



Questionnaire Results

Selected Responses

(October 2025)

Introduction

- 78 staff, 261 parents and 894 pupils responded to the Goldington Survey organised by Forschoolseducation in October 2025.
- The following document highlights some of the key information.
- The findings will be widely shared in the autumn term and will be used by school leaders to adapt practice with the aim of once again improving Goldington Academy.

A handwritten signature in black ink, appearing to read 'F. X. Galbraith'.

Francis Galbraith

PUPIL'S OVERALL

2025	2023
894	857

- Scores looked very similar to 2023! Actually seemed to show slight improvements

Quality of Education	Overall Strength %	Overall Strength %
I enjoy being at school.	66	62
I am making good progress	67	61

Teachers regularly tell me how well I am doing.	46	42
Teachers regularly tell me what I need to do to improve.	55	54

- I felt generally the pastoral outcomes held up quite well e.g.

Behaviour and Attitudes	Overall Strength %	Overall Strength %
I feel safe in lessons.	85	83
I feel safe at breaktimes and around the school.	87	84

Personal Development	Overall Strength %	Overall Strength %
I am taught to respect people from different backgrounds and treat everyone equally.	94	93
The school teaches me to know the difference between right and wrong.	85	86
There are opportunities for me to make a positive contribution in the school	80	80

- Very similar with extra curricular

There are a variety of activities outside of lessons for pupils to be involved in.	92	90
I take part in activities outside lessons.	64	65

- Generally, the Life Skills questions looked to have improved slightly

The school provides me with information, advice and support about relationships and sexual health.	72%	65%
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	85%	82%

Having invested heavily in the kitchen 12 months ago it was pleasing to see the following

The school encourages and helps me to eat and drink healthy things	60	49
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OVERALL SUMMARY

Pupil Attitudinal Survey:

School: Goldington Academy

Date of Report: 23/10/2025

Cohort: All KS34 Pupils

Number of respondents: 894

Number of Questions out of 43 which received a positive response: (more than 85% of respondents agreed)

8

Average positive response rate for all questions was:

72%

Number of Questions out of 43 which received a negative response: (more than 30% of respondents disagreed)

0

Average negative response rate for all questions was:

8%

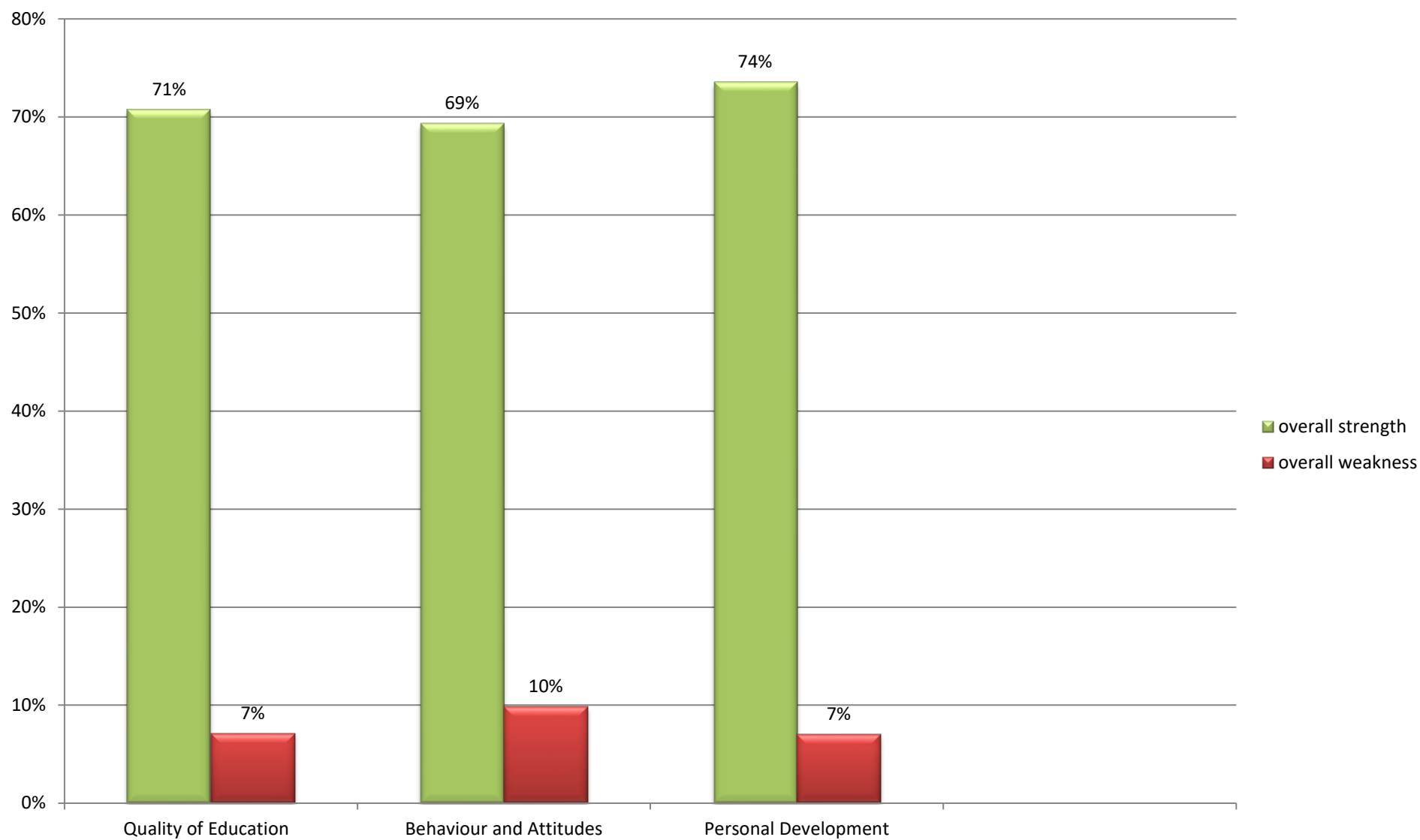
Key issues for the school to address:

(any question that has a negative response of over 25%)

No responses had an negative response rate of over 25%.

The average positive response rates have improved since the November 2023 survey in all but 5 questions.

Pupil Survey Dashboard Chart



FOR SCHOOLS - PUPIL VOICE

Pupil Attitudinal Survey - Summary Report

School: Goldington Academy

Date of Report: 23/10/2025

Cohort: All KS34 Pupils

Number of respondents: 894

Percentage of Respondents Performance Criteria

	Percentage of Respondents							
	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
Quality of Education								
I enjoy being at school.	10	56	22	10	2	0	66	12
I am expected to do my best in all lessons.	40	52	7	1	0	0	92	1
Teachers and other adults help me to do my best in all lessons.	19	58	19	3	0	0	77	4
Teachers have good knowledge in the subjects they teach.	42	48	9	1	0	0	90	1
Teachers set challenging work in all lessons.	15	54	24	6	0	0	70	6
Teachers encourage me to participate in lessons and listen to what I have to say.	20	55	20	4	1	0	75	5
I enjoy learning at this school	19	53	21	6	2	0	71	8
I am clear about what I am learning about and why.	13	59	23	5	0	0	71	5
I can see how my learning has a sequence designed to build skills and knowledge.	14	46	35	4	0	0	60	5
I am encouraged to apply my skills and knowledge in new situations.	18	57	21	4	0	0	74	5
I get the chance to go over previous topics and recap learning.	25	51	18	5	0	0	76	6
Teachers regularly tell me how well I am doing.	8	38	33	20	2	0	46	22
Teachers regularly tell me what I need to do to improve	11	44	28	16	1	0	55	16
I am making good progress	20	47	30	3	1	0	67	3
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	54	43	3	1	0	0	96	1
The behaviour routines are fairly applied by all staff.	19	47	21	11	2	0	66	13
I am not bullied or harassed at school.	56	25	9	6	4	0	81	10
If bullying, harassment and racism occurs, the school is good at dealing with it.	21	36	33	7	2	0	58	10
In lessons I can learn well because other pupils behave sensibly.	6	40	31	19	4	0	46	23
I feel safe in lessons.	41	44	12	2	0	0	85	3

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

Notes: **Dark Blue:** Overall Strength = Greater than 85%, **Light Blue:** Overall Strength = 70% - 85%, **Red:** Overall Weakness = Greater than 50%, **Green:** Overall Weakness = 40% - 50%

Performance Criteria

Percentage of Respondents

2

All KS34 Pupils: Years: 7 to 11

Number of Respondents

Performance Criteria

(Figures in red are the modal response)

