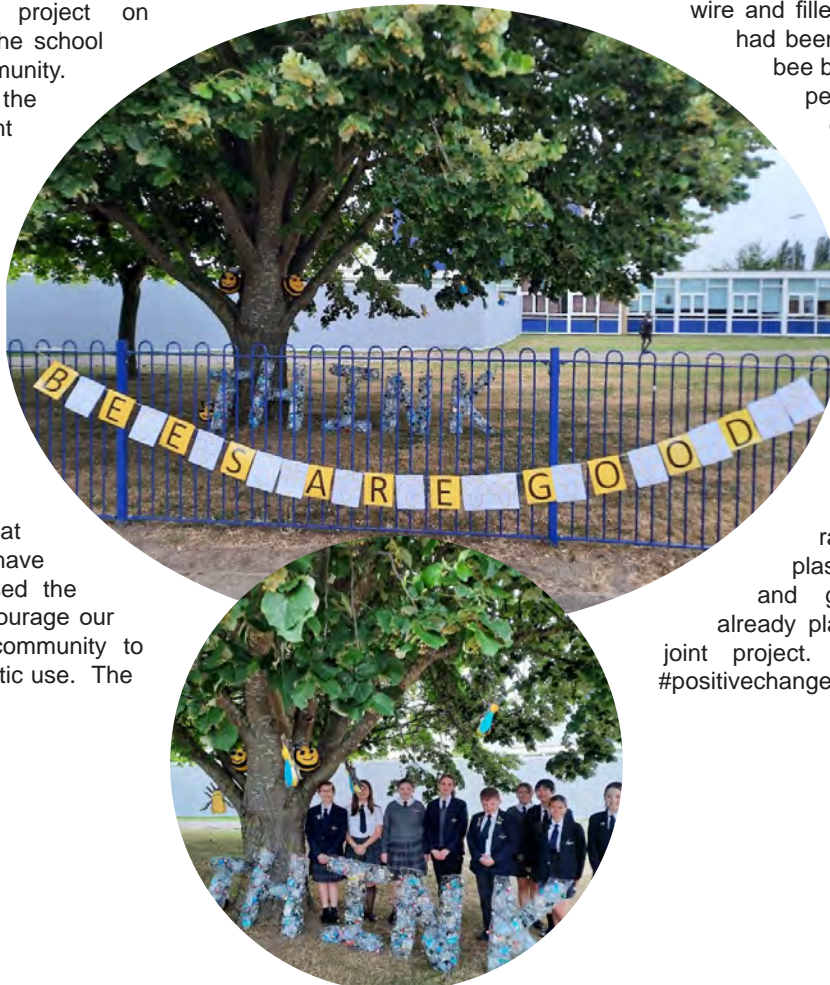
"The Eco-Schools Team have been blown away by your wonderful application. It is inspirational and we are proud to congratulate you on your Eco-Schools Green flag with distinction – well done!"

Following on from this, we will be looking to expand Eco-club next by applying for the Eco-school's plaque through ongoing efforts and projects via the eco club committee. We would like to thank all members for their hard work and dedication this year. We look forward to seeing the difference you can make again next year.



Geography and Mindful Art Club - the big reveal!

Geography and Mindful Art Club revealed their collaborative project on Tuesday, 2 July to the school and the wider community. The purpose of the project was to highlight the impact of plastic pollution. They worked together throughout the autumn and summer terms on this project. The club members decided to focus on bees because of their importance in nature and the impact that microplastics can have on them. They used the word 'THINK' to encourage our school and wider community to think about their plastic use. The



word 'THINK' was sculptured using chicken wire and filled with plastic bottles that had been collected at school. The bee bunting was used to inform people about the importance of bees. It is fair to say that the display created a 'buzz' around school and encouraged more students to recycle their plastic bottles. It also led to important discussions about plastic waste and what else could be done as a school to reduce it.

Both clubs continue to raise awareness about plastic pollution locally and globally and they are already planning their next exciting joint project. #geogrocks #artrocks #positivechange

Year Seven trip to Mountfitchet Castle



On Friday, 17 May, we took most of Year Seven out to Mountfitchet Castle in Stanstead. With two coachfuls, and some reasonably nice weather, we set off at 9am, eager to make our way to the castle.



Our Year Seven pupils have learned a lot this year about Norman England and castle building undertaken by the Normans, so it was great to show them an example of this. It really allowed some of them to visualise what life may have been like in one of these castles, as this living museum does an excellent job of making history 'come to life'.



