

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 goodbe 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

Ax Gullote



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 Nlne 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.

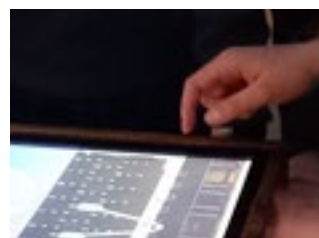
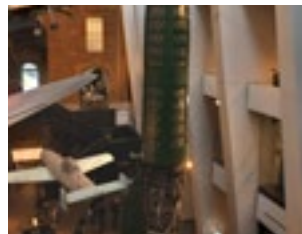
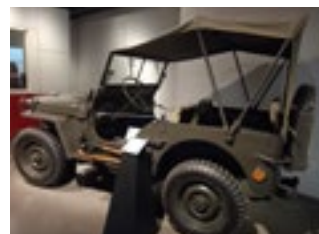
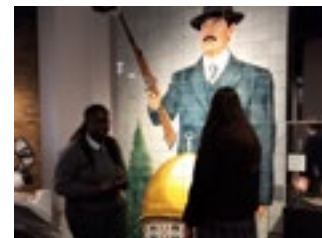
We looked at many different original artefacts, and even managed to hold some, including a gas mask made for a baby (where the whole baby went inside it!). We were lucky enough to have a volunteer at the IWM give us a mini-workshop, where we heard stories about recruiters asking 'how old are you' to 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.



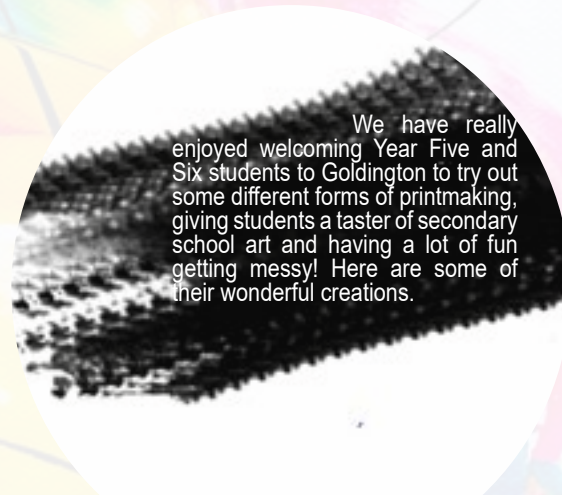
Creative Arts Celebration Evening

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.

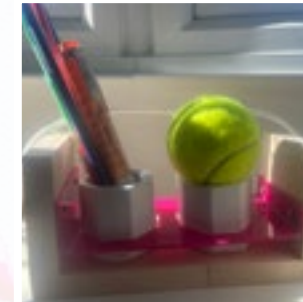


Photo permission has been given by primary school



Design & Technology

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

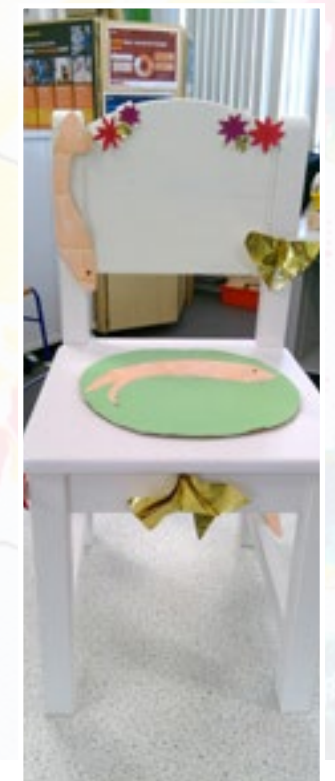
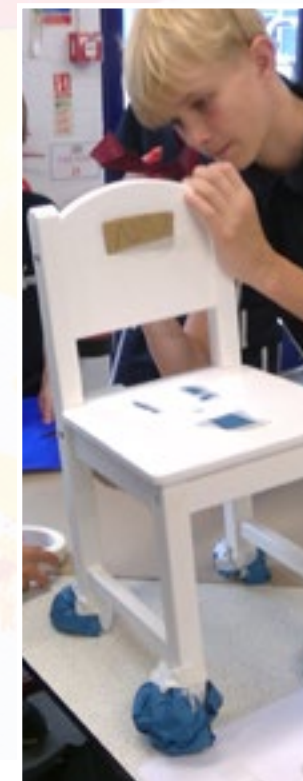


Our second rotation of Year Eight pupils have been tackling the mixed media planter unit. Pupils have used a combination of materials: acrylic, pine and plaster. We even have some pupils widening the brief and making their 'planters' multi-functional. Well done, Year Eight.

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?



Year Seven Yinka Ilori Mood Lights



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 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.

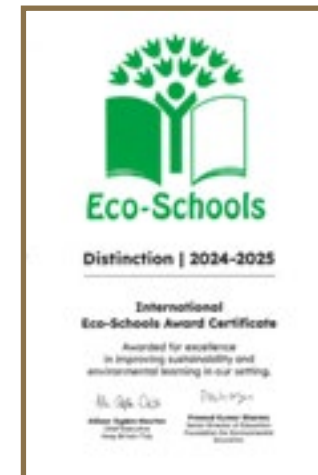


Eco club

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.



