

## WHAT'S BEEN HAPPENING THIS TERM?



HR Queen Elizabeth April 1926-September 2022



Year 11 Geographers visit Southwold



Madrid Trip



Successful Open Evening



CSI Visit



Sporting Secondary School of the Year



Principal's Introduction

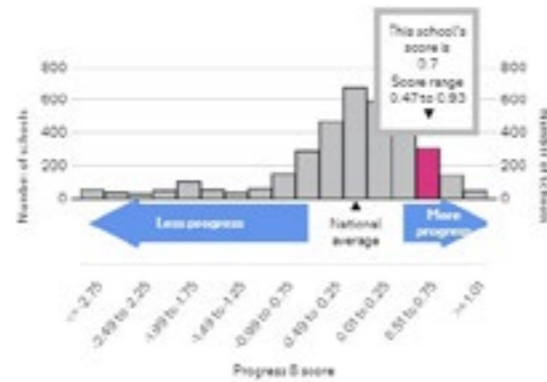
Dear Parents/Carers

Stop press! Announced on Monday!!

I am delighted to start this newsletter with the news that we were once again awarded Bedford Sporting School of the Year this week. My congratulations go to the PE department, plus the wider team, that have helped make this happen.

This term has been one where, behind the scenes, we receive information from the DFE on how we did as a school with our GCSE results in 2022 compared to all other schools in the country. It is fair to say we are absolutely delighted to be in the top 250 secondary schools in England and Wales for the progress of our pupils between the ages of 11 and 16. This meant we were easily in the top 10% of schools in the country and the graphic illustrates this.

Only one other school in Bedford Borough obtained results in excess of ours and I would like to say how pleased and proud I am of all our staff. We will not be resting on our laurels however, and I extend my best wishes to all our Year Elevens about to undertake mock exams. Good luck.



Thank you for your tremendous support of our school. I very much hope you enjoy this bumper edition of the newsletter. We have been involved in many, many exciting activities in this first term. In these challenging times, may I wish you all a very happy and peaceful Christmas with loved ones. School resumes for your child(ren) on Wednesday, 4 January 2023 at 8.50 am.

Note from the governors

To coin an overworn cliché, Goldington Academy has been on a journey. Since the governing body made the decision to convert to secondary status, the overriding objective has been to make a success of the transition from a thriving and popular middle school to a secondary school to be proud of. There have been many challenges on the way, just for example, pupil numbers, funding and the legal obligations of public examinations. Just when it seemed we had everything in place, we had the unwelcome disruption of Covid.

2021/22 was the first year our Year 11 students have achieved GCSE results determined by public examination. Goldington Academy has high expectations for all students and sets aspirational targets. However, the examination results for 2021/22 were exceptional. For instance, 61% of all pupils achieved Grade 5 and above in both English and Maths. Pupils also made exceptional progress placing Goldington Academy's results for the year in the top 10% of secondary schools in England.

Of course, the work of any school is never done, and we cannot afford to be complacent. However, it does feel that

we are at the beginning of a new challenge. Academic success is important but so is the school community and ethos. Over the next few years, the governing body will look to consolidate the excellent work of the recent past and maintain all that makes Goldington Academy a unique place to learn and work

The success of Goldington Academy would not be possible without the hard work and dedication of the professional teams working in and out of the classroom. Part of that team is the governing body. There are still some vacancies on our governing body, including a vacancy for a parent governor. The work of school governors is interesting, varied and rewarding. Parents have many skills that can support the future of the school and we want to ensure the governing body remains an innovative and diverse organisation reflecting the school population. If you would like more information, please contact me through the school office. In the meantime, I wish you seasons greetings and all the best for the New Year.

Robin Francis Chair of Governors

We were crowned Sporting Secondary School of the Year

Congratulations to all students and staff for their part in this great achievement.



Goldington Academy have had a fantastic start to the term with their sporting successes. The Year Eleven netball team won their Division 1 League. The U13 girls' football team had a brilliant four game unbeaten run in the National Cup. The U15 girls' football team are through to the 5<sup>th</sup> round of the National Cup.



The Year Seven boys' basketball team secured two wins in their opening games of the season.

The Year Seven/Eight mixed table tennis team came 5<sup>th</sup> out of 12 in the Bedford school's competition, and the Year Nine/Ten table tennis team came 6<sup>th</sup> out of 12. The Year Eight boys came 2<sup>nd</sup> in the Bedford Football League.