Pupils got the opportunity to explore the fortification, listening to many of the animatronics explaining what life was like for them in the castle. Some hands-on learning also took place, with many pupils finding out how hard it was to grind flour for bread, some testing out a few medieval torture devices (thankfully not too thoroughly), and some even found themselves spending some time in the castle jail cell!



All in all, Year Seven had a fantastic experience at the castle, and we are already looking forward to returning next year.



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 SEND.

Not every pupil making slower progress has SEND.

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

Teachers regularly assess the progress of all pupils and work with the 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) to arrange an appointment if this is the case.

SEND consultation meetings:

A series of productive SEND meetings with parents and students take place over the course of the term and progress, provision and Pupil Passports are discussed. Parents are 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. Invitations for next terms' meetings will be sent in the new term.

Important SEND information and documents:

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

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

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. A drop-in session is available to parents on Thursdays between 2.00 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.”

Duke of Edinburgh

Duke of Edinburgh Award: A Memorable Expedition

The Duke of Edinburgh (DofE) Award expedition is more than just an outdoor adventure; it is a journey of self-discovery, skill-building, and teamwork. Our recent expedition was a prime example of this, offering a blend of excitement, learning and unexpected challenges fostering personal growth amongst participants.

Day 1: Setting Up and Skill Building

Our journey began at the Dovecote, where we gathered with our families before heading to the campsite. The initial briefing by the leaders covered camp rules and expectations, setting the tone for the adventure ahead.

The first activity on our agenda was CPR training. Under expert guidance, we learned how to perform CPR correctly and safely, practising on test dummies. The focus was on core practices to preserve life before a paramedic arrived, involving compressions of the chest and mouth-to-mouth practices.

After this, we proceeded to construct tents and Trangias. For the first exercise, we assembled tents and secured them to the ground. We then packed them away and were shown how to utilise a Trangia effectively. We also had a couple of friendly visits from some dogs to our tents too!

The final activity before lunch was map-reading, where finding rivers, roads and places of importance were key skills. This aided us in the planning later in the day, where we made checkpoints for the walk later.

After a snack, we set off on a short walk to Castle Mill Lock. This gave us a vague sense of what the qualifying round will be like. It was a scenic walk through the woods and past a river, where our destination was the lock. Following a short break, we turned around and headed back to the campsite. This walk provided an opportunity to practise map reading and plotting checkpoints during the 1 ½ hour journey, helping us understand the importance of accurate navigation. Later, we planned our route for the walk the day after, and after setting up our tents, we headed to bed.

Day 2: Navigation Challenges and Walking

The day started with a hearty breakfast as we prepared for another day of adventure. We began by packing up our tents and belongings, ensuring everything was secured for the journey ahead. Once we had packed up our tents, we gathered for a briefing explaining the events of today, and then we commenced our hike.

Our route was a local one, going past "Go Outdoors" and behind some houses. At the beginning of it, a sudden change to our route was made, encouraging us to memorize on the spot. As we walked, we embarked on a small detour, before correcting our mistake and getting back on track. Following this, we reached a roadside and found a fellow group on the side of the road, only to realize our instructor was lost! Using some emergency contact, we located him and found he was following the previous year's route! A quick lunch on the side of the road was proceeded by a short walk, only to turn back and make the 2 hour journey back to the campsite. As we reached, we were informed about the realities of the qualifier, and how it would be assessed. Once we had made sure all our stuff was accounted for, we headed back to the Dovecote to see our parents and embark on the journey home.

Our practice DofE was brilliant - a great chance for people to experience camping and setting up tents, an amazing time to have fun and most importantly an influential time to learn everything we need to know for our DofE coming in September.

We all arrived on Saturday morning, eager to get started and were walked down to the camp where we put down all our stuff for the weekend. After being introduced to all the staff, they quickly got us engaged in our training activities: we rotated in groups through the areas they had set up for us. In my group, we first learned how to put up and pack down a tent. This was an important skill (especially for those who hadn't been camping before) because it is necessary for us to be able to sleep inside our own tent for our DofE. Next, we moved over to first aid - we were taught how to perform CPR and each had our own go on a CPR training dummy and were given pointers on what to do in an emergency. Finally, my group of eleven moved on to learn about map reading - in my opinion, this was probably going to be the most essential skill for most of us to learn (especially for the walking groups which all had to make their own way to a destination for their practice).