Number of Respondents

	SA	A	NAND	D	SD	NR	Strength	Weakness
Quality of Education								
I enjoy being at school.	85	500	199	86	21	0	585	107
I am expected to do my best in all lessons.	361	463	60	8	1	0	824	9
Teachers and other adults help me to do my best in all lessons.	171	521	167	30	4	0	692	34
Teachers have good knowledge in the subjects they teach.	371	432	79	9	1	0	803	10
Teachers set challenging work in all lessons.	135	486	215	55	2	0	621	57
Teachers encourage me to participate in lessons and listen to what I have to say.	175	491	180	39	7	0	666	46
I enjoy learning at this school	167	470	183	54	18	0	637	72
I am clear about what I am learning about and why.	115	524	206	47	2	0	639	49
I can see how my learning has a sequence designed to build skills and knowledge.	124	413	313	39	4	0	537	43
I am encouraged to apply my skills and knowledge in new situations.	157	505	187	39	4	0	662	43
I get the chance to go over previous topics and recap learning.	222	456	163	48	2	0	678	50
Teachers regularly tell me how well I am doing.	70	337	292	177	18	0	407	195
Teachers regularly tell me what I need to do to improve	100	393	253	139	8	0	493	147
I am making good progress	180	415	267	24	5	0	595	29
Behaviour and Attitudes								
There are clear expectations and rules about behaviour.	478	380	26	6	2	0	858	8
The behaviour routines are fairly applied by all staff.	170	418	190	99	15	0	588	114
I am not bullied or harassed at school.	501	226	76	55	35	0	727	90
If bullying, harassment and racism occurs, the school is good at dealing with it.	191	325	290	66	20	0	516	86
In lessons I can learn well because other pupils behave sensibly.	49	358	276	173	34	0	407	207
I feel safe in lessons.	370	389	109	20	4	0	759	24

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

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

Performance Criteria

(Figures in red are the modal response)



Number of Respondents

	SA	A	NAND	D	SD	NR	Overall Strength	Overall Weakness
The behaviour of pupils is good around the school.	52	344	323	145	28	0	396	173
I feel safe at breaktimes and around the school.	360	419	93	18	1	0	779	19
I think adults in the school care about me.	163	373	290	50	17	0	536	67
Personal Development								
The school teaches me about British values such as democracy, individual liberty and respect.	139	430	238	69	16	0	569	85
The school helps me to develop my knowledge of human creativity and achievement.	135	495	220	37	4	0	630	41
I am taught to respect people from different backgrounds and treat everyone equally.	457	383	45	4	1	0	840	5
The school helps me to develop positive relationships with people in the school.	156	462	219	47	5	0	618	52
The school teaches me to know the difference between right and wrong.	282	478	106	21	3	0	760	24
I am expected to be resilient and persevere when faced with challenges.	228	486	160	11	4	0	714	15
There are opportunities for me to make a positive contribution in my class.	261	463	143	17	2	0	724	19
There are opportunities for me to make a positive contribution in the school.	253	461	154	23	0	0	714	23
There are opportunities for me to make a positive contribution to the community outside school.	138	364	311	65	12	0	502	77
The school asks for my views about important things in the school.	115	343	275	140	15	0	458	155
There are a variety of activities outside of lessons for pupils to be involved in.	465	349	64	10	1	0	814	11
I take part in activities outside lessons.	245	328	115	158	45	0	573	203
The school teaches me to understand and deal with a variety of risks in everyday life.	159	481	189	50	11	0	640	61
The school encourages and helps me to look after my physical health and take regular exercise.	193	472	162	56	6	0	665	62
The school encourages and helps me to eat and drink healthy things.	145	386	234	103	22	0	531	125
The school encourages and helps me to look after my emotional and mental health and wellbeing.	187	430	188	65	17	0	617	82
The school provides me with information, advice and support about relationships and sexual health.	183	453	204	45	4	0	636	49
The school informs me of the dangers from smoking or misusing substances such as alcohol or drugs.	309	441	102	29	4	0	750	33
If I have a general problem, I know that there is a teacher or another adult that I can talk to.	231	403	176	53	23	0	634	76
The school helps me to prepare for my next steps, in school or beyond.	302	386	154	37	7	0	688	44

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

PARENTS' OVERALL

In 2021 we had 383 parents respond but in 2025 only 261 parents.
Results generally looked very similar to 2023

Cohort: All Parents		07/10/2025 261		02/11/2023 305		Difference	
Percentage of Respondents						Positive 	
Performance Criteria						Negative 	
	Overall Strength %	Overall Weakness %	Overall Strength %	Overall Weakness %	Overall Strength	Overall Weakness	
Home-School Relationships							
Q1. Staff explain how I can help my child/children at home.	62	10	66	10	-4	0	
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	88	3	89	3	-1	0	
Q3. The school meets my child's particular needs.	84	3	36	18	48	-15	
Q4. The school responds well to any concerns I raise.	94	6	96	4	-2	2	
Q5. I am kept well informed about my child's progress.	75	5					
The Learning Experience							
Q6. My child/children is/are making good progress at this school.	80	3	81	3	-1	0	
Q7. My child/children is/are taught well at this school.	84	1	86	1	-2	-1	
Q8. Staff expect my child/children to work hard and do their best.	92	1	82	4	9	-4	
Q9. Staff encourage my child/children to become mature and independent.	82	2	83	2	-1	0	
Q10. There is a good range of activities that my child/children find(s) interesting and enjoyable.	85	3	90	4	-5	-1	
Q11. My child/children receive(s) appropriate homework for their age.	83	6	81	8	2	-2	
Q12. The school teaches my child/children how to manage their feelings appropriately.	55	5	57	7	-2	-2	
Q13. The school teaches my child/children to persevere when they find their work hard.	67	4	66	4	1	0	
Q14. The school makes sure my child/children are well prepared for the future.	73	2	72	4	1	-2	
Q15. The school helps my child/children be prepared for a change of class or school.	60	6	60	4	0	1	
Making a Contribution							
Q16. The school gives my child/children opportunities to make positive contributions to their class/group or school.	86	1	81	1	5	0	
Q17. The school gives my child/children opportunities to make positive contributions to the community outside school.	54	4	49	5	4	-1	
Q18. The school asks my child/children for their views about important things in school.	60	3	61	4	-1	-1	
Q19. The school takes account of the views of my child/children.	62	4	64	5	-2	-1	

Percentage of Respondents	07/10/2025		02/11/2023		Difference	
Performance Criteria	261		305			
	Overall Strength %	Overall Weakness %	Overall Strength %	Overall Weakness %	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.						
Q20. Staff treat my child/children fairly.	78	3	81	4	-3	-1
Q21. The school ensures the pupils are well behaved.	82	4	83	3	-1	1
Q22. The school helps my child/children to develop positive relationships with teachers and other pupils.	79	2	81	3	-2	-1
Q23. My child/children is/are praised when he/she works hard or behaves well.	88	2	90	2	-3	-1
Q24. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	87	1	91	1	-4	1
Q25. The school deals effectively with bullying and harassment.	60	5	61	5	-1	1
Q26. The school is good at stopping racism or dealing with it when it happens.	50	1	47	1	3	0
Well-Being						
Q27. My child/children is/are not bullied or harassed at school.	76	11	76	8	0	3
Q28. My child/children is/are not racially abused at school.	80	3	85	3	-6	0
Q29. The arrangements for my child/children to settle in when they started at the school were good.	91	1	90	3	1	-2
Q30. My child/children feel(s) safe at this school.	90	2	93	2	-3	0
Q31. My child/children is/are well looked after at this school.	91	1	89	1	2	0
Q32. The school encourages and helps my child/children to take regular exercise.	84	2	83	4	1	-2
Q33. The school gives my child/children information, appropriate to their age, on how to deal with such things as alcohol and drugs.	76	0				
Q34. The school encourages and helps my child/children to eat and drink healthy things.	64	8	55	10	9	-2
Q35. The school actively promotes equality of opportunity for all.	75	4	82	1	-7	2
The Summary School Experience						
Q36. My child/children is/are happy at this school.	90	2	91	3	-1	-1
Q37. The school is well led and well managed.	91	1	92	1	-1	1
Q38. I would recommend this school to another parent.	92	1	91	3	1	-1
	78	3	77	4	1	-1

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

Notes: **Dark Blue:** Overall Strength = Greater than 85%, **Light Blue:** Overall Strength = 70% - 85%, **Red:** Overall Weakness = Greater than 50%, **Green:** Overall Weakness = 40% - 50%

OVERALL SUMMARY

Parent/Carer Attitudinal Survey

School: Goldington Academy

Date of Report: 07/10/2025

Cohort: All Parents

Number of respondents: 261

Number of Questions out of 38 which received a positive response: (more than 85% of respondents agreed)

13

Average positive response rate for all questions was:

78%

Number of Questions out of 38 which received a negative response: (more than 30% of respondents disagreed)

0

Average negative response rate for all questions was:

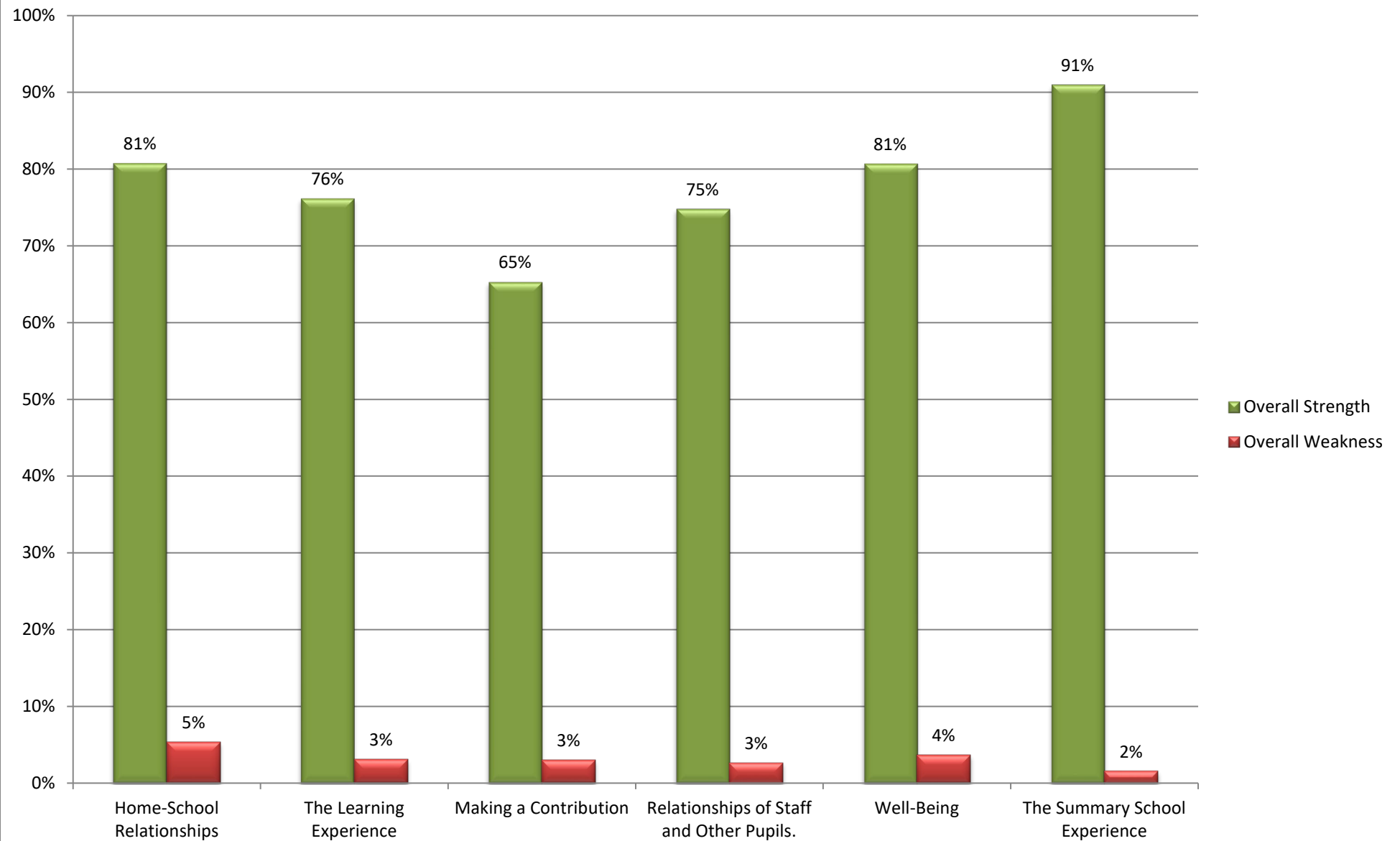
3%

Key issues for the school to address:

(any question that has a negative response of over 25%)

* The parents are satisfied with the school with an average positive response rate of 78%.

Parent Survey Dashboard Chart



FOR SCHOOLS - PARENT VOICE

Parent/Carer Attitudinal Survey - All Parents

School: Goldington Academy

Date of Report: 07/10/2025

Cohort: All Parents

Number of respondents: 261

Percentage of Respondents Performance Criteria

	Percentage of Respondents							
	SA	A	NAND	D	SD	NA	Overall Strength	Overall Weakness
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	15	47	26	9	1	2	62	10
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	39	49	8	2	2	1	88	3
Q3. The school meets my child's particular needs.	30	54	13	3	1	0	84	3
Q4. The school responds well to any concerns I raise.	37	58	0	4	2	0	94	6
Q5. I am kept well informed about my child's progress.	26	50	19	4	1	1	75	5
The Learning Experience								
Q6. My child/children is/are making good progress at this school.	33	47	16	2	0	1	80	3
Q7. My child/children is/are taught well at this school.	31	54	15	1	0	0	84	1
Q8. Staff expect my child/children to work hard and do their best.	39	52	8	1	0	0	92	1
Q9. Staff encourage my child/children to become mature and independent.	28	54	14	2	0	2	82	2
Q10. There is a good range of activities that my child/children find(s) interesting and enjoyable.	36	49	11	3	0	1	85	3
Q11. My child/children receive(s) appropriate homework for their age.	24	59	10	4	2	1	83	6
Q12. The school teaches my child/children how to manage their feelings appropriately.	16	39	34	3	2	6	55	5
Q13. The school teaches my child/children to persevere when they find their work hard.	18	49	25	3	0	4	67	4
Q14. The school makes sure my child/children are well prepared for the future.	20	53	23	1	0	3	73	2
Q15. The school helps my child/children be prepared for a change of class or school.	16	44	29	5	0	5	60	6
Making a Contribution								
Q16. The school gives my child/children opportunities to make positive contributions to their class/group or school.	26	60	12	1	0	1	86	1
Q17. The school gives my child/children opportunities to make positive contributions to the community outside school.	13	40	37	4	0	6	54	4
Q18. The school asks my child/children for their views about important things in school.	15	45	31	2	2	6	60	3
Q19. The school takes account of the views of my child/children.	15	47	31	2	1	4	62	4

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

Notes: **Dark Blue:** Overall Strength = Greater than 85%, **Light Blue:** Overall Strength = 70% - 85%, **Red:** Overall Weakness = Greater than 50%, **Green:** Overall Weakness = 40% - 50%

All Parents
Percentage of Respondents - Continued

Performance Criteria

Percentage of Respondents

	SA	A	NAND	D	SD	NA	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q20. Staff treat my child/children fairly.	22	56	18	2	1	2	78	3
Q21. The school ensures the pupils are well behaved.	24	58	13	3	1	2	82	4
Q22. The school helps my child/children to develop positive relationships with teachers and other pupils.	27	52	15	2	1	4	79	2
Q23. My child/children is/are praised when he/she works hard or behaves well.	33	55	10	2	0	0	88	2
Q24. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	35	52	10	1	0	1	87	1
Q25. The school deals effectively with bullying and harassment.	21	38	27	3	2	8	60	5
Q26. The school is good at stopping racism or dealing with it when it happens.	17	34	33	1	0	15	50	1
Well-Being								
Q27. My child/children is/are not bullied or harassed at school.	30	46	10	10	2	2	76	11
Q28. My child/children is/are not racially abused at school.	36	43	11	2	1	7	80	3
Q29. The arrangements for my child/children to settle in when they started at the school were good.	39	52	7	1	0	1	91	1
Q30. My child/children feel(s) safe at this school.	40	50	8	2	0	0	90	2
Q31. My child/children is/are well looked after at this school.	38	53	8	1	0	0	91	1
Q32. The school encourages and helps my child/children to take regular exercise.	29	55	14	1	0	1	84	2
Q33. The school gives my child/children information, appropriate to their age, on how to deal with such things as alcohol and drugs.	27	50	16	0	0	7	76	0
Q34. The school encourages and helps my child/children to eat and drink healthy things.	18	46	23	7	2	4	64	8
Q35. The school actively promotes equality of opportunity for all.	26	49	19	3	0	3	75	4
The Summary School Experience								
Q36. My child/children is/are happy at this school.	45	45	8	2	0	0	90	2
Q37. The school is well led and well managed.	49	42	8	1	0	0	91	1
Q38. I would recommend this school to another parent.	58	34	6	1	0	1	92	1
	Average Response						78	3
	Highest Response						94	11
	Lowest Response						50	0

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

Notes: **Dark Blue:** Overall Strength = Greater than 85%, **Light Blue:** Overall Strength = 70% - 85%, **Red:** Overall Weakness = Greater than 50%, **Green:** Overall Weakness = 40% - 50%

All Parents
Number of Respondents
Performance Criteria

(Figures in red are the modal response)

	Number of Respondents							
	SA	A	NAND	D	SD	NA	Overall Strength	Overall Weakness
Home-School Relationships								
Q1. Staff explain how I can help my child/children at home.	39	123	68	24	2	5	162	26
Q2. I feel comfortable about approaching the school with questions, a problem or complaint.	103	127	21	4	4	2	230	8
Q3. The school meets my child's particular needs.	78	140	33	7	2	1	218	9
Q4. The school responds well to any concerns I raise.	77	121	0	8	4	16	198	12
Q5. I am kept well informed about my child's progress.	67	130	49	10	2	3	197	12
The Learning Experience								
Q6. My child/children is/are making good progress at this school.	87	123	42	6	1	2	210	7
Q7. My child/children is/are taught well at this school.	80	140	38	2	0	1	220	2
Q8. Staff expect my child/children to work hard and do their best.	103	136	20	2	0	0	239	2
Q9. Staff encourage my child/children to become mature and independent.	73	140	37	5	0	4	213	5
Q10. There is a good range of activities that my child/children find(s) interesting and enjoyable.	94	126	28	8	0	3	220	8
Q11. My child/children receive(s) appropriate homework for their age.	62	153	26	11	4	3	215	15
Q12. The school teaches my child/children how to manage their feelings appropriately.	41	102	88	7	6	15	143	13
Q13. The school teaches my child/children to persevere when they find their work hard.	46	128	64	9	1	11	174	10
Q14. The school makes sure my child/children are well prepared for the future.	51	133	58	3	1	7	184	4
Q15. The school helps my child/children be prepared for a change of class or school.	40	112	74	13	1	13	152	14
Making a Contribution								
Q16. The school gives my child/children opportunities to make positive contributions to their class/group or school.	66	151	30	3	0	3	217	3
Q17. The school gives my child/children opportunities to make positive contributions to the community outside school.	33	102	92	9	1	15	135	10
Q18. The school asks my child/children for their views about important things in school.	38	113	78	4	4	15	151	8
Q19. The school takes account of the views of my child/children.	36	115	75	6	3	9	151	9

