



The Marlborough
Science Academy
'shaping futures'

Open Evening Information 2017-18





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Open Evening Information

Thursday 21st September 2017

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There is not a day goes by when as Head of Marlborough I don't feel proud and in many cases humbled by the fantastic school community I am so lucky to lead.

Since taking up headship in 2004 I have continued with determination to lead a school that provides a happy, enriching, secure and inspiring environment in which to learn and grow. My philosophy is very simple, a happy child will learn and with a focus always on the power of fantastic teaching, positive relationships, structure and boundaries I know that we are going to get it right. With children's happiness in the UK being rated below other countries such as Romania and Ethiopia I feel truly passionate that we as teachers not only have a role to educate your children but also in working with you as parents have an equally important role in developing such crucial qualities as resilience, determination, motivation and joy.

Our Ofsted grade in March 2014 re-enforced our spirit of community and ethos in that the warmth of relationships between students and staff are highly positive, having a knock on effect in creating positive attitudes to learning. We want the very best for all our young people whether it be applying for veterinary college, medical school, apprenticeships or employment our mission is to ensure your child has the skills and qualifications needed to fulfil their dreams (click on the link to read our Ofsted report: <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138042>).

All staff at Marlborough know that your sons and daughters come first and I believe strongly in open and transparent communications with students and their families. I am incredibly lucky to work with staff who continuously go the extra mile, whether it be after school catch up classes, accompanying Duke of Edinburgh camping trips (usually in horrendous weather!), sailing trips, China, Pompeii, Ecuador, Spain or Skiing, all designed to open doors and expand learning. There are an enormous amount of clubs on every week to spark new interest ([click here to see what clubs are on offer for students this year](#)) in an ever changing examination climate we continue in a non-selective comprehensive school to achieve some fantastic results, both at GCSE and A Level ([click here to see our results](#)) and indeed our positive Progress 8 figure reflects added value for all our students in terms of their starting points.

Being graded Good by Ofsted in 2014 was richly deserved and we are always working towards Outstanding. We are a reflective school, we want to work in partnership with parents and above all we want to get it right for all our young people whilst encouraging



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high academic standards and all being given as many opportunities as possible to try new things!

Being a totally inclusive school with a strong ethos is supported by a powerful pastoral team and a caring staff. We value our clear behavioural expectations and we work very hard to ensure that no child's learning is hindered by disruption or poor behaviour.

I am proud of my school and the students. I do however appreciate that like any school we are not perfect. One size does not fit all and to get a feel for us and the learning that takes place it would be a great idea if you could join us on a tour – these can be booked by contacting Mrs Clegg on 01727 731335 and they run from 26th September, Monday – Thursday, up until October half term.

Our strategic theme for this year sums us up – all students in school, happy and making exceptional progress, that is what we believe in. There has never been a more exciting time to join Marlborough, our results are our best ever at both key stages, we are just about to start work on a new purpose built sixth form block and there is a sense of confidence and family in the school that I believe to be unique, motivating and kind.

Ms A F Thomson
Headteacher

“Excellent transition arrangements, including a summer school for new Year 7 students, ensure that students feel welcome, settle quickly and are confident that the school will provide support if they need it”.
Ofsted 2011



Year 13 Student Destinations September 2017

80% of students secured university places.

12% of students continued into further education or apprenticeships.

8% gained employment or job-related training.

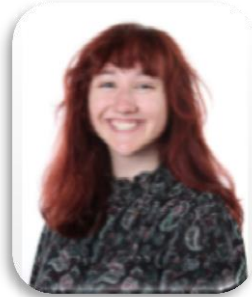
A sample of courses and destinations are below:

Bangor	Music
Bedfordshire	Interior Architecture
Birmingham	Nursing
Bristol	Physics
Chichester	Teaching
Geography	Royal Holloway
Hertfordshire	Law
Kent	Philosophy
Kings College London	Geography
Lancaster	Biochemistry
Lincoln	Events Management
Plymouth	Environmental Science
Reading	Psychology
Roehampton	Criminology
Southampton	Architectural Design
Southampton	Film Production
Sussex	Mechanical Engineering
UAL	Fashion Illustration
Warwickshire college	Veterinary Physiotherapy
Westminster	English Literature
York	Economics



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Welcome from Our Heads of School



Hello and welcome to The Marlborough Science Academy,

Here at Marlborough, we pride ourselves on being a school which celebrates diversity and new ideas within our community. To ensure everyone's voice is heard and represented within the school, we encourage involvement in 'Student Voice'. 'Student Voice' is a network of students elected from each year across the school who meet regularly to discuss upcoming events, highlight successes from the past and suggest new ideas that they, or those they are representing have generated. As Heads of School, it is our privilege to be the bridge between students and staff ensuring the ideas raised during meetings are brought to the relevant people who can help implement them.