Later that day, it was all systems go for the canoeing groups where we paddled out to just beyond the Danish Camp and back to Canoe Trail's base camp, where we were staying for our bronze practice/ DofE. We had no equipment with us, as on the way back, we stopped and did our capsize drills. One by one, we paddled to the centre of the river, giving our paddles to the instructor, then purposefully capsizing our canoes. The next part of the drill required a lot of teamwork - another important skill we learned - while we swam, with our canoes, back to the side of the river before helping one another get out the water and emptying the canoes of the water inside. After all of us had completed this, we paddled back down the stream to the camp where we got changed, put up our tents and ate our tea for the night.



Duke of Edinburgh

The next morning, we woke up, excited to begin the day: we packed up, cooked/ ate breakfast and continued to plan for the routes we would take that day and for our real DofE in September. After that, we were back on the water again, paddling towards Cardington lock, keeping in sight. The distance between each other, learning more and more about technique and how to paddle efficiently. Once we were at

the lock, we demonstrated our ability to get round the lock and re-enter it on the other side. After a quick lunch break, we got back on the water, paddling the same way back towards the camp, where we helped to pack up, before walking back up to the collection point and signing out. By the end of it all, we understood how our practice DofE was important, and how it was a brilliant time to learn new skills.



Garden Centre Trip



Pupils from Gardening Club visited Hudson Garden Centre at the start of May. We were met by a member of staff who showed us around and advised us on plants suitable for our school garden. We then worked within a budget to purchase some salad plant seedlings for our greenhouse and some vegetable plants for our raised borders. The weather has certainly helped in ensuring everything has got off to a good start and we are pleased that the plants are thriving!

Historical Association's historical fiction competition

This term we had some fantastic entries to the Historical Association's historical fiction competition. This competition required pupils to write a short story which could be linked to a particular historical figure, a historical event, or even simply a historical setting. There were some wonderful entries, and it was fantastic to see how creative our pupils can be.

The 5 winners entered into the competition were:

- Eryn (7W)
- Sienna (7W)
- Lazzaro (8M)
- Lani (9A)
- Aleeza (9D)

Many congratulations to all of our winners. Please see the below example of Aleeza's story called 'Shadows of Division' which really captures just how excellent some of these stories were:

"Then, like a lightning bolt of realization, it struck me. The pieces of the puzzle clicked into place with chilling clarity. The car. Its ominous presence in the dead of night. Outside our Plattenbau apartment. Papa's clandestine meetings. The danger he willingly faced, the risks he took to fight for what he believed in. It all converged in my mind, forming a sinister tableau of fear and uncertainty. A sense of dread washed over me as I connected the dots, each revelation amplifying the gravity of the situation. The stakes had never been higher, and Papa..."



University of Oxford Trip

Fourteen high-achieving Year 10 students visited the University of Oxford to take part in a series of activities designed to give them an insight into life as an undergraduate student and a chance to consider how to put themselves in the best position for university applications in the future.

The students debated the question: "Would it be better if everyone spoke the same language?" which made them reflect on how language and culture affects the world as a whole, and forced them to take different viewpoints.

The highlight of the day was Poison Mystery, in which students completed a series of chemistry experiments involving chromatography, MR value, solubility, pH indicators and mole calculations in order to free the antidote from a locked box.

We toured two different Oxford colleges and ate lunch in an elegant 'Hogwarts' dining hall dating back to 1610, adorned with portraits of noteworthy alumni. Our students also attended a session which explored some of the 50,000+ undergraduate courses running in the UK, outlined the financial support available and looked at examples of some of the more obscure clubs and societies, such as Quidditch and Octopush.