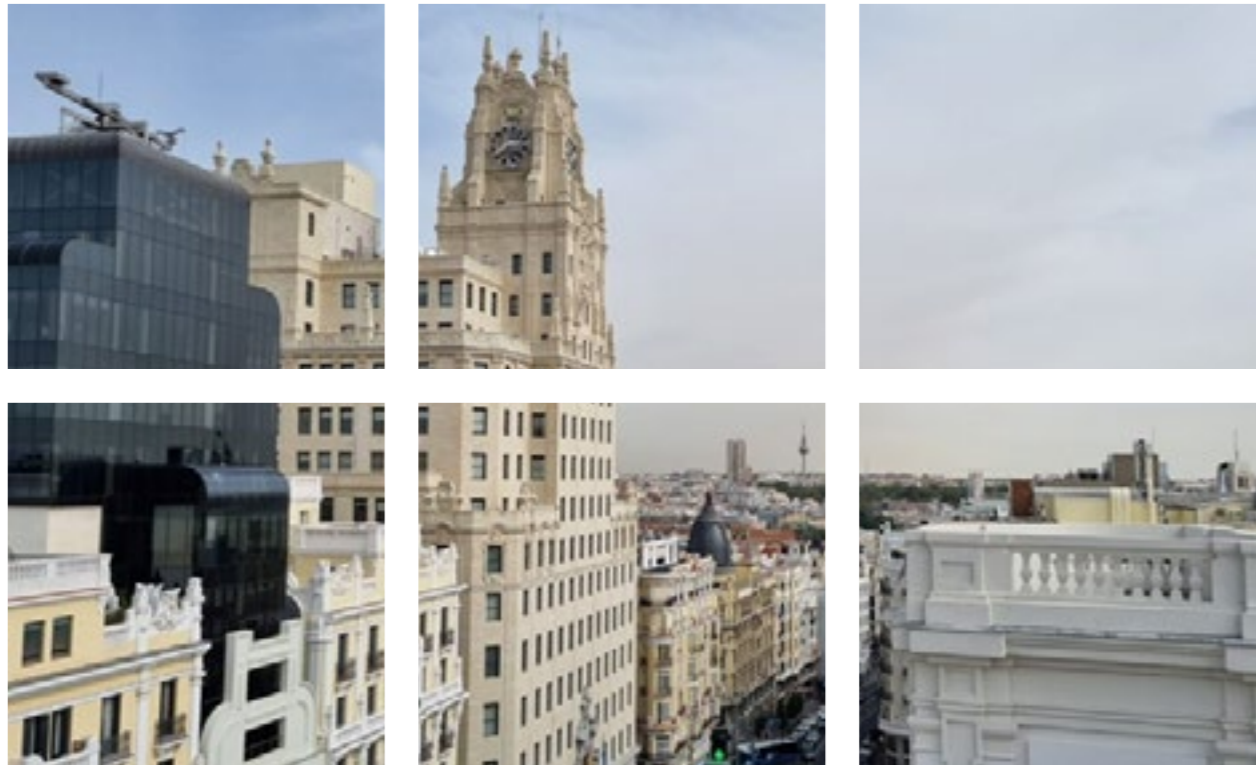
Madrid Trip

In October, twenty Year Ten and Eleven students travelled to Madrid and spent four days exploring the city, learning about Spanish culture and being immersed in the Spanish language. During our stay, students took part in a guided walking tour of Madrid and visited the historic heart of the city including the Plaza de España, Puerta del Sol, San Miguel Market and Retiro Park. They also had the opportunity to take part in cultural activities including a visit to the Royal Palace of Madrid, a visit to the celebrated Prado Museum and churros with hot chocolate at Madrid's most famous chocolate shop, Chocolatería San Ginés. Finally, students took part in a tour of the Bernabéu stadium, the home of Real Madrid football club. The following comments from students of Spanish who participated in the trip sum up the visit:

*"The Madrid trip was the best school trip experience I have ever had! I had been looking forward to it for months and when the time came, I was far from disappointed. We did a lot of walking, which came hand in hand with lots of exploring. We were given the chance to be independent and I, among others, appreciated that greatly. We visited lots of famous sights, like The Prado Museum, The Bernabéu Stadium and the Royal Palace of Madrid. We ate lots of good food (including Spain's famous churros), but amidst all that everyone had a laugh. My favourite part of the trip was visiting the Bernabéu because I love football, and I have supported Real Madrid my entire life! I thoroughly enjoyed the trip*

*and I highly recommend, given the chance, that you go".*

*"Madrid is a magnificent city boasting rich culture, amazing architecture, sumptuous food and wonderful weather! We got the chance to explore the city and culture, sample delicious food and have fun with our friends! For those of us who chose Spanish as a subject, it was the perfect chance to practise our speaking and listening skills. Some of the activities we engaged in, included exploring the Prado Museum (an art gallery), visiting the Retiro Park (a green park with a lake and mini stalls), seeing the Champions League trophy at the Santiago Bernabéu Stadium (home of Real Madrid FC), walking around the city with a local tour guide, shopping at Gran Vía, taking the metro around the city (which got very busy and crowded at times!), tasting the churros and chocolate at Chocolatería San Ginés and eating the local Spanish food such as paella, calamari and tapas. The teachers gave us the opportunity to go off into smaller groups when choosing places to eat, shop and sightsee, which allowed us to be independent. Whilst the teachers were responsible for keeping our money safe, we were accountable for the spending of our money, which is a useful skill. Overall, the trip was really memorable and a wonderful adventure. We learnt lots, experienced a new place and we had plenty of fun!"*



Madrid Trip





Geography Year 10 trip to Bedford Town Centre

Year Ten visited Bedford's Riverside Development to investigate the impact of regeneration on this locality. They enjoyed speaking to local people including the Mayor of Bedford, Dave Hodgson, about this. They represented the school proudly and worked hard-thinking and speaking like geographers.

*"It was interesting and enjoyable."*

*"It was intriguing and enjoyable investigating different qualities of the town centre."*

*"I liked learning outside of the classroom and I really enjoyed it."*

Some comments from our Year Ten geographers!

*"It was a fun experience and I liked interviewing the local people."*

It is fair to say that both Years Ten and Eleven have had a busy, but productive start to the term!



Geography Club

Well done to the Geography Club who have worked hard this term ensuring recycling bins in every classroom were clearly labelled. The students have also created an informative display in room 33 about recycling codes and their meaning.