Last year, our previous Heads of School set about to improve student body involvement in the local community as well as improving the school's reward system. Meeting with members of SLT and the governing body is an excellent way to raise the concerns of students and bring the ideas of the student body to discuss and offer alternative viewpoints. There were several long term projects started by the previous Heads of School that we wish to continue to strive to implement relating to the school house system and student body well-being.

Our aim as Heads of School is to keep promoting a united and compassionate student body. We hope to do this by reforming our current buddy system, connecting our youngest students with sixth formers to further ease the year 7s through their transition into secondary school. We also want this buddy system to help support any other students throughout the school to ensure no student feels on their own.

In addition, we hope to improve the eco-friendliness of the school by raising everyone's awareness of the importance of recycling and energy conservation. We will do this by introducing some simple programmes such as the improvement of the recycling signage, which will have a positive impact on the planet as well as our school environment.

'Student Voice' continues to be successful within the school and we hope to see this enthusiasm gain momentum throughout the rest of the year. Our aim to guarantee every student has an enjoyable, fun-filled and rewarding experience at The Marlborough Science Academy can only be delivered when we are all working together as one. As Heads of School, we will do everything within our capabilities to ensure this promise is fulfilled.

Heads of School:

Kate Mercer

Sam Parker

Sophie Brown



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Tours of the School - 2017

9.10am	Monday 25 th September
9.10am	Tuesday 26 th September
9.10am	Wednesday 27 th September
9.10am	Thursday 28 th September
9.10am	Monday 2 nd October
9.10am	Tuesday 3 rd October
9.10am	Wednesday 4 th October
9.10am	Thursday 5 th October
9.10am	Monday 9 th October
9.10am	Tuesday 10 th October
9.10am	Wednesday 11 th October
9.10am	Thursday 12 th October
9.10am	Monday 16 th October
9.10am	Tuesday 17 th October
9.10am	Wednesday 18 th October
9.10am	Thursday 19 th October

Places can be booked by telephone on 01727 731335.

Please be aware that if you do attend a tour most Primary School Headteachers prefer it if you leave your child at school. Please check with your Primary Headteacher before booking.



Admission of Students 2018/19

Ethos

The Marlborough Science Academy is an 11-18 mixed comprehensive Academy committed to an inclusive education for all learners.

General

The Governors will, where considered appropriate, consult with parents about admission arrangements. They will also establish arrangements for appeals against non-admission. Details of admissions and appeals arrangements will be published each year. The County Application form (CAF) and the Academy's Supplementary Information Form (SIF) should be returned by the date given in the 'Moving On' booklet for the academic year.

The Governors will annually review their arrangements in discussion with representatives of the Local Authority.

In-Year Admissions

If there are more applications than places, in year admissions will be considered using the admission rules.

Year 7 Admission Rules

Students will be admitted in accordance with our Single Equality Policy.

The admissions number for September 2018 is 212. In 2018 the school will admit an additional 12 students to Year 7 under local agreement (intake of 224).

If fewer applications are received than places available all applicants will be offered a place. If more applications are received than places available the following oversubscription will be used to prioritise applications.

The Academy will admit any pupils who have a statement of special educational needs or Educational Health Plan that names The Marlborough Science Academy.