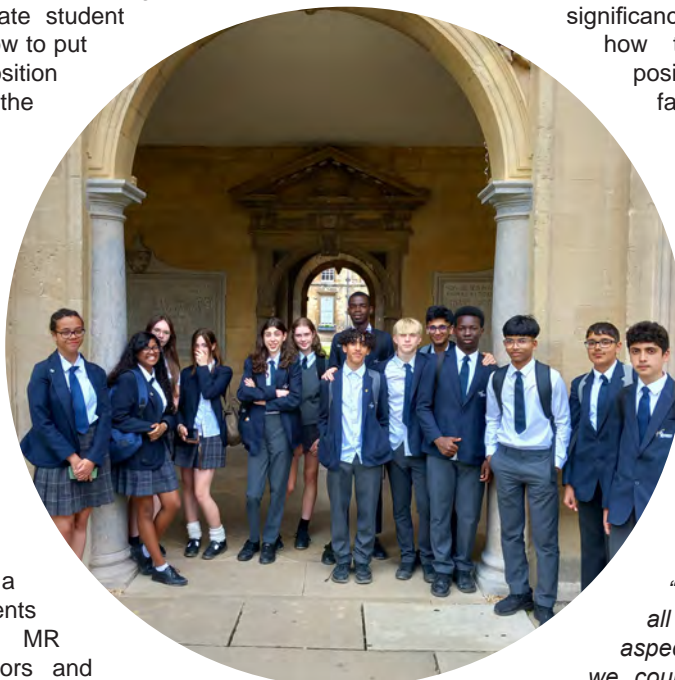
The final activity was held behind the scenes of the Pitt-Rivers Museum, where students handled historical artefacts and learned about their cultural significance. We also discovered how the museum is taking positive steps to reconcile the fact that many of its exhibits were acquired as a result of British colonialism.

The Year 10s clearly found the trip useful:

"Each tour was very exciting, we got to experience many unique sights that helped us explore our potential passions and hobbies. It was an amazing trip."

"It was interesting to see all the exciting and unseen aspects of university and how we could possibly be living our lives a few years from now. It answered a lot of questions."

"The whole experience was so educational, not just about different courses and career routes that students can take but also about what life is really like in university. Ranging from where to live, where to eat and the many extra clubs offered, sports or otherwise."



Genomics Future Insight Day

Mr Marston arranged for two of our Year Ten students to spend a day in a real genomics laboratory, experiencing the journey from sample collection to data output and exploring the facilities, technical skills and career opportunities at the Wellcome Sanger Institute. They heard about cutting-edge research, used micropipettes, got hands-on with gel electrophoresis, and discovered the fascinating world of bioinformatics.

Reyhan describes his experience:

"The genomics trip was very engaging and began by meeting all the other Year Tens from different parts of the country. We started with a basic knowledge check on genomics followed by a microscope task after which we did some lab work consisting of micro-pipetting (which was my favourite of the day) followed by a tour of a genomic sequencing room, which sequences long strands of DNA. Then we matched sequenced DNA we had seen with DNA online as a task and finally we retook the knowledge check."

The trip gave me an idea of what to study on top of what I already wanted, that now being either chemistry or biology, as well as helping me gain a better understanding of genomics."

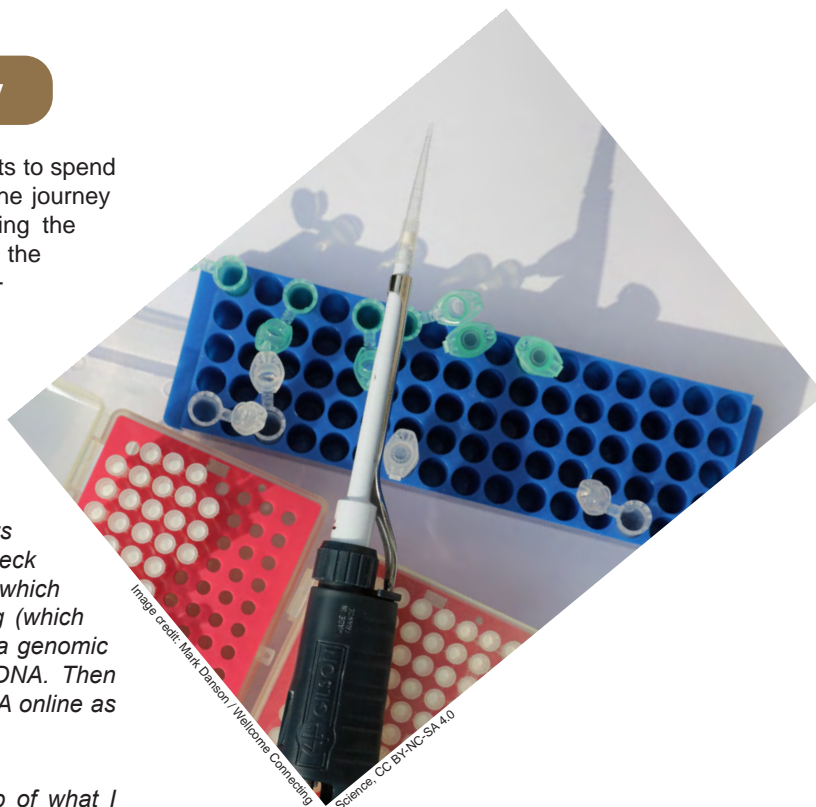


Image credit: Mark Denson / Wellcome Connecting Science, CC BY-NC-SA 4.0

Adeera also got a lot out of the visit:

"I participated in a range of activities, all of which helped my decisions in what I will take in future. One of the earlier activities consisted of performing lab work. This lab work involved using professional pipettes and using them to extract liquids and place them into agar gel. Additionally, we sequenced a gene of a protein from an organism. This gave me a sense of the types of activities being done at work areas such as that one. We also had a tour around a lab, where we viewed the machinery and equipment being used to sequence genes and genomes. Later in the day, after interacting with young workers from the building, we used the genes that we had sequenced to find out the animal that they were from."

I was pleasantly surprised to have really felt like it changed my view for the better on how I would manage working in science. Even though I had known for a while what subjects I was planning to take for A levels and university, this solidified that, as science no longer seemed as difficult and I am no longer afraid to take it beyond secondary school. I also met a few people my age who were working at the same level as me and who were planning to take the same subjects forward; this gave me an opportunity to discuss futures with other students."

Overall, I really enjoyed the visit to the Genomics centre as I learned a lot about workplaces and I have a better understanding of what a job in science would look like."



Family Challenge

In June, some of our highest-attaining Year Nine students took part in the Goldington Academy Family Challenge, in which they battled through a series of tricky activities.

Working as a team, each family gained points by demonstrating their knowledge and problem-solving skills across a broad mix of challenges, ranging from Sequences to Spatial Awareness, and from Literature to Logos.

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

- The genre of music associated with the artist Goldie
- The things in which a horse rider rests their boots

- The block on which a blacksmith hammers metal
- The substance used to seal letters in olden times

Here are some comments from the Year 9 students:

"I really liked the questions based on what we had learned in various subjects throughout Year 9. I thought I'd forgotten some of this stuff, but I was able to work out most of the answers."

"My family's favourite round was the sequences one, because it was fun and you had to think outside the box. The hardest one was Numbers and Words, because the questions were very long, but time was short."

"I really loved the Family Challenge because I could work in a team with my family. We didn't do very well in some of the rounds, but we found the Spatial Awareness tasks really good fun and also identified most of the logos correctly. There were lots of arguments between my siblings about flags of the world!"

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



PE

Rounders:

Our Years Seven, Eight, and Nine rounders teams all remain undefeated this season, each demonstrating exceptional skill and teamwork in their respective games. Their remarkable performances are a testament to their dedication and hard work, making us incredibly proud. Their results are as follows:

- Year Seven won District rounders tournament - undefeated the whole day.
- Year Seven won 13 ½ to 10 against Mark Rutherford
- Year Seven won 22 to 8 against Lincroft
- Year Seven won 15 to 12 ½ against St Thomas Moore
- Year Eight won 16 to 1 ½ against Mark Rutherford
- Year Eight won 24 ½ to 6 against Lincroft
- Year Eight won 15 to 4 ½ against St Thomas Moore
- Year Nine won 8 to 6 against Castle Newnham
- Year Nine won 11 ½ to 4 against St Thomas Moore
- Year Nine won 12 to 7 against Lincroft
- Year 10 won 16 ½ to 5 ½ against Sharnbrook

Athletics:

Six of our talented pupils have qualified for the County Finals in athletics, showcasing their exceptional abilities.

In the Year Seven/Eight league, both the Year Eight boys and Year Eight girls triumphed, winning their respective leagues after five weeks of intense competitions.

One Year Eight student achieved an outstanding victory by securing 1st place in the javelin at the county level, while another Year Eight student impressed everyone by winning the 100m sprint at the District Athletics with an incredible time of 12.2 seconds.

Rowing:

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

Cricket:

Our Year Seven/Eight cricket team and Year Nine cricket team are both enjoying an undefeated season, showcasing their skill and teamwork in every match. The Year Seven/Eight mixed team are now through to the final! Good Luck!



We also launched the Cricket Leadership Programme called "Girls' Chance to Shine," where 20 girls participated in an all-day event to develop their cricket skills and knowledge.