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

All Parents
Number of Respondents - Continued

Performance Criteria

(Figures in red are the modal response)

Number of Respondents

	SA	A	NAND	D	SD	NA	Overall Strength	Overall Weakness
Relationships of Staff and Other Pupils.								
Q20. Staff treat my child/children fairly.	53	137	43	5	2	4	190	7
Q21. The school ensures the pupils are well behaved.	58	141	32	7	2	4	199	9
Q22. The school helps my child/children to develop positive relationships with teachers and other pupils.	66	127	36	4	2	9	193	6
Q23. My child/children is/are praised when he/she works hard or behaves well.	81	133	25	4	0	1	214	4
Q24. The school teaches my child/children to respect people from different backgrounds, races, religions etc.	85	126	25	3	0	3	211	3
Q25. The school deals effectively with bullying and harassment.	52	93	65	7	6	19	145	13
Q26. The school is good at stopping racism or dealing with it when it happens.	40	82	81	2	1	36	122	3
Well-Being								
Q27. My child/children is/are not bullied or harassed at school.	73	111	25	23	4	6	184	27
Q28. My child/children is/are not racially abused at school.	88	105	26	5	2	16	193	7
Q29. The arrangements for my child/children to settle in when they started at the school were good.	93	123	17	3	0	2	216	3
Q30. My child/children feel(s) safe at this school.	95	120	18	5	0	0	215	5
Q31. My child/children is/are well looked after at this school.	91	125	19	3	0	0	216	3
Q32. The school encourages and helps my child/children to take regular exercise.	68	131	33	3	1	2	199	4
Q33. The school gives my child/children information, appropriate to their age, on how to deal with such things as alcohol and drugs.	64	118	39	0	0	17	182	0
Q34. The school encourages and helps my child/children to eat and drink healthy things.	43	108	55	16	4	10	151	20
Q35. The school actively promotes equality of opportunity for all.	61	115	45	8	1	6	176	9
The Summary School Experience								
Q36. My child/children is/are happy at this school.	106	106	18	5	0	1	212	5
Q37. The school is well led and well managed.	116	98	18	3	0	1	214	3
Q38. I would recommend this school to another parent.	138	80	13	3	0	2	218	3

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

Year	Any other comment
7	Alot of my answers are based on not knowing the school well enough as of yet. It's only been a short time. My child seems happy and the my child at school app is helpful as I have not had contact with teachers yet
7	Apologies for being unable to answer all questions but as our child has only been there three weeks we have not been able to contribute to some. Furthermore we expect we maybe able to answer more strongly in the next survey once we have had more experience of the school
7	Highly recommended
7	I apologise for putting many 'neither agree or disagree' answers, but at only 4 weeks in, I have yet to have any experience/opinion on many of the question topics. I don't mean this to reflect negatively on the school in any way.
7	I have little communication with school. My child just started school and I am unaware of the impact so many questions were not relevant to me.
7	I was tempted to home school my child because of my views on the UK education system as a whole BUT, I went against that after seeing the excitement my child expressed in applying for Goldington Academy. I chose this school with my child's best interests in mind. Goldington Academy have a long standing good reputation within Bedfordshire. I chose this school because they produce good academic results, they follow their own policies, they have a very good equality and diversity network and a high values and morals practice. I feel they respect and show tradition while still being up to date with modern times, right down to things like safeguarding, anti-bullying awareness and even the electronic communications system, very impressive. The school clearly do their best to provide high quality resources and equipment for students. The Teachers do a fantastic job and are a great representation of the school. These merits really stood out to us as a family comparing to other local schools. My child is only in his first year there but he is happy and thriving. We are confident we made the right choice ☐
7	I was unable to answer many of these questions as my child has only been at the school since September and it's too early to tell.
7	It is too early to answer some of the questions with my child only being at school 4 weeks
7	Most of these are neither as she hasn't been in the school long enough for me to know
7	<p>My child came across the 'N' word written on one of the toilet walls. They were really upset and tried to wipe it off themselves but were unable to.</p> <p>Given everything happening in England at the moment, it might be helpful for the school to send a reminder to parents and pupils about:</p> <p>the school's expectations around treating everyone fairly and with respect</p> <p>the fact that racial abuse will not be tolerated</p> <p>the consequences if behaviour falls below these expectations</p> <p>the process for children to report incidents such as offensive graffiti, including which staff member they should speak to, and reassurance about what will happen next.</p> <p>Thank you</p>
7	My child has not been at the school long enough to be able to answer the majority of these questions but she loves the school and has settled in well.
7	My child has only been at the school for 3 weeks, so it's hard for me to answer these questions. All good so far!
7	My child has recently started year 7, hence the reason I have recorded neither agree nor disagree in some sections because it's early days. However I can say my child is currently happy in school.
7	My child is afraid that the teacher won't let her go to the restroom during class (even though she's already been during break time), and she often doesn't drink water all day (I know the school encourages students to drink water). I find this very frustrating.
7	Also, I hope the school provides space for students to store their backpacks.
7	My child just started year 7 in this school we are very happy so far xx

7	My Son is very happy at school and is doing very well.
7	N/A
7	Social events for new parents would be helpful.
7	Sometimes has problems logging on to school portal.
7	Thank you for making my sons first month in year 7 so amazing that he loves coming to school every day.
7	This new behaviour points system is not working as some staff allocate points and others don't. It is always the same classes on top. Not much motivation if not all staff participate equally.
7	Tricky to answer some questions as we haven't been at the school long enough to comment
8	A fantastic school. Our only comment is that sports involvement seems to be held in higher regard than academic involvement/achievement and it's a shame there are more sporting opportunities than academic ones.
8	As a parent of a student that joined later into year 7, we are very happy with everything so far and our son is very settled. He really enjoys his Maths and Sports and Goldington provides a great environment for this. At the time of completing the questionnaire I was unable to ask my son whether he had experienced any racism at Goldington. He has not mentioned that he has, but frequently complained of the use of casual racist terms in his previous school. It would be good to see that Black History month and Diwali are acknowledged this term.
8	Been brilliant as my children went through a tough year or so at home. Thank you
8	Both my children have been very happy at Goldington.
8	I am afraid I don't see things up close enough to know the answers to all the questions. Overall my daughter is very happy at the school, has settled well and feels confident enough to approach staff herself should she have concerns or need help with work. This suggests a supportive and approachable staff group.
8	I am happy everything so far however my one big disappointment with the school last year was with parents evening. The time to log in and book was during working hours so by the time I could get online most spots had been filled and I wasn't able to find out how my child had settled into the start of year 7 in the core subjects. I emailed every teacher asking for some feedback - sadly only a few replied which left me uncertain of his progress other than emails saying 'all good'. I appreciate that teachers can't chat to every parent online but feel the opportunity to do so is incredibly important for both parents and the child and ask that you reconsider the old way of an in person parents evening again. Yes, its chaotic and can be a long night but at least it gives parent's who want to be engaged a chance to chat - and you don't have to deal with the internet lagging or freezing either!
8	I would encourage a review of uniform, to include shorts and polo shirts instead of shirt and tie as this is outdated. No separate girls uniform, simply option 1 (trousers) or option 2 (skirt/shorts).
8	Lunch time queues should be quicker so children have enough time to eat lunch and take a break afterwards.
8	More individual attention and coordination with parents would help with certain needs such as ADHD, especially in terms of managing emotions.
8	My child has had a brilliant experience at Goldington so far. We are hugely impressed by teaching, management and culture of the school, particularly in light of the financial constraints placed on education in the state sector. Thank you.
8	My son often feels like the teachers don't like him and this concerns me as he had very good relationships last year with the teachers and at his primary school.
8	Some questions are just not applicable to us as we haven't had to experienced the issues within then, but from our experience so far, I would be comfortable in speaking up as a parent and trust that if we needed to speak with the school about any concerns, we would be heard.
8	The lack of information I get about my child's progression. things were put in place at the end of last year, but again nothing continues.