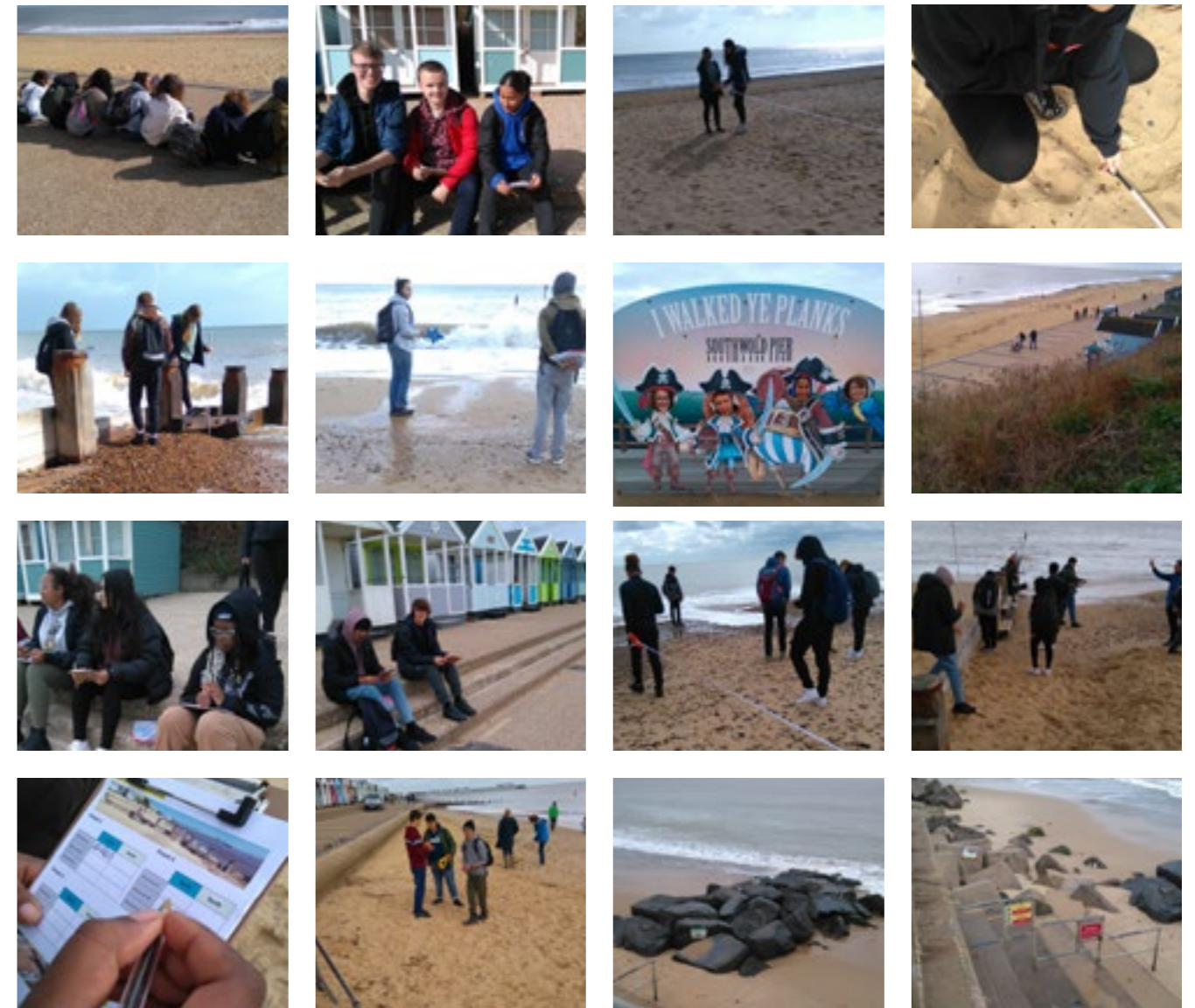
Aside from labelled bins in classrooms, they are about to investigate how effective recycling is at school along with some members of the Junior Leadership Team from Year Eleven. #geogrocks #Goldingtongeographyclub

Macmillan Coffee

What a great success the "Macmillan Coffee Afternoon" was! We raised £107.15 in support of this amazing charity. A big thanks to the all bakers and cake makers who donated some wonderful cakes to make this possible and all staff who made donations.



Geography Southwold Trip



A highlight for our GCSE geographers this term has been fieldwork in both physical and human environments. Year Eleven investigated the effectiveness of the sea defences on Southwold's beach. They enjoyed using a range of equipment to measure geomorphological processes active on the coastline and experience first hand the impact of longshore drift on people and the environment. They worked hard thinking and acting like geographers and they proudly represented the school.

Some comments from our Year Eleven geographers!

*"Amazing experience to educate us about Southwold's sea defences"*

*"It was a fun experience and I loved it"*

*"It was a great time with great geographers, #geogrocks"*

*"It was more visual and interesting learning on the beach rather than using textbooks or pictures"*



Year 9 Geographers

In geography, Year Nine have had a busy term exploring if the Earth is running out of natural resources. This topic has seen them investigating soil type in our school grounds and investigating lichens and the impact of weathering in Foster Hill Road Cemetery. This was a collaborative trip with history, art and science.

In celebration of Antarctica Day on the 1 December, some of our Year Eight geographers took part in the UK Polar Network Antarctica Day Flag Competition. Year Eight

designed a flag that represented this beautiful continent. Their flags were then sent to the scientists at UK Polar Network who took the flags to Antarctica on the 15 November. Once at Antarctica, the scientists took a picture of themselves holding our Year Eight flag designs, which was really exciting! We are now patiently waiting for the scientists to send us this picture and a certificate for taking part! Here are just a few examples of some of the wonderful flag designs. Well done to our Year Eight geographers!



Art



The Hills Printmaking Workshop

We were delighted to invite Year Six students from The Hills over to the Goldington Art department for a printmaking workshop this term. Students had a great time exploring tones and textures found within natural forms and then creating some mono prints. They created some pumpkins, pine cones and leaf prints. Their work was amazing, and we were very impressed with how quickly students picked up a new skill. Well done to all involved!

Mindful Art Club - Bedford Makers Christmas Fair

We were thrilled to host a stall at this year's Bedford Makers Christmas Fair alongside some of Bedford's finest artists at Bedford Corn Exchange on Saturday, 10 December. We sold work created during Mindful Art Club this term. Mindful Art Club aims to promote creativity and crafts to support student wellbeing. Students worked very hard, creating a range of Christmas crafts such as ceramic tree decorations, paper stars, paper ornaments, pine cone and wood slice decorations. All profits from the sales were donated to MIND charity. Thank you to everyone who supported this venture!