Additionally, the Year Eight girls' cricket team has advanced to the county finals after an impressive performance, finishing 2nd at the District Competition! They then went on to finish 3rd in the County which was a fantastic achievement. Well done to all pupils involved!

Tennis:

The Year Seven/Eight Girls' Tennis team secured 1st place in the B Standard Tennis competition and 2nd place in the A Standard Tennis competition. Meanwhile, the Year Seven and Eight Boys' Tennis teams both achieved 3rd place in their respective A and B competitions. These remarkable results highlight the dedication and skill of our young athletes.

Sports Leaders:

Our sports leaders, who range across all year groups, have been doing a fantastic job. They are set to participate in an event at Goldington Green, where they will deliver multi-sports activities to the younger years, showcasing their leadership and coaching skills. Additionally, they are playing a crucial role in organising and assisting with our upcoming sports day, ensuring it will be a memorable event for all.

In other news...

County Trials: Three students have been selected for the U14 County Schools Football Trials for the ESFA team. Good luck!

We are thrilled to announce that one of our students was nominated for the prestigious Pupil Development Award and made it to the final four. These awards celebrate the development of one player in secondary school football, recognising not the necessarily the best footballer; but a player who has strived for excellence, overcome obstacles, shown improvement and resilience, and developed both academically and socially through school football. Their nomination is a testament to their unwavering commitment to football and their positive attitude, making us immensely proud of their achievements.

Gifted Football Kit:

We are delighted to announce that we have been generously gifted a brand-new Nike football kit for the next academic year, thanks to the kindness of one of our parents. We extend our heartfelt thanks and appreciation for this wonderful contribution, which will undoubtedly enhance our team's spirit and performance. We are very grateful for this support and look forward to proudly wearing our new kit in the upcoming season.



Science News

We're all going to the zoo tomorrow!

On Wednesday, 17 July, the Year Tens headed to Whipsnade Zoo to learn all about the importance of maintaining biodiversity, conservation and breeding programmes they are successfully using.



What a treat! The Royal Botanic Gardens, Kew.

Our highest attending STEM Club members were treated to a day out at Kew Gardens on the 5 July where they checked out the Edible Science in Kew's Kitchen Garden development and discovered rare and threatened plants in the world's largest Victorian glasshouse, Temperate House.



STEM Badge Challenge

Over the May half term STEM club set a challenge to earn a fabulous STEM badge for your school blazer.

Students had to complete any 10 challenges and send in their photo & video evidence.

The Challenge will be running again over the Summer holidays. Details will be on ShowMyHomework.

The STEM badge could be yours!



Science News

UK Biology Challenge

The competition consisted of two, twenty-five-minute multiple choice online papers. The questions were set on the school curriculum, but the competition also rewarded those students whose knowledge of the subject has been increased by reading books and magazines, watching natural history programmes, taking notice of the news media for items of biological interest, and are generally aware of our natural flora and fauna.

263 Year Nine & Ten students competed this year, Seb H (Year Nine) achieving **Gold!**

Silver:

Frank
Bartosz
Felix
Liam
Gianluca
Julia
Toby
Leon

and a further 25 awarded Bronze! Fantastic!

James Dyson Process Challenge

Thursday STEM Club has been inspiring the next generation of engineers with the James Dyson Design Process Challenge.

So far this term they have successfully completed the:

- Water clock challenge
- Balloon car race challenge
- Spaghetti Bridge challenge
- Cardboard chair challenge



Goldington's Ultimate Scientist

Over the summer holidays, Goldington students will get the chance to become the Ultimate Scientist.

They have to complete all the Copper (Cu) challenges first.

Provide photographic or video evidence for each challenge.

Once ALL the Copper (Cu) challenges have been completed, they will receive their Copper Scientist Badge and can then complete the Silver (Ag) challenges for their silver badge and then finally the Gold (Au) challenges to become Goldington's Ultimate Scientist!

Details will be on ShowMyHomework.



World Day for Cultural Diversity



This term we celebrated World Day for Cultural Diversity. This day was suggested by a Year Eleven pupil and we were keen to support their desire to promote the richness of different cultures of the world. Students experienced a variety of learning opportunities that highlighted the essential role of intercultural dialogue.

Students from Years seven to nine participated in lessons designed to develop their understanding of the values of cultural diversity. Many students came to school in their cultural dress and we were treated to a performance from the Steel Pans band.