Order of Priority

1. Students who are in public care or were previously in public care (children looked after or children previously looked after who ceased to be looked after because they were adopted or became subject to a child arrangements order or special guardianship order)¹
2. Students for whom it can be demonstrated that they have a particular medical or social need to go to the Academy ²
3. Students who have a sibling on the roll of the Academy at the time of admission.³
4. Children of Staff⁴
5. Students whose permanent address is closest to the Academy address point⁵



NOTES

- ¹All schools must have oversubscription criteria for each 'relevant age group' and the highest priority must be given, unless otherwise provided in this Code, to looked after children and all after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship orders) immediately following having been looked after. Oversubscription criteria must then be applied to all other applicants in the order set out in the arrangements. Residence Orders have been replaced by Child Arrangement Orders.
The full legal definition can be found in HCC's definitions available online at www.hertsdirect.org/docs/pdf/admissions/defs1718.pdf
- ²All professional evidence supporting the medical/or social application must be sent to the school.
- ³Children who have a sibling on role of the school or linked school at the time of admission. The purpose of these rules mean the sister, brother, half-brother or sister, adopted brother or sister, a child looked after or previously looked after, or child of the parent or partner and in every case living permanently in a placement within the home as part of the family from Monday to Friday at the time of this admission. A sibling link will not be recognised for children living temporarily in the same house, for example a child who usually lives with one parent but has temporarily moved or a looked after child in a respite placement or very short term or bridging foster placement."
- ⁴Children of members of staff who have been employed at the school on a permanent contract, for two or more years at the time at which the application is made whether full time or part time, teaching or educational support staff. For the purpose to this rule a child of a member of staff is defined as: he or she is the child's natural mother, natural father or has demonstrable legal parental responsibility for which evidence is provided and lives at the same address as the staff member. Children of a member of staff recruited to fill a vacant post for which there is demonstrable shortage
- ⁵Distance from The Marlborough Science Academy will be measured using the straight line distance measurement provided by Hertfordshire County Council's GIS System as outlined in the 'Moving On' booklet/Under 11's Publications to the academy address point. Distances are measured using a computerised mapping system to two decimal places. The measurement is taken from the Address Base Premium address point of your child's house to the address point of the school. Address Base Premium data is a nationally recognised method of identifying the location of schools and individual residences. *

Tie Break

In each category, priority will be given to those living nearest the Academy measured in a straight line from the student's permanent home address to the main Academy point*

The Academy will use these rules in the order they are printed above.

Rule 5 will apply as a tiebreaker for rules 2, 3 & 4.

If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. In the case of two applicants with exactly the same priority under the admissions rules, but only one place being available, the Governing Body will offer places to both families.



Appeals Process

All unsuccessful applicants have the right to appeal to an independent panel for a place to be made available for their child. Hertfordshire parents wishing to appeal, who applied online, should log onto their online school application and click on the link "register an appeal". If the application was made not using Hertfordshire's online application system parents should contact the Customer Service Centre (0300 123 4043) to request an appeal pack.

For In Year applications parents should contact the school directly in the first instance. For further advice please contact the Academy Admissions Office on 01727 731375 who will be able to advise you further.

Should you wish to appeal, please contact the Academy Admissions Officer on 01727 731375 who will be able to advise you further.

In Year Admissions

The school is part of the Hertfordshire County Council's coordinated in year admissions scheme. Applications can be accessed via www.herts.direct.org/admissions or from the customer service centre on 0300 123 4043. Parents should return their form directly to County Council (address details on form).

Places will be allocated in accordance with rules 1-5.

If more children qualify under Rule 5 than places available the tie-break would be those that live closest to the school.

The Marlborough Science Academy cooperates with the Local authorities Fair Access Protocol for the children who are hard to place.

Continuing Interest List

In the event of more applications than available places the governors will maintain a continuing interest list (waiting list)

These and late applications will go onto this list in a position determined by the criteria. If a place becomes available in the school it will be offered to the child that best meets the published admission rules. Parents are requested to inform the governors if they wish their child's name to be removed. This list will be maintained for 6 months for all year groups.

NB: There is scope for children admitted under HCC's Fair Access Protocol to be prioritised before children on CI and can be admitted over PAN in consultation with the Governors.

Children educated out of year group

Admission of children outside their normal age group

Admission authorities must make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they



have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They must also take into account the views of the head teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority must set out clearly the reasons for their decision. Applications should be made in the student's correct chronological year group, and the decision is solely the responsibility of the governing body.

Sixth Form Admission Rules for The Marlborough Science Academy

Students will be admitted to Year 12 in accordance with our Single Equality Policy. Admission into the Sixth Form does not guarantee a place on any particular course. The Academy publishes separate Course entry requirements. Entry requirements are based on an individual and their desired pathways and can be seen in our post 16 prospectus which is available from our school website.