An Inspector Calls

This term, 257 Year Ten and Year Eleven students travelled to Milton Keynes to watch Stephen Daldry's multi award-winning production of JB Priestley's classic thriller 'An Inspector Calls'. The play tells the story of an Inspector Goole, who arrives unexpectedly at the prosperous Birling family home. Their peaceful dinner party is shattered by his investigations into the death of a young woman. His revelations change their lives forever and forces the audience to examine their own consciences and attitudes towards responsibility and community.

Year Ten are currently studying this play as part of their English Literature GCSE, and they will have to answer a question about the play in their final examination. Similarly, Year Eleven studied this last year in September, but as a

result of the pandemic, there were not any productions showing when they were studying the play. This year, on a separate night to Year Ten, they were able to see the play, which is a great way to revise this text. Often watching the play can make students see characters and interpretations in a different light when the words are brought to life by actors. Indeed, there were many different interpretations and choices that were made by the director that were surprising to students, and this provided lots of discussion. Performances are a great way to understand the events of a play and to make them memorable, which will ultimately help them on their road to exam success. It was great to see that the casting directors were much more diverse as well. Thank you to all the parents who supported this trip, and we hope to provide further opportunities to all students in the future.

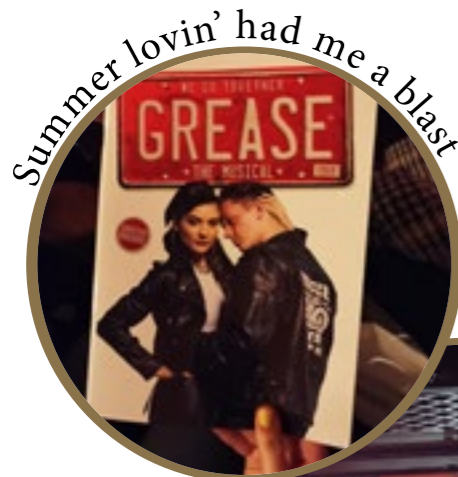


Grease - The Musical

On Thursday, 13 October we took students from Years Eight to Eleven to watch 'Grease' at The Dominion Theatre in London. The show was fantastic, and we all thoroughly enjoyed the production, especially since we will be performing our own version of 'Grease' in March!

A Year Eleven student outlines her account of the day.

*"Grease was the word on everyone's mouth after Thursday's trip to the West End. After an unexpected, but certainly not unwelcome, run in with poet and popular author Michael Rosen, we arrived at the Dominion Theatre. Pure excitement, joy and magic. Those were the three words that came to mind. The buzz of being in the presence of the theatre was only matched by the enchanting power of the stage. Everyone was taken aback by the outstanding skill of the actors' singing, acting and dancing. During the interval we had the opportunity to buy merchandise and the second act was just as breath-taking, if not better than the first. The view we had in the stalls was fantastic, and the sound quality was even more so. All in all, it was a great day out. As well as fun, it was also an educational trip for the Grease cast, GCSE students and our very own choreographer Alice – who was later bombarded with questions about how our own show's choreography could rival the magic of the dancing we had just witnessed. The effect on the pupils on the trip was profound. GCSE Music student and member of the Grease cast, Megan, said that the experience was "mind-blowing and very emotional" which I think sums up the whole day well. You can still hear whispers of Grease Lightning drifting around the corridors."*



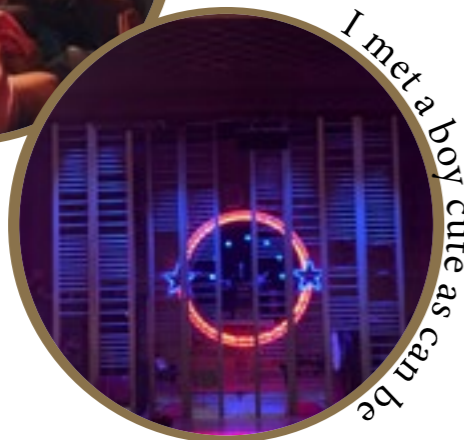
Summer lovin' had me a blast



Summer lovin' happened so fast



I met a girl crazy for me



I met a boy cute as can be

Grease - School Production

This term we have been rehearsing our production of 'Grease' and the cast and crew have been working incredibly hard both on and off stage. We have a very talented cast, who have applied themselves with enthusiasm since the beginning of the project. Further to this, behind the scenes we have a fantastic production crew including our very talented student photographer, Reicela and our marketing team, Margot, Chloe and Mary, who are busy writing profiles of our cast for the programme. We hope more of our backstage crew can get fully involved after Christmas, when the Art Department will lead a club making set and props. Here are Rizzo's thoughts on the process...



*"Grease rehearsals so far have been the double highlight of my week! Whether it's been learning to sing an iconic song from the beloved musical, staging a fun scene with our huge-personality characters or dancing with full force, I'm always excited to head to rehearsals knowing I'm guaranteed to enjoy myself with my friends. Our choreographing duo of Alice and Lucy have honestly been the masterminds behind our dancing, and it's absolutely mind-blowing how good they are at their job, and the song and dance numbers are the most fun to do thanks to them! I can't wait for everyone to see what we are working on, and I can guarantee Lucy and Alice's skills plus the incredible talent of my castmates would blow anyone away! ...Perhaps with the exception of the official cast of Grease West End".*





Drama Events

SIX THE MUSICAL

Year Ten were really excited to watch Mark Rutherford School's production of 'Six the Musical'. It was an absolutely brilliant performance and a great opportunity to see the work of other local schools.