8	<p>The questions regarding the school managing bullying and racism aren't ones I could answer as my child has not experienced these issues. It would be good to know how this is managed, especially with anti- immigration and racist actions very much at the forefront of society.</p> <p>I talk to my child and aware managing relationships are discussed. I don't know to what extent drugs and alcohol is discussed, both of which I have spoken to my child about, even though they're in year 8. Aquarius is an organisation who work with children who misuse alcohol and substances or whose parents misuse them.</p>
8	Very happy with the school
8	<p>We would love to see hockey added back into the curriculum. Could the university help out ? As one of the only state schools in Bedford with a hockey pitch, it's such a shame it's not being used for hockey.</p>
9	As a foster carer who has children in all different school's Goldington Academy stands out as the best school in my opinion.
9	<p>Communication about the school is good. And information evenings. Parents consultations can feel rushed and overwhelming, when you want to get a good understanding of your child's education. Although, I know you could email teachers should you need to but you don't always know if you need to. Super supportive school though. Thank you.</p>
9	Far too much homework for the children and for parents to keep on top of, especially when there is more than 1 child at the school.
9	I am not sure I entirely agree with homework. I would be unhappy if my place of work gave me homework
9	<p>Many teachers of the y8s were not subject specialists and sometimes teaching doesn't push far enough. Overall there is a kind and calm ethos though and the two children who have attended your school have been happy. I particularly like your commitment to enrichment with clubs, visits and internal opportunities.</p>
9	<p>My child gets bullied every single day and if he voices his concerns he's told to ignore them, the bullies just get a chat and the next day they're back at it so no consequences for them and no difference to my child's day unfortunately</p>
9	My child is very happy at Goldington academy school. Thank you for all your good work and support.
9	<p>My child is very happy at school.</p> <p>Sometimes as a more quiet student in class she can be seated next to more disruptive students to pacify them. She feels this is unfair, as she sometimes feels penalised for behaving well.</p> <p>Just a note for seating plan arrangements. As this happens to her in most classes.</p> <p>Also re behaviour points. Can there be more feedback so the child knows why they received it please. It's helpful for parenting to understand and therefore encourage our children, it helps build their confidence if it's more specific. Even if a very brief few words. It builds a support system, utilising school and home together.</p>
9	<p>My concern is the behaviour of some students in my child's classes, there seems to be a lot of disruption by certain children, I have also heard a lot about how there is a culture of homophobia from some students, homophobic comments are regularly made and bullying continues, aimed at children who want to achieve. My child has experienced this from year 7 and has grown in confidence on how to handle it but the level of this hasn't diminished. Being a high achiever has made my child a target in some classes. My child loves the school and the teachers but intimidation from some students has at times been a problem. The school have given my child tools and safe spaces to go to, but the fundamental issue still continues, and my child is often frustrated by the fact their learning is sometimes compromised due to the behaviour of some children in the classroom.</p>
9	None
9	One of the best school definitely I will recommend to all parents
9	<p>The sports for girls could and should be better. A lot of girls activities seem to be on the same day i.e. football and netball. This means they have to choose which one instead of having the option to attend both. Athletics is poorly organised and no practice and time put in for students</p>
9	<p>Very impressed with the teaching staff. Parent consultations are enjoyable and positive. Fantastic opportunities and a dedicated leader in music. Last year's Head of Y8 was very helpful when my child had difficulties with a friend.</p>

10	<p>Child still tells me ongoing issue with vaping in toilets and on school grounds for last 4 yrs of school life.</p> <p>My child complains never had school meals as queues too long, says since yr 7, friends regularly don't get any lunch due to queue and are sometimes turned away, so my child has always had to bring own lunch. Child also says school encourages unhealthy eating by promoting buying two puddings for price of 1, then some kids on free meals buy 4 puds, also child says food on offer is unhealthy and kids drink canteen supplied cola daily which has been researched as bad for heart development.</p> <p>Uniform code is not followed or disciplined. Too much peer pressure to wear skirts so short you can see girls pants, school doesn't set good uniform behaviour to protect girls basic modesty, even on events when kids are brought on stage in front of parents or photographed and put on school Facebook they are in too short skirts, or bras on show at end of term events, some girls undoing shirt buttons to show bras at school, with no tie and not being disciplined. School PE skort far too short, my child and both us parents feel very uncomfortable about her being expected to wear too short PE skort daily during exams for weeks or hot weather. Would be better if girls and boys wore school PE shorts as uniform and scrapped PE Skort -it's sexist and outdated- girls cannot more freely to run and it's too short to sit in when expected to sit at desk in it in exam weeks when change rooms are shut /hot days. school allows kids to wear branded trainers and hi tops instead of school shoes and branded white socks as main uniform or whatever branded PE kit they want, so no consistency and lots of peer pressure to wear uniform shirt untucked or wear uniform in a certain way, otherwise seen as not fitting in. Which makes it difficult to set good uniform /modest decency presentation standards for your own child so they are not too revealing, or scruffy, if they feel they have to have their shirt untucked and skirt very short or they feel they don't fit in.</p>
10	<p>Many children use phones in school which also is confusing as the school has a rule of you are meant to hand phone in and not have on site but it seems hardly any hand in. Many girls hog toilets in big groups using their phones which stops others using loo. My child has wasted whole breaks often waiting for loo. Access to loo when not break or lunch is difficult, delayed and embarrassing for my child when they have been unwell and needed loo in lesson. New homework app is too small to read, as set for mobile use, the app is confusing and doesn't work properly to understand homework set or links don't work so cannot do homework or it's not ticked off as complete when it has been handed in. It is also reliant on my child using a phone, which we try to reduce usage before /after school. Being set homework on worksheets or paper more would help as using apps /computer for homework can be difficult to concentrate on or difficult to use for my child. Other schools don't use apps for homework and kids still get great results.</p> <p>Teachers do not read any comments posted on the homework app or previous app when my child has a query about homework. Some children are very rude and abusive in class and teachers seem unaware. Positives- teachers and school give informative answers when query child's progress or have questions, emails are answered promptly, teachers /staff have been helpful whenever issues with other children or school. School been great when child needed care due to illness /meds and SEND staff and support has been helpful so far. Art and drama depts good with good teaching. Child really enjoying those subjects. Thanks</p>
10	<p>From comments made by my children, there are some teachers who are not as skilled as others in some subject areas. Also, it seems there is some behaviour in lessons that does not seem to be dealt with appropriately. However, we are extremely satisfied with the school, the amazing opportunities given to the children and the incredible dedication of the staff, who clearly go above and beyond to provide trips, events and extracurricular activities for the children. My children particularly mention the humour and personalities of many of the staff who build very positive relationships with the pupils. A special mention to Mr Atkinson, Mrs Bennett-Folds, Ms Maley, Ms Bio, MRs Taylor. I think the program run by Mr Marston for the more able children is fantastic and has really encouraged my child and to aim high; he feels recognised. There are numerous ways for parents to be involved in pupils' learning and to keep up-to-date on how to help, monitor and be informed. The school doesn't rest on its laurels; there are continuous signs that they are striving for improvement and development with the pupils always at the forefront. However, the timetabling of GCSEs has been a disappointment as pupils have been unable to take both Geography and History - two very impactful subjects should surely be available for pupils to benefit from.</p>

10	Great school!
10	I'm happy, my children are happy and we would recommend Goldington to all perspective parents.
10	Less vapes and weapons in school please. More access to the toilet especially for those on their period. More understanding for those students that need to regulate themselves - makes for a better classroom experience for all students.
10	My child is marked down as SEND but I don't think the teachers check in enough with him and make stew he is understanding of what is required of him. He is not one to speak out and say if there is an issue.
10	Some of these I can't answer because I obviously only have a biased view at home . I would love my Daughter to integrate more and meet new friends but not sure how to encourage that, maybe the school can help.
10	The best school I could have chosen for my children, honestly.
10	We are very grateful to the school for the wide range of opportunities it provides for our daughters. Our eldest, who has been there the longest, has really thrived and benefited from so many experiences, including the Scholars Programme, Duke of Edinburgh, and the extensive choice of sports clubs. Having previously worked in a private school for several years, I believe the opportunities and facilities at Goldington are on par with those offered in the private sector. The teachers are dedicated and clearly passionate about their subjects, and the school as a whole is very well run by the SLT. We also appreciate the commitment of all staff, from teachers to the professional services team in the office, who contribute to the school's smooth and effective running. Our only wish is that Goldington had a Sixth Form!
11	Communication is lacking in the school to parents
11	Excellent leadership, many opportunities for all children, happy and friendly children who talk well with welcoming teachers. Always nice to visit and see students content at their school.
11	Good range of clubs offered. The student toilets could do with being cleaned throughout the day so that students are not put off using them. Overall, one of the best secondary schools in Bedford with high expectations for students and a good reputation. The school have been one of the most successful in transitioning from middle to secondary.
11	I currently have 2 children at this school. One of my children moved here in year 9 and is currently in year 11, the support and empathy he has received is amazing! He is very happy. My other child is in year 8 and started from year 7, he absolutely loves it here, the school have dealt with low level behaviour very quickly. I would highly recommend this school to other parents.
11	I love Goldington Academy, the communication between staff and parents and even students are very amazing
11	I really love Goldington Academy
11	My children are happy in the school and also talk good things about Goldington Academy
11	No
11	Thank you for all you do-amazing and sets young people up for a healthy independent future with a desire to keep learning and be good citizens
11	Thank you for providing an education to my two children. They are happy and seem to be thriving.