The admissions number for external students for September 2018 is 15.

Order of priority

1. Students who are looked after or were previously looked after (children looked after or children previously looked after who ceased to be looked after because they were adopted or became subject to a child arrangements order or special guardianship order).
2. Students who were on roll at The Marlborough Science Academy in the Year 11 preceding the admissions year.
3. Students for whom it can be demonstrated that they have a particular medical or social need to go to the Academy, (evidence must be provided by a professional dealing with the child's case).
4. Students whose permanent address is closest to the Academy address point. A 'straight line' distance measurement is used. Distances are measured using a computerised mapping system to two decimal places. The measurement is taken from the Address Base Premium address point of your child's house to the address point of the school. Address Base Premium data is a nationally recognised method of identifying the location of schools and individual reasons.

Notes

The Academy will use these rules in the order they are printed above.

Rule 4 will apply as a tiebreaker for rules 2 and 3.

In each category, priority will be given to those living nearest the Academy measured in a straight line from the student's permanent home address to the main Academy address point.*

If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. In the case of two applicants with exactly the same priority under the admission rules, but only one place being available, the Governing Body will offer places to both families



Supplementary Information Form Application for Year 7 Entry - September 2018

If you wish to apply for admission to The Marlborough Science Academy for Year 7 in September 2018, you **MUST** submit an application form to Hertfordshire Admissions. You can do this online at www.hertsdirect.org/admissions or telephone 0300 123 4043 for a paper application form.

Please also complete this form and return it to The Marlborough Science Academy, for the attention of the Secondary Transitions Officer by 31st October 2017.

Child's Forename(s)		
Child's Family Name:		
Date of Birth:		Sex (M/F):
Home Address:		
Current School:		
Parent 1 Forename _____ Surname _____ *Title: Mr / Mrs / Ms / Miss / Dr. / Other *Relationship to child: Mother / Father / Step Parent / Guardian / Carer / Other Other please state _____ *delete as applicable		
Parent 2 Forename _____ Surname _____ *Title: Mr / Mrs / Ms / Miss / Dr. / Other *Relationship to child: Mother / Father / Step Parent / Guardian / Carer / Other Other please state _____ *delete as applicable		
Contact Telephone Numbers		
Email Address		

Please continue overleaf



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Please give brief details if your family has or has had any connections with The Marlborough Science Academy (including siblings currently on roll at the Academy).

Please give your reasons below for registering your interest in a possible place at The Marlborough Science Academy and/or any additional information you would like us to know regarding your application.

Please sign and date this form before returning.

Signed..... Dated.....

**Please send this completed form to:
The Secondary Transitions Officer,
The Marlborough Science Academy,
Watling Street,
St. Albans
Herts, AL1 2QA.**

Please include a stamped, addressed envelope to receive a receipt for this form.



Our Team

Senior Leadership Team

Headteacher	Ms A Thomson
Deputy Headteacher	Miss D Crook – Curriculum, Raising Achievement Key Stage 4 Mr M Fitzgibbon – Teaching & Learning, Behaviour & Attendance, Rewards & Sanctions
Assistant Headteachers	Mr R Atterton – Post 16 Mr D Eve – Head of Science Mr J Griggs – Student Welfare, Behaviour and Standards Mr A Stanton – Data to inform Teaching & Learning, Disadvantaged Students
Associate Leader	Mr S Salih
Associate Leader i/c VLE/Home Learning/e safety	Mr J Rutherford
Associate Leader i/c Literacy	Mrs E Blount
Lead Practitioner i/c NQT Training and classroom cover	Ms J Bustin
Lead Practitioner i/c PSHE Years 7, 8 and 13 and student leadership programme	Mrs M Rutherford
Lead Practitioner i/c Primary Liaison	Ms H Redfern
Director of Finance and Resources	Mrs D Dean

Heads of Faculty

Arts and Technology	Mr S Salih
English	Mrs E Blount
Humanities	Mr D Samsami
ICT	Mr J Rutherford
Mathematics	Miss G Smith
Modern Languages	Mr K Henshall
Physical Education	Mr C Packard
Science	Mr D Eve
Specialised Learning	Mrs S Robinson