BUGSY MALONE

Our Year Seven students were invited to watch Bedford School and Bedford Girls' Schools' joint production of 'Bugsy Malone' at The Quarry Theatre. It was a fantastic performance, and the students thoroughly enjoyed themselves.



ASSEMBLY

Our Year Seven and Eight drama club were busy this term working on assemblies for their year group for Anti Bullying Week. We are immensely proud of all involved, as they maturely tackled the subject matter, and created a great performance for their peers.



Act! 22

Our GCSE Drama students took part in Bedford Modern's Act! 22 this term. This is where local schools come together to collaborate on a piece of theatre. The different schools involved participated in workshops led by actor Kelly Adams before going away to reimagine a classic story.



Below is an account of the experience from one of our GCSE Drama students.

"The drama workshop was a very creative experience, with tasks varying from creating a physical forest with our bodies, to making shadow monsters using a plain sheet and torches. We did many other inspiring activities, from shaking the sheets along the floor for a storm sea, to wrapping ourselves in the sheet to create a horrifying creature. The interesting drama techniques will give us artistic and unique ideas for our own performance.



The show night was lively and exciting, and we were able to watch the four other schools perform, as they used simple props to tell the stories. The unique styles of each play were lovely to watch, as everyone interpreted the 'Myths and Legends' theme differently. It was a brilliant experience, and we were pleased to see everyone's hard work pay off!



Macbeth



Our Year Ten GCSE Drama group went to The Place Theatre to watch 'Candlelit Macbeth'. The play was brought to life through creative storytelling, igniting the students' imagination with poetry, sound-scapes, shadows and movement! Below is a review from one of our students.

"On 22 November, we went to see 'Macbeth' at the Place Theatre. In preparation for our devising unit, we decided it would be a good idea to see this play to provide us with some inspiration for our creative storytelling. An example of an imaginative concept I enjoyed whilst watching, was how the actors portrayed the witches. The cast draped black cloaks over themselves and, with one of their horizontally outstretched arms, they held a mask. This meant the audience could only see a black figure with a mask which created a mysterious and ominous atmosphere. This image also conveyed the idea that the witches were hunched and possessed an eerie persona. I also enjoyed how the actors interacted with the audience. To ensure the audience felt frightened, the cast approached the seating area and cackled whilst reaching their hands out in a ghostly manner. This interaction with the audience was very effective as it allowed the viewers to join in and caused them to feel exhilarated and included within the performance. In conclusion, I thoroughly enjoyed the performance of Macbeth and it gave our GCSE drama group several ideas for the upcoming devising unit in drama."





Celebrating Black History Month 2022

As a school community, we enjoyed celebrating Black History Month across October. Students were invited to contribute to an e-booklet to celebrate the achievements

and contributions of Black Britons from the past to the present day. This coincided with the creation of our corridor display about significant Black Britons across time.



As part of Black History Month, students in Year Seven to Nine were invited to join an online lecture given by David Olusoga, which focused on what it means to be Black & British. We enjoyed listening to this professor of history as one way of celebrating Black History Month 2022.



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.

Remembrance Day



On Friday, 11 November, students across all year groups were invited to come in their service uniforms (cadets, guides, scouts etc) as a mark of respect and to commemorate men and women who lost their lives in service to their country during the wars. Mr Galbraith and the participating students, along with all Year Seven form groups, assembled around our memorial tree for a few

moments to remember the fallen. After a short introduction by the Principal, the well-known poem "This Ploughman" was read. The last Post was played followed by the two minutes silence at 11.00 am alongside the remainder of the school who also marked the two minutes silence in their classrooms. A wreath was placed by our youngest member of the school at the base of the tree to mark the occasion.





Design Technology

**What would your dream home look like? A look into the virtual home design.**

Year Eight pupils have studied the possibilities of computer aided design (CAD) and computer aided manufacture (CAM) within the first term in design technology this year. It is an essential skill to develop when progressing into KS4 design technology and how both CAD/CAM can and are being used in the wider world in a range of careers. Within the unit we considered architects, such as Norman Foster and Zaha Hadid, and where they drew their influences from. In addition, we explored and discussed the application of CAD and how we can use it to work more efficiently. Pupils were set the challenge to design their client's 'dream house' with winners receiving 3D printed products to support the learning of how 3D printers work!



**What would you make from old milk bottles?**

As designers, manufacturers and consumers, we are always looking at ways in which we can reduce our impact on the environment. Our challenge was to melt plastic bottles/ tops and mix them together following all of the required health and safety rules and wearing the appropriate PPE to produce a new product. In this case, pupils made wonderful key rings that could help promote awareness of oceanic pollution. Year Seven pupils really enjoyed learning about how they could play their part in making our world more sustainable by using a recycled material and/ or reusing them. One challenge was to upcycle everyday items, and we had a fantastic selection of products - sweet jars, plant holders, desk tidies, tables, dresses and so much more! Well done, Year Seven!



Year Eight

**Trinket timbers in Year Eight**

Students have explored the different types of timbers and joints to produce removable laser cut lids. We considered

how to be more sustainable when purchasing materials and identified the importance of using modern technology to improve on accuracy and therefore reduce our wastage of materials. Great job, Year Eight!



Year Seven

Year Seven pupils continued to explore the use of polymers through vacuum forming and laser cutting acrylic to create lovely puzzle games. Tangrams are a traditional puzzle that uses seven simple shapes that can be used to make new shapes! Have a go if you have finished yours too! Lots of fun.





Year Nine

Students have worked hard during the course of the term to design and develop their designer inspired pewter pendants using CAD and CAM in addition to casting. We learnt about the uses of different metals, why some are used for certain functions and focused in on the process of casting. Within the unit of work, students also discussed and debated what materials and processes can be used for a range of products and how these could be improved alongside a life cycle assessment. Here just some of the wonderful outcomes!