SW2

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **07-Oct-25**

Number of Respondents:	Leadership Team: 4	Middle Managers: 21	Teacher: 15
	In-class Support: 12	Admin./Support: 19	Governors: 7
	Lunch Time Supervisors: 0	All Respondents: 78	

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

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

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Quality of Education							94	1
1. The school is aspirational for all pupils.	59	40	0	0	1	0	99	0
2. The school challenges all pupils to make good progress.	64	35	0	0	1	0	99	0
3. The curriculum is planned to give pupils the knowledge pupils need to be educated citizens.	54	46	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	47	49	2	0	2	0	97	2
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	56	42	0	0	0	2	98	0
6. The curriculum is designed and delivered to allow pupils to transfer knowledge to long-term	49	47	0	0	2	2	96	0
7. Pupils are encouraged to embed key concepts and apply them in new situations.	39	59	0	0	0	2	98	0
8. Reading is prioritised to allow full access to the curriculum.	49	42	0	0	3	6	91	0
9. Pupils read widely and fluently, appropriate to their age.	15	54	2	0	22	7	69	2
10. The curriculum reflects the local context of the school.	22	64	3	0	8	2	86	3
11. I have secure subject knowledge in the subjects I teach.	73	25	0	0	2	0	98	0
12. I assess pupils' work regularly to check understanding and correct misunderstandings.	49	46	0	0	0	5	95	0
Behaviour & Attitudes							90	3
13. There are clear routines and expectations for the behaviour of pupils.	45	48	1	0	4	1	94	1
14. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	19	60	12	0	7	2	79	12
15. Pupils' behaviour is at least good in this school.	38	58	0	0	3	1	96	0
16. Leaders all support staff well in managing behaviour.	29	56	3	0	9	4	84	3
17. Behaviour makes a positive contribution to learning.	49	47	0	0	4	0	96	0

SW 3

Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Behaviour & Attitudes								
18. The school deals with all forms of bullying effectively.	36	43	3	0	8	10	79	3
19. Staff and pupils treat one another with dignity and respect.	32	60	1	0	5	1	92	1
20. Pupils are safe at this school.	58	40	1	0	0	0	99	1
Personal Development							91	1
21. The school gives high priority to pupils' personal development.	45	49	0	0	5	1	93	0
22. The school enriched provision develops pupils' knowledge and understanding of cultural capital.	51	45	0	0	2	2	96	0
23. The school promotes British values such as democracy, individual liberty and mutual respect.	45	51	0	0	3	1	96	0
24. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.	36	54	0	0	7	4	89	0
25. The school promotes an inclusive environment which meets the needs of all pupils.	48	47	0	0	3	2	95	0
26. The school provides opportunities for pupils to contribute to the school community.	59	36	0	0	4	1	95	0
27. The school provides opportunities for pupils to contribute to the wider community.	25	47	3	0	16	9	72	3
28. Pupils understand how to recognise and manage online and offline risk.	30	61	0	0	5	4	91	0
29. Pupils understand the benefits of adopting a healthy lifestyle.	25	62	1	0	8	4	87	1
30. Pupils understand how to look after their emotional and mental health and wellbeing.	21	66	1	0	9	3	87	1
31. The school provides a wide range of activities outside lessons which pupils can access.	74	26	0	0	0	0	100	0
32. The school supports pupils' readiness for the next phase of education or beyond.	50	46	1	0	1	1	96	1
Leadership and Management							88	3
33. The school is well led and managed.	61	38	0	0	0	1	99	0
34. I feel well supported and motivated working in this school.	54	41	1	0	4	0	95	1
35. All staff are treated fairly and with respect at this school.	47	43	4	0	3	3	91	4
36. Leaders take workload into account when developing and implementing new policies and practices.	26	41	8	0	22	3	67	8
37. The school uses professional learning and development to support teachers' improvement.	50	43	0	0	4	3	93	0
38. The school consistently supports the development of teaching.	57	34	3	0	4	3	91	3
39. Leaders and managers are considerate about my wellbeing.	39	47	3	0	11	0	87	3
40. Leaders have created a climate which encourages teachers to take risks and be innovative in ways which are right for pupils.	36	45	5	0	11	4	80	5
41. I am able to contribute to the school's process of self-evaluation.	33	46	0	1	13	7	79	1
42. I am proud to be a staff member at this school.	72	25	0	0	1	1	97	0

SW2

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **07-Oct-25**

Number of Respondents:	Leadership Team:	4	Middle Managers:	21	Teacher:	15
	In-class Support:	0	Admin./Support:	0	Governors:	0
	Lunch Time Supervisors:	0	All Respondents:	40		

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

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

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Quality of Education							96	1
1. The school is aspirational for all pupils.	73	28	0	0	0	0	100	0
2. The school challenges all pupils to make good progress.	65	35	0	0	0	0	100	0
3. The curriculum is planned to give pupils the knowledge pupils need to be educated citizens.	53	48	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	45	53	3	0	0	0	98	3
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	63	38	0	0	0	0	100	0
6. The curriculum is designed and delivered to allow pupils to transfer knowledge to long-term	50	48	0	0	3	0	98	0
7. Pupils are encouraged to embed key concepts and apply them in new situations.	40	60	0	0	0	0	100	0
8. Reading is prioritised to allow full access to the curriculum.	50	48	0	0	3	0	98	0
9. Pupils read widely and fluently, appropriate to their age.	10	63	0	0	25	3	73	0
10. The curriculum reflects the local context of the school.	18	68	5	0	10	0	85	5
11. I have secure subject knowledge in the subjects I teach.	83	15	0	0	3	0	98	0
12. I assess pupils' work regularly to check understanding and correct misunderstandings.	58	43	0	0	0	0	100	0
Behaviour & Attitudes							94	2
13. There are clear routines and expectations for the behaviour of pupils.	45	55	0	0	0	0	100	0
14. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	10	73	15	0	3	0	83	15
15. Pupils' behaviour is at least good in this school.	48	50	0	0	3	0	98	0
16. Leaders all support staff well in managing behaviour.	28	65	0	0	8	0	93	0
17. Behaviour makes a positive contribution to learning.	45	53	0	0	3	0	98	0

SW 3

Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Behaviour & Attitudes								
18. The school deals with all forms of bullying effectively.	35	48	0	0	8	10	83	0
19. Staff and pupils treat one another with dignity and respect.	33	63	0	0	5	0	95	0
20. Pupils are safe at this school.	58	43	0	0	0	0	100	0
Personal Development							95	1
21. The school gives high priority to pupils' personal development.	45	53	0	0	3	0	98	0
22. The school enriched provision develops pupils' knowledge and understanding of cultural capital.	50	45	0	0	3	3	95	0
23. The school promotes British values such as democracy, individual liberty and mutual respect.	50	50	0	0	0	0	100	0
24. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.	40	58	0	0	3	0	98	0
25. The school promotes an inclusive environment which meets the needs of all pupils.	55	43	0	0	3	0	98	0
26. The school provides opportunities for pupils to contribute to the school community.	73	25	0	0	3	0	98	0
27. The school provides opportunities for pupils to contribute to the wider community.	28	53	3	0	13	5	80	3
28. Pupils understand how to recognise and manage online and offline risk.	28	65	0	0	5	3	93	0
29. Pupils understand the benefits of adopting a healthy lifestyle.	23	68	0	0	8	3	90	0
30. Pupils understand how to look after their emotional and mental health and wellbeing.	20	70	0	0	10	0	90	0
31. The school provides a wide range of activities outside lessons which pupils can access.	80	20	0	0	0	0	100	0
32. The school supports pupils' readiness for the next phase of education or beyond.	53	43	3	0	0	3	95	3
Leadership and Management							91	3
33. The school is well led and managed.	58	43	0	0	0	0	100	0
34. I feel well supported and motivated working in this school.	50	45	0	0	5	0	95	0
35. All staff are treated fairly and with respect at this school.	50	45	5	0	0	0	95	5
36. Leaders take workload into account when developing and implementing new policies and practices.	28	40	8	0	25	0	68	8
37. The school uses professional learning and development to support teachers' improvement.	53	48	0	0	0	0	100	0
38. The school consistently supports the development of teaching.	70	25	3	0	3	0	95	3
39. Leaders and managers are considerate about my wellbeing.	43	45	5	0	8	0	88	5
40. Leaders have created a climate which encourages teachers to take risks and be innovative in ways which are right for pupils.	35	48	8	0	10	0	83	8
41. I am able to contribute to the school's process of self-evaluation.	30	58	0	0	13	0	88	0
42. I am proud to be a staff member at this school.	80	20	0	0	0	0	100	0

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **07-Oct-25**

Number of Respondents:	Leadership Team: 0	Middle Managers: 0	Teacher: 0
	In-class Support: 12	Admin./Support: 0	Governors: 0
	Lunch Time Supervisors: 0	All Respondents: 12	