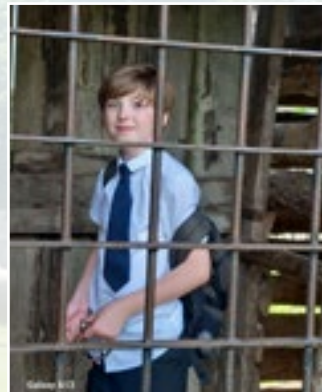
Our Year Seven pupils have learned a lot this year about Norman England and castle building undertaken by the Normans, so it was great to show them an example of this. It really allowed some of them to visualise what life may have been like in one of these castles, as this living museum does an excellent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

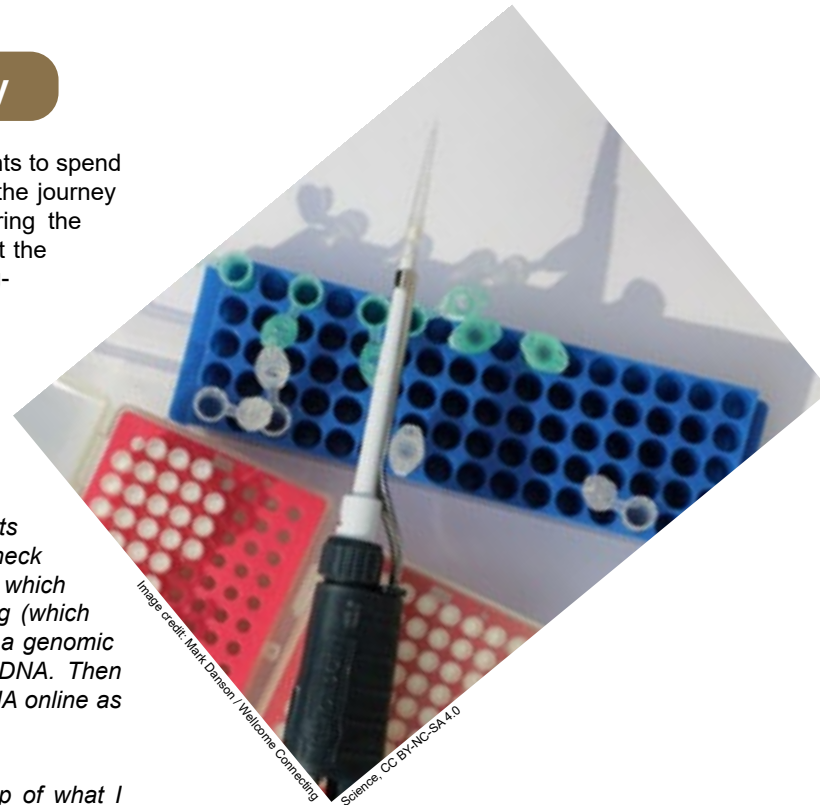


Image credit: Mark Danson / Wellcome Connecting Science, CC BY-NC-SA 4.0

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 capsize 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.

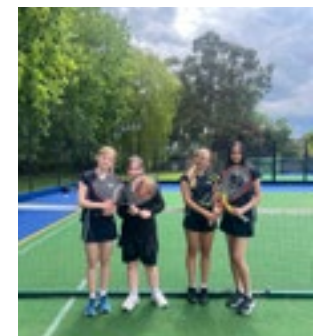
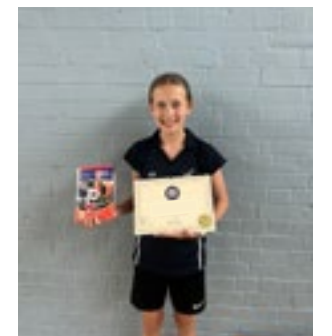
In other news...

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.



Teaching and Learning

What is summer learning loss?

Summer learning loss is when students return to school at a lower academic level than the end of the last school year. This happens when your child doesn't use or practise the skills they have learned at school, during the summer break.

The facts on summer learning loss

A recent review of 13 studies which looked at over 50,000 students suggested that they experience an average summer learning loss estimated to equal about one month of the academic year.

What can you do?

Reading - Encourage your child to read either with you or alone. Reading does not have to be time consuming to make a difference, as research conducted by the National Literacy Trust found that "reading for just 10 minutes a day is enough to have an impact on a child's learning".

Did you know that it is free to join the Bedford Library in order to access a variety of reading materials? You just need proof of address. This is the link to join the virtual library -

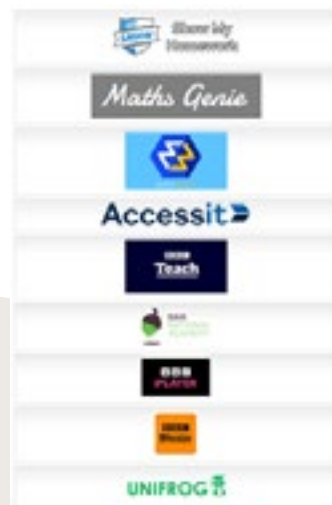
http://virtual-library.culturalservices.net/bedfordshire/vlib/0.beds_libraries/joining_library.htm

This is the link to the virtual library. Here, once you are a member, you can download e-books, listen to audio books, read e-magazines and download music.

<http://virtual-library.culturalservices.net/cgi-bin/vlib.sh>

There are a variety of resources on our school website for students to study. Each year group has their own page on our school website with information and websites relevant to that particular year. You can find this information by clicking on the 'For Pupils and Parents' tab.

Years 7-11



Years 10-11



In addition, every subject has their own page on our school website that includes a variety of information and resources. You can find this information for every subject by clicking on the 'Learning' tab. Many subjects will set a

summer homework project which can be found on Show My Homework.



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.