Designer of the month



**Designer of the month** - don't forget to check out the designers of the month board in Room 9 for inspiration for your own design work! There are many people to be inspired by. So far, we have seen Norman Foster, Tinka Ilori, Sir David Adjaye, Morag Myersough and in the new year many more such as William Morris and Karim Rashid!

Coming in 2023 - Student 'Designer/Maker of the month'. Do you have what it takes to become our star of the month? I am sure that you do!

**What to watch or listen to?**

- BBC iPLAYER: Inside the factory, All That Glitters, Click
- CHANNEL 4: Handmade: Britain's Best Wood Worker, Grand Designs
- PODCAST: Designed for Life

Gardening - Grow @ Goldington

Our lunchtime gardening club, Grow @ Goldington, continues to run with Mrs Sacre. This term we have been focusing on harvesting the remaining potatoes, raspberries, tomatoes and onions before getting our brand-new greenhouse ready for the winter. Although the wet weather and flooding set us back a little in terms of being able to get out into the garden every week, there was the unplanned bonus of the ground finally being soft enough to hammer weed matting pegs into, so the floor of the greenhouse is now protected from the persistent weeds! Our shelves and staging are constructed and ready for the pots and seed trays of spring seedlings,

and, once we've put up our solar lights, we will be able to concentrate on getting crops and flowers ready for the upcoming growing season.

We are always on the lookout for items to upcycle and use as planters, or for items of gardening equipment such as trowels, brooms and dustpan and brushes. If you have anything to donate, please do let us know!

Student Voice

Our diligent Student Voice representatives - at least two from each form group - have been coming up with some suggestions about improvements we could make around school. Led by Mrs Cassan and Mrs Sacre, students representatives have met and talked about the ideas that their form members have come up with, and are currently finalising the charities we are going to support during the Spring and Summer terms. Our Autumn term focus was children's charities and we fundraised for Children in Need and Save the Children. We are keen to support local charities

that have significance to our students or their families, and have been inviting suggestions from our Student Voice, who will then discuss with their peers during form times. Our new suggestion 'box' (via Microsoft Forms!) has proven popular because students can record ideas between meetings so they don't forget them and so we can add them to our agenda to discuss.

Well done to everyone who has contributed so far and keep the wonderful ideas coming!

Term Dates

Spring Term 2023	
School closed - Staff Training Day (4)	Tuesday 3 January 2023
Start of term	Wednesday 4 January 2023
Half-term	Monday 13 - Friday 17 February 2023
Last day of term	Friday 31 March 2023
Summer Term 2023	
School closed - Staff Training Day (5)	Monday 17 April 2023
Start of term	Tuesday 18 April 2023
School closed - Bank Holiday	Monday 1 May 2023
School closed - Additional Bank Holiday	Monday 8 May 2023
Half-term	Monday 29 May - Friday 2 June 2023
Last day of term	Friday 21 July 2023



Trip to Cambridge



The Year Eleven Travel & Tourism students visited the city of Cambridge on Wednesday, 23 November so that they could experience a popular UK tourist destination. The students are to write an assignment about why Cambridge appeals to different types of tourist, highlighting what sights and activities encourage people to visit. Despite the

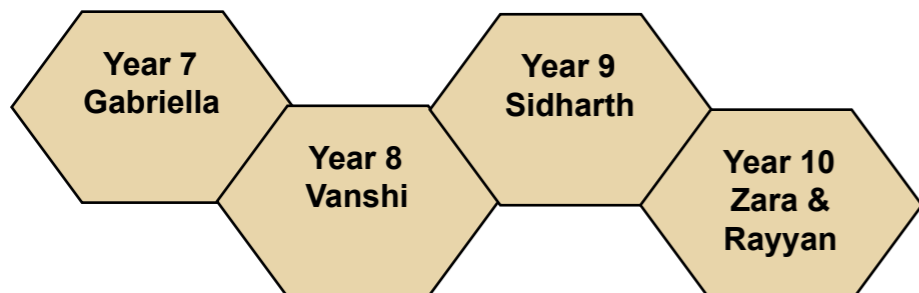
questionable weather, the students were able to take part in a treasure hunt in the morning to familiarise themselves with their surroundings, and then in the afternoon they were given some free time to act as a tourist themselves and do a little Christmas shopping. Thankfully, all were back in the coach home before the rain arrived.

Science Spelling Bee Competition



To celebrate a host of science days this term, all students in Years Seven to Ten have been participating in the qualifying rounds for a Science Spelling Bee Competition. A total of 14 finalists were selected and they went through to the final

round, which was held on Thursday, 10 November to celebrate World Science Day for Peace and Development. A huge well done to our winners on this incredible achievement!



CSI Event

CRIME SCENE DO NOT CROSS CRIME SCENE DO NOT CROSS CRIME SCENE DO NOT CROSS

The CSI event was filled to the brim with mystery and motive.

A truly blood-curdling event left many in a confused state. Skill, a hundred percent concentration and teamwork were all crucial elements to solve the case. We allocated different roles to our team members, but had to work as a team to solve the crime. Testing our skills and patience, we had to test DNA and blood samples and analyse photographs of the crime scene.

We were able to piece the puzzle together to solve the crime and identify the murderer. The winning teams received medals and our points were compared to other schools both in the UK and overseas. The day was really enjoyable and would definitely recommend it.

Students of 7D



CRIME SCENE DO NOT CROSS CRIME SCENE DO NOT CROSS CRIME SCENE DO NOT CROSS

Science Book Club

The Royal Society of Science has selected Goldington Academy to be a judging panel for their Young People's Book Prize competition. As such, we created a Science Book Club, which ran every Wednesday lunchtime this term.