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

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

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Quality of Education	92						1	
1. The school is aspirational for all pupils.	67	25	0	0	8	0	92	0
2. The school challenges all pupils to make good progress.	67	25	0	0	8	0	92	0
3. The curriculum is planned to give pupils the knowledge they need to be educated citizens.	50	50	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	42	50	0	0	8	0	92	0
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	50	50	0	0	0	0	100	0
6. Pupils are encouraged to embed key concepts and apply them in new situations.	50	50	0	0	0	0	100	0
7. Reading is given high priority across the school.	67	33	0	0	0	0	100	0
8. Pupils read widely and fluently, appropriate to their age.	17	50	8	0	17	8	67	8
9. The curriculum reflects the local context of the school.	42	42	0	0	8	8	83	0
10. Teachers have secure subject knowledge in the subjects they teach.	67	33	0	0	0	0	100	0
11. Teachers assess pupils' work regularly to check understanding and correct misunderstandings.	50	33	0	0	0	17	83	0
12. There are clear routines and expectations for the behaviour of pupils.	55	36	0	0	9	0	91	0
Behaviour & Attitudes	86						1	
13. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	45	27	9	0	18	0	73	9
14. Pupils' behaviour is at least good in this school.	27	73	0	0	0	0	100	0
15. Leaders all support staff well in managing behaviour.	55	9	0	0	27	9	64	0
16. Behaviour makes a positive contribution to learning.	45	45	0	0	9	0	91	0
17. The school deals with all forms of bullying effectively.	36	55	0	0	9	0	91	0

SW 3

Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Behaviour & Attitudes								
18. Staff and pupils treat one another with dignity and respect.	45	36	0	0	18	0	82	0
19. Pupils are safe at this school.	45	55	0	0	0	0	100	0
Personal Development							92	0
20. The school gives high priority to pupils' personal development.	45	55	0	0	0	0	100	0
21. The school promotes British values such as democracy, individual liberty and mutual respect.	55	45	0	0	0	0	100	0
22. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.	45	45	0	0	9	0	91	0
23. The school promotes an inclusive environment which meets the needs of all pupils.	36	55	0	0	9	0	91	0
24. The school provides opportunities for pupils to contribute to the school community.	55	36	0	0	9	0	91	0
25. The school provides opportunities for pupils to contribute to the wider community.	45	18	0	0	27	9	64	0
26. Pupils understand how to recognise and manage online and offline risk.	45	45	0	0	9	0	91	0
27. Pupils understand the benefits of adopting a healthy lifestyle.	36	55	0	0	9	0	91	0
28. Pupils understand how to look after their emotional and mental health and wellbeing.	45	45	0	0	9	0	91	0
29. The school provides a wide range of activities outside lessons which pupils can access.	64	36	0	0	0	0	100	0
30. The school supports pupils' readiness for the next phase of education or beyond.	45	55	0	0	0	0	100	0
31. The school is well led and managed.	64	36	0	0	0	0	100	0
32. I feel well supported and motivated working in this school.	55	36	0	0	9	0	91	0
Leadership and Management							79	1
33. All staff are treated fairly and with respect at this school.	55	36	0	0	9	0	91	0
34. Leaders take workload into account when developing and implementing new policies and practices.	36	27	9	0	27	0	64	9
35. The school uses professional learning and development to support staff improvement.	55	18	0	0	27	0	73	0
36. The school consistently supports the development of teaching.	55	36	0	0	0	9	91	0
37. Leaders and managers are considerate about my wellbeing.	55	27	0	0	18	0	82	0
38. Leaders have created a climate which encourages staff to be innovative.	55	18	0	0	27	0	73	0
39. I am able to contribute to the school's process of self-evaluation.	55	9	0	0	36	0	64	0
40. I am proud to be a staff member at this school.	64	27	0	0	9	0	91	0

SW2

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **07-Oct-25**

Number of Respondents:	Leadership Team: 0	Middle Managers: 0	Teacher: 0
	In-class Support: 0	Admin./Support: 19	Governors: 0
	Lunch Time Supervisors: 0	All Respondents: 19	

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

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

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Quality of Education							93	0
1. The school is aspirational for all pupils.	42	58	0	0	0	0	100	0
2. The school challenges all pupils to make good progress.	58	42	0	0	0	0	100	0
3. Reading is given high priority across the school.	42	37	0	0	5	16	79	0
Behaviour & Attitudes							83	5
4. There are clear routines and expectations for the behaviour of pupils.	26	53	5	0	11	5	79	5
5. Pupils' behaviour is at least good in this school.	26	63	0	0	5	5	89	0
6. Leaders all support staff well in managing behaviour.	16	58	11	0	5	11	74	11
7. Behaviour makes a positive contribution to learning.	47	47	0	0	5	0	95	0
8. The school deals with all forms of bullying effectively.	26	37	11	0	11	16	63	11
9. Staff and pupils treat one another with dignity and respect.	21	68	5	0	0	5	89	5
10. Pupils are safe at this school.	58	37	5	0	0	0	95	5
Personal Development							82	1
11. The school gives high priority to pupils' personal development.	44	33	0	0	17	6	78	0
12. The school promotes British values such as democracy, individual liberty and mutual respect.	33	50	0	0	11	6	83	0
13. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.	28	39	0	0	17	17	67	0
14. The school provides opportunities for pupils to contribute to the school community.	44	56	0	0	0	0	100	0
15. The school provides opportunities for pupils to contribute to the wider community.	17	50	0	0	17	17	67	0
16. Pupils understand how to recognise and manage online and offline risk.	22	61	0	0	6	11	83	0
17. Pupils understand the benefits of adopting a healthy lifestyle.	17	56	6	0	11	11	72	6

[illegible]

SW2

STAFF SURVEY

STAFF SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **07-Oct-25**

Number of Respondents:	Leadership Team: 0	Middle Managers: 0	Teacher: 0
	In-class Support: 0	Admin./Support: 0	Governors: 7
	Lunch Time Supervisors: 0	All Respondents: 7	

Staff Surveys**Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

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

	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Quality of Education							89	0
1. The school is aspirational for all pupils.	14	86	0	0	0	0	100	0
2. The school challenges all pupils to make good progress.	71	29	0	0	0	0	100	0
3. The curriculum is planned to give pupils the knowledge pupils need to be educated citizens.	71	29	0	0	0	0	100	0
4. The curriculum is planned to give equality of access to all pupils.	71	29	0	0	0	0	100	0
5. The curriculum is planned and sequenced to build relevant skills and knowledge.	29	57	0	0	0	14	86	0
6. The curriculum is designed and delivered to allow pupils to transfer knowledge to long-term	43	43	0	0	0	14	86	0
7. Pupils are encouraged to embed key concepts and apply them in new situations.	14	71	0	0	0	14	86	0
8. Reading is prioritised to allow full access to the curriculum.	29	43	0	0	0	29	71	0
9. Pupils read widely and fluently, appropriate to their age.	43	14	0	0	14	29	57	0
10. The curriculum reflects the local context of the school.	14	86	0	0	0	0	100	0
11. Teachers have secure subject knowledge in the subjects they teach.	29	71	0	0	0	0	100	0
12. Teachers assess pupils' work regularly to check understanding and correct misunderstandings.	0	86	0	0	0	14	86	0
Behaviour & Attitudes							95	0
13. There are clear routines and expectations for the behaviour of pupils.	86	14	0	0	0	0	100	0
14. Routines are consistently and fairly applied by all staff in managing pupils' behaviour.	29	43	0	0	14	14	71	0
15. Pupils' behaviour is at least good in this school.	29	71	0	0	0	0	100	0
16. Leaders all support staff well in managing behaviour.	29	71	0	0	0	0	100	0
17. Behaviour makes a positive contribution to learning.	86	14	0	0	0	0	100	0

SW 3

Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
Behaviour & Attitudes								
18. The school deals with all forms of bullying effectively.	71	14	0	0	0	14	86	0
19. Staff and pupils treat one another with dignity and respect.	43	57	0	0	0	0	100	0
20. Pupils are safe at this school.	86	14	0	0	0	0	100	0
Personal Development							93	1
21. The school gives high priority to pupils' personal development.	43	57	0	0	0	0	100	0
22. The school enriched provision develops pupils' knowledge and understanding of cultural capital.	57	43	0	0	0	0	100	0
23. The school promotes British values such as democracy, individual liberty and mutual respect.	29	71	0	0	0	0	100	0
24. The school develops traits and dispositions such as integrity and cooperation, perseverance and resilience.	14	86	0	0	0	0	100	0
25. The school promotes an inclusive environment which meets the needs of all pupils.	29	57	0	0	0	14	86	0
26. The school provides opportunities for pupils to contribute to the school community.	29	43	0	0	14	14	71	0
27. The school provides opportunities for pupils to contribute to the wider community.	0	57	14	0	14	14	57	14
28. Pupils understand how to recognise and manage online and offline risk.	43	57	0	0	0	0	100	0
29. Pupils understand the benefits of adopting a healthy lifestyle.	43	57	0	0	0	0	100	0
30. Pupils understand how to look after their emotional and mental health and wellbeing.	14	86	0	0	0	0	100	0
31. The school provides a wide range of activities outside lessons which pupils can access.	71	29	0	0	0	0	100	0
32. The school supports pupils' readiness for the next phase of education or beyond.	43	57	0	0	0	0	100	0
Leadership and Management							93	0
33. The school is well led and managed.	100	0	0	0	0	0	100	0
34. Staff performance is appropriately monitored and managed.	100	0	0	0	0	0	100	0
35. All staff are treated fairly and with respect at this school.	57	43	0	0	0	0	100	0
36. Leaders take workload into account when developing and implementing new policies and practices.	14	71	0	0	0	14	86	0
37. The school uses professional learning and development to support teachers' improvement.	43	43	0	0	0	14	86	0
38. The school consistently supports the development of teaching.	43	43	0	0	0	14	86	0
39. Leaders and managers are considerate about emotional wellbeing and mental health for all.	29	57	0	0	14	0	86	0
40. Leaders have created a climate which encourages teachers to be innovative.	29	57	0	0	0	14	86	0
41. I am able to contribute to the school's process of self-evaluation.	29	71	0	0	0	0	100	0
42. I am proud to be a governor/trustee at this school.	86	14	0	0	0	0	100	0