Our Year Seven, Eight and Nine students have been enjoying reading, conducting science experiments and reviewing six shortlisted books, to ultimately declare their champion! With a view to promote literacy, critical thinking skills and a love for reading in science, our students looked forward to coming together and discussing their thoughts each week.





More science updates

Year Eight Digestion

This term the Year Eight students have been learning about digestion in the food and nutrition topic.

Here is an example of one of the digestion models:



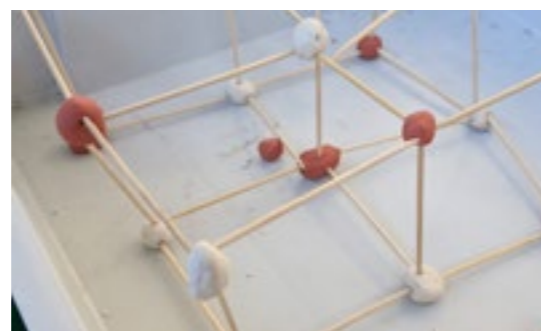
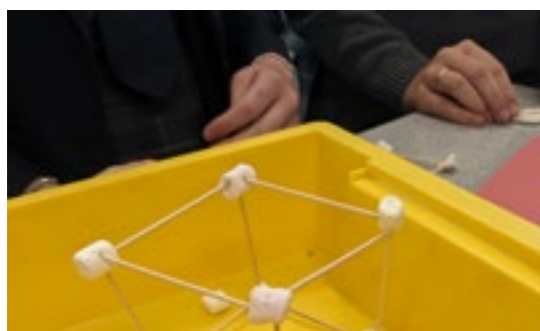
STEM Club

This term pupils have taken part in a range of amazing activities including: a heart dissection, using a Van de Graff generator, a variety of engineering challenges and entered the NHS careers STEM competition. Pictured below is an elastic band powered racer pupils have made.



Year Ten Chemical Bonding

Year Ten Chemistry students have been learning about bonding and also acids and alkalis. Here is an example of ionic lattice structures that they made as well as some copper sulphate crystals formed through a neutralisation reaction:



Maths Competition Winners

To celebrate Maths week on 14 November, the maths department organised a teacher treasure hunt for the KS3 students. Students had to find staff members wearing a badge with a number. Students then used their problem solving skills to complete the task using these numbers. Of the many

entries the maths department received and checked, 25 were correct! After picking 5 names out of a hat, our Maths week winners are Emma from Year Seven, John A, John L and Lani from Year Eight and Liam from Year Nine. A huge well done to all of those pupils who took the time to enter.

Attendance Figures

We have been really proud of the efforts made by our pupils to be in school as much as possible this term. Whilst our attendance figures are significantly above national figures, we would like to take this opportunity to encourage good attendance amongst our pupils. Our current percentage is 94% and our school target is 96%. Please ensure that your child comes to school on time as regularly as possible. We appreciate that illnesses present themselves throughout the

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

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

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

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

This term's high achievers

Year	Winner	Runner Up
Seven	Finn/Myah	Paige
Eight	Bobby	Charlie
Nine	Liam	Ava
Ten	Folly	Josh
Eleven	Sade/Tom	Andy

Need help?

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

- **Bedfordshire Police HQ** (non emergency) - 01234 841212
- **NSPCC** - 0808 800 5000 (24 hour helpline)
- **Integrated Front Door** team (safeguarding) - 01234 718700 (office hours) or ring 0300 300 8123 (out of hours)
- **National Domestic Abuse Helpline** – 0808 2000 247
- **Report abuse in education** call 0800136663 - help@nspcc.org.uk
- **In an immediate emergency always dial 999**
- **Bedford Borough Early Help** call - 01234 718700 - EarlyHelpHub@Bedford.gov.uk

Anti-bullying & Restorative Justice

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

Year	Anti-Bullying	Restorative Justice
Seven	Antoni, Stevielee, Fernanda, Astrid	Umar, Kayla, Tristan, Elodie, Evie
Eight	Ava Marie, Oscar, Frank, Nikita, Dyllan	Aliya, Lila, Lee, Delia, Umair
Nine	Savanna, Cameron, Thoma, Arun, Jorja	Ava, Eira, Molly, Freddie, Ruby, Reyhan, Liam
Ten	Zara, Djeneba, Amelie, Robert, Harry	Aleksandra, Margot, Ellie, Mary, Laila, Daniel
Eleven	Hope, Millie, Sade, Mason, Mohammed, Aisha	Bani, Urban, Mayson, Leo, Ulla, Lily, William



Careers

This term Year Eleven have heard from many of our post-16 providers about their courses and study options, leading up to their applications for their next chapter post-Goldington. Assemblies have been delivered in-person or virtually and include Kimberley College, Bedford Academy, Sharnbrook, Mark Rutherford, Moulton College and The Bedford College Group.

Year Eleven form tutors and Mr Pinkney are currently writing references for their form members; it has been wonderful to see so many applications being completed across the year group. Our careers advisor, Faye Gadsby, has continued to be in school on Thursdays to meet with students and provide careers guidance, making use of Unifrog and post-16 provider websites to explore options for next year and beyond. Although we are currently focusing on Year Eleven students while they undertake this stage of their school career, Faye is available to speak with students of any year group during lunchtime drop-ins. Appointments are bookable via Mrs Sacre.

Over twenty volunteer members of teaching and support staff, as well as three of our School Governors, have further supported our Year Eleven students with short mock interviews this half term, to prepare for their upcoming post-16 interviews. Staff were allocated a small group of students each, and they then organised the mock interviews using questions and criteria gathered from some of our post-16 providers. Students have found the experience 'really useful', 'helpful to make me think about what I will say in the real interview' and several have commented that it has helped them to feel less anxious about their upcoming interviews. We wish everyone the best of luck!

A group of Year Ten students have continued with their DHL Employability programme, facilitated by volunteers from DHL via the Teach First programme. This term focused on CV-writing skills and interview technique. Brian and Paul from DHL shared their experiences of good and bad CVs before students considered what they would write onto

their own CVs. Students also had the opportunity to shortlist applicants based on an analysis of CVs, so they had first-hand experience of what employers look for. The interviews were an enlightening experience for most students who found it a challenge to talk about themselves and their employability skills. The next workshop will be after Christmas and involve logistics and teamwork skills.

There have also been plenty of careers-related activities taking place around school in different subject areas, including embedded within lessons and trips/visits which you will find out about in other sections of the newsletter. The weekly 'World of Work Wednesday' has explored a variety of careers and job roles over the past term, linked with the SMSC Theme of the Week. Such roles have included human resources officer, choreographer, patent attorney, hydrologist, TV production engineer and many more!

Finally, our Friday Futures talks kicked off with a presentation from Stephen Furber, Head of Diversity and Inclusion for the House of Commons. Students, from Years Seven through to Eleven, heard about the challenges and successes in Stephen's role, and had the opportunity to explore the current vacancies that are being advertised including a Heritage Resilience Assistant and the Deputy Director of Capital Investment. "It was really interesting hearing about the roles in Parliament I would never have thought of!" (Year Seven student); "I liked hearing how his career had taken unexpected twists and turns but how the skills he uses has helped in all the different careers."

We have a programme of speakers visiting the school over the next few months, including a midwife, lawyer, computer programmer and an engineer. Students can sign up to attend any or all of the talks – spaces are limited to 30, and it is first come, first-served.

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

Ambassadors

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

We launched the programme this year after half term, across Years Eight – Eleven, and received some wonderful application forms. Following the selection process, our new

ambassadors have received their much-coveted badges, as well as an evidence booklet to collect signatures for any jobs they undertake for their subject areas. This year we will be focusing on building employability skills, so ambassadors will be gaining experience against the eight skills – teamwork, leadership, speaking, listening, aiming high, creativity, staying positive and problem-solving – and will be rewarded as they successfully sign off the skills. Certificates will be awarded, which can be added as evidence onto students' Unifrog accounts.

Scholars Programme

Fourteen Year Nine students recently visited St Anne's College, University of Oxford, at a launch event for the Scholars Programme, which aims to give young people a taste of Higher Education. Over the coming months, these students will attend a series of tutorials delivered by a PhD student (and former television producer) from the University of East Anglia, before completing a dissertation on the subject of Creative Filmmaking.

The day in Oxford included various group activities, a chance to meet undergraduate students and a tour of an historic college. One student describes the trip:

*"The day started quite early but we were greeted warmly by excited members of the Brilliant Club and were given a 'Welcome Session' to introduce us to the Scholars Programme.*

*We then completed a 'Study Session' which included an overview of the success criteria for a critical thinker, a successful study guide, and guidance on how to format the writing for our final project. There was a huge focus on revision and study tools (hence the name!). They introduced to us four different study strategies as part of a very interactive lecture.*

*The university kindly provided lunch, however I do not think they appreciated that they were making food for children because the sandwiches were quite excessive - they had a lot of fillings and spice!*

*In the afternoon, a student from the university gave a Q&A so that we could get an honest impression of university life, before conducting a tour of the college, the libraries and student accommodation.*

*In general, this was a great day out. It was helpful, not only because we were given a complete run-down of the programme, but because we were taught useful skills to be applied at school. Just seeing the college was very inspiring and I found it useful to see how universities function.*

*Thank you to Mr Marston, Mr Kite & Mrs Mucke for the trip".*



Children in Need



On Friday, 18 November we held a cake sale and a football penalty shoot out to raise money for Children in Need. We raised £93.00 for the cake sale and £18.80 for the penalty shoot out.

A massive thank you to everyone who supported these events.



Special Education Needs & Disability Update



The following from the SEN 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 SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Teachers are responsible for every pupil including those with SEND.

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

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

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

**Not every pupil making slower progress has SEN.**

Some pupils may make slower progress for a reason unrelated to SEN, 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 SEN. 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

**Important SEN information and documents:**

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

**SEN information report:** information published on the school website about how the school's SEN policy will be implemented. The latest report is available here: [SEN Information Report 2022.pdf](https://goldington.beds.sch.uk/2022.pdf) (goldington.beds.sch.uk). We invite feedback for review and feedback of the current document and consequent update of these for September 2023.

**Would you like to join us?**

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

**Contact us**

With any issues regarding pupils and their SEN, the SENDCO, Mr Roopnarain, can be contacted either by phone, in person or by email [roopnarains@goldington.beds.sch.uk](mailto:roopnarains@goldington.beds.sch.uk). A drop-in session is available to parents on Thursdays between 2.30 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."



Second-hand Uniform Shop



Our second-hand school uniform shop is now up and running. Uniform can be purchased at a discounted rate via email request. Please contact Mrs Bell ([bella@goldington.beds.sch.uk](mailto:bella@goldington.beds.sch.uk)) with your requests, including size requirements, to find out what we have in stock. We will also be holding pop-up shops throughout the year, the dates and times of which will be advertised via ParentMail.

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.

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.





Haylands Way  
Bedford  
MK41 9BX

Tel: 01234 261516

Email: [office@goldington.beds.sch.uk](mailto:office@goldington.beds.sch.uk)

Website: [www.goldington.beds.sch.uk](http://www.goldington.beds.sch.uk)

Facebook: [www.facebook.com/Goldington](http://www.facebook.com/Goldington)

Twitter: [@GoldingtonAcad](https://twitter.com/GoldingtonAcad)