STAFF WELLBEING SURVEY

STAFF WELLBEING SURVEY PERFORMANCE AREA SUMMARY REPORT

School: **Goldington Academy**Date of Report: **07-Oct-25**

Number of Respondents:

Leadership Team: Middle Managers: Teacher: In-class Support: Admin./Support: L Mentor: Others: All Respondents: **Staff Wellbeing Surveys****Percentage of Respondents****Guidance:**

Overall Strength

Strongly Agree & Agree; **Dark blue text** = greater than 85%; **Light blue text** = between 70% and 85%;

Overall Weakness

Disagree & Strongly Disagree **Red text** = greater than 50%; **Green text** = between 40% and 50%

Performance Criteria	Percentage of Respondents						Overall Strength	Overall Weakness
	SA	A	D	SD	DK	NR		
School Culture							85	3
1. There is real interest in the welfare and wellbeing of the people who work here.	25	59	4	0	11	2	84	4
2. We all have a clear and shared understanding of what we are trying to achieve.	45	52	2	0	2	0	96	2
3. We are achieving things we can be proud of.	64	34	0	0	2	0	98	0
4. Problems are recognised and solved promptly whenever they arise.	16	68	0	0	13	4	84	0
5. Communication between staff is good and open.	25	61	4	0	11	0	86	4
6. We are all appropriately consulted in the decisions that affect us.	18	46	11	2	21	2	64	13
7. We are not encouraged to work excessively long hours.	18	63	2	0	16	2	80	2
8. We are encouraged to be creative and innovative.	27	61	0	0	11	2	88	0
9. We are encouraged to learn from our mistakes rather than suffer because of them.	27	59	2	0	13	0	86	2
10. I receive adequate health and safety training.	22	61	0	2	11	4	83	2
Role							88	4
11. I am clear about my roles and responsibilities.	41	54	2	0	4	0	94	2
12. My roles and responsibilities are clear to other people.	22	59	9	4	6	0	81	13
13. I have the resources to do my job well.	31	59	4	0	6	0	91	4
14. I have the skills and training to do my job well.	37	57	0	0	6	0	94	0
15. I have the right amount of challenge and pressure to keep me interested and motivated.	35	52	4	0	9	0	87	4
16. I have a good physical environment to work in.	35	54	6	0	6	0	89	6
17. I can do my job well without having to work excessively long hours.	15	54	6	2	24	0	69	7

SW 3

Percentage of Respondents

Performance Criteria	SA	A	D	SD	DK	NR	Overall Strength	Overall Weakness
18. My performance is appropriately monitored and managed.	26	70	0	0	4	0	96	0
19. I have the opportunities I need to advance and get ahead.	20	50	7	0	20	2	70	7
20. I have a say in how I do my work.	39	56	2	0	4	0	94	2
21. I am not unreasonably expected to take on extra duties beyond the scope and responsibilities of my job.	26	63	4	0	7	0	89	4
22. If the pressure of work is ever too great, I feel I can do something constructive about it.	24	57	7	0	7	4	81	7
23. I feel capable in my ability to deliver my responsibilities.	37	61	0	0	2	0	98	0
24. I know how I contribute to the success of the school.	39	59	0	0	2	0	98	0
25. I feel I am doing a good job.	30	67	0	0	4	0	96	0
Relationships							93	1
26. We treat one another with dignity and respect.	48	50	0	0	2	0	98	0
27. I am not harassed, bullied or victimised.	69	31	0	0	0	0	100	0
28. I do not experience unfair discrimination.	67	31	0	0	2	0	98	0
29. Inappropriate behaviour by any member of staff is effectively dealt with.	35	44	0	0	7	13	80	0
30. Staff support and value each other.	48	50	2	0	0	0	98	2
31. If I make an extra effort, managers and colleagues show that they appreciate it.	37	48	4	0	11	0	85	4
32. I feel supported by the way I am supervised and line-managed.	44	50	0	0	6	0	94	0
33. We all help and encourage one another to do a good job.	41	52	0	0	6	2	93	0
34. Under pressure we all pull together.	39	52	2	0	6	2	91	2
Change							75	6
35. The need for change is quickly and clearly communicated to all concerned.	15	59	4	0	20	2	74	4
36. We are kept well informed about the plan and timetable for change.	20	54	11	2	13	0	74	13
37. We are asked for our comments, questions and suggestions about the changes that affect us.	28	46	6	2	19	0	74	7
38. I feel that my comments, questions and suggestions about changes that affect the school are acknowledged.	19	54	0	6	19	2	73	6
39. We are given the help and training we need to cope with the effects of change.	17	63	2	0	15	4	80	2
Summary							92	2
40. I enjoy working here.	54	44	0	0	2	0	98	0
41. I have a good work life balance.	30	54	4	2	11	0	83	6
42. I would recommend this as a good place to work.	56	41	0	0	4	0	96	0

Goldington Academy

Role	Any other comments
Teachers	As an unqualified teacher (with a degree), I would like to see more career progression and am unsure if this is possible.
SLT	Goldington remains an excellent school, and one I'm very proud to be associated with, but that doesn't mean it can't make incremental improvements a in a range of areas to improve yet further...
Teachers	I love working at this school and am proud to be part of it. I work with incredible pupils and staff. I sometimes feel I'm not appreciated for what I do/give to the school at times and quite regularly not respect/appreciated in my role. This is sometimes discussed by teachers to the pupils which I don't feel is appropriate.
SLT	I think the school continues to be an exemplary organisation. Outcomes, ethos and community spirit are palpable in the school on a daily basis.
TAs	The school has a very positive atmosphere, staff and students are respected and supported.
TAs	Workload is an issue this academic year. Extra 'duties' keep appearing and we are juggling several tasks at once, many of which fall outside of SEN support (lifts, phones, physio etc) If these things continue to be part of the day then interventions will be squeezed out as there is no time left to have any kind of meaningful/consistent impact on the students who need it the most. We are covering break times and lunch times which is equally impactful. The team is losing its spark and I worry that this amazing, intelligent, resilient team will fragment in the future if it is not looked after...
Support	I enjoy working at GA and feel appreciated.
Support	<p>I feel that I can't accurately answer all the questions about the students development as I don't work that closely with them. Its just what I see, the bulletins are really informative, I get a peek of what's going on inside the school daily. It covers many diverse subjects and promotes safety for the students, this is great.</p> <p>In the eatery we try to encourage healthy eating, and inform the students about allergies, and what meat is halal etc.</p> <p>But I do get concerned that the students who are choosing to eat Halal meat, do not completely understand what it is.</p> <p>We often get asking questions, if Tuna is halal. Some students didn't recognize a plum!</p> <p>We are going to continue to introduce the students to new foods and promote healthy eating,</p>
Governors	<p>The leadership are strong and incredibly passionate about the school and are also very open to new ideas and new ways to improve things. The students do well here and the teachers feel supported.</p> <p>As a Governor I feel fortunate to be a part of this wonderful school community.</p>

Goldington Academy

Role	Any other comments - Staff Wellbeing
LST	Overall a great team of people at Goldington.
Middle Leaders	I feel like I am good at my job, but teaching takes so much time that some people do not realise. I find myself never able to get ahead on work, and instead, I always play catch-up. To do my job well, I would need significantly more PPA time on my timetable, which I know is just not realistic without change beyond the school's scope. It does make me question my long-term future in this profession.
Support Staff	Twilights are not productive for support staff as training isn't provided on those days and with only a half an hour lunch break within the extended 10 hour day is very unfair. Also not all staff do them which is always unfair.
TAs	Within the team that I work we all support each other
TAs	Workload and expectations are an issue this academic year. We are accommodating many non-SEN responsibilities which are impacting a team that is already stretched. We have new members to teach, a huge surge in need for year 7, both physical and educational, alongside our usual responsibilities. If the team were not as cohesive, resilient and kind, it would not be coping as much as it is but there is a cost to morale.
Teachers	I enjoy working here. I'm not always sure that others are aware how challenging the cover role is. The school is able to offer all the additional activities/trips/opportunities as the cover team consistently cover classes, often at the last minute.