Faculty Staff

Arts and Technology

Mr S Salih – Head of Faculty/Associate Leader
Miss C Burton – i/c Drama/ACES
Ms J Bustin – i/c Art/Lead Practitioner
Mrs A Cuell – Technology/Director of Learning
Year 10
Miss D Douglas - Technology
Mr I Ferguson - Technology
Mr J Griggs – Drama/Assistant Headteacher i/c
Student Welfare, Behaviour and Standards,
Director of Learning Year 11
Miss L Haines – i/c Music
Mr D Hogan – Art/Technology
Mr S Lewis – Film Studies/Media Studies
Miss A Rickman – Art i/c Photography
Mrs M Rutherford – Art i/c PSHCEE and
student leadership/Lead Practitioner
Mr P Szabo – Technology
Mrs S Gargrave – Technology Technician
Mr P Lowe – Technology Technician
Mrs J Smith – Art Technician
Mr T Billington – Music Technician
Mr L Scurr – Music Tutor

Business Studies

Mrs N Golds – i/c Business Studies

English

Mrs E Blount – Head of Faculty/Lead
Practitioner
Mrs S Baker – Enhanced Learning Coordinator
Miss S Fogarty - Engagement Tutor
Miss E Mitchell
Miss H Murphy – Senior Learning Manager
Year 8
Mr J Nash
Ms H Redfern – Lead Practitioner/Head of KS3
and Enrichment in English

English (contd.)

Mr B Sweeney
Mr R Thievanmoharan
Mrs A Buckingham – Assistant Teacher

Humanities

Mr D Samsami – Head of Faculty
Mr R Atterton – Assistant Headteacher
Miss A Garrett – Classics
Mr J James - Geography i/c Duke of
Edinburgh/World Challenge
Mr A Pressland – i/c History
Miss N Rogers - Geography
Miss S Wainwright – i/c Geography/Duke Of
Edinburgh/World Challenge
Miss E Warr – i/c Philosophy and Ethics

ICT

Mr J Rutherford – Head of Faculty/Associate
Leader
Mrs F Edmunds – i/c KS3 ICT
Mrs T Rochowski

Mathematics

Miss G Smith – Head of Faculty
Mrs AM Afford – i/c/ KS4
Mr P Agbanyo
Mrs G Brotherston
Mrs J Greenwood
Mrs D Gustafson
Mr A Stanton – Assistant Headteacher
Mr A Summerskill
Miss A Sutton
Mrs AL Thompson
Miss P Wilson – i/c KS3 (maternity leave)



Modern Languages

Mr K Henshall – Head of Faculty
Mrs G Jubb
Mrs M Morrissey
Miss N Simeone

Physical Education

Mr C Packard – Head of Faculty
Miss H Arrol
Mr P Cockram – i/c House System
Miss C Edwards
Mr M Fitzgibbon – Deputy Headteacher
Miss H Fox
Mr R Vivian – Senior Learning Manager Year 9

Science

Mr D Eve – Assistant Headteacher/Head of Faculty
Mr T Akintola
Mr R Armstrong
Ms C Curtis – Psychology
Miss R Hayes
Miss E Michael
Mr J Milne - i/c Biology
Mr S Gordon – Senior Technician
Mrs T Greenidge – Technician
Mr D Murphy - Technician and Learner Support
Miss L O'Krafka
Mr T Robertson
Mr P Patrick
Miss R Yasin

Specialised Learning

Mrs S Robinson – Head of Faculty
Ms S Ahmed – Assistant Teacher
Mrs W Aylward – Intervention and Inclusion Officer
Mrs A Day – Assistant Teacher - Rapid Progress/SEN
Mrs F Islam – Specialist Community Liaison

Specialised Learning (contd.)

Mrs C Platt – Assistant Teacher
Ms M Pounnas – Teacher/Director of Learning and Transition Year 7
Mrs N Rees – Assistant Teacher
Mrs T Skeggs – Pastoral Admin Support

Learning Supervisors

Mr R Hewitt
Mrs C Little

Careers and Education Guidance

Mrs M Beddall – LRC Manager/Careers
Mrs M Wood – Reintegration Manager/Apprenticeship Coordinator

Learning and Research Centre

Mrs M Beddall – LRC Manager/Careers
Miss L Bradshaw – LRC Assistant/Displays
Ms N Harper – Reprographics Manager
Mrs S Nixon – LRC Assistant

Home School Attendance Improvement Officer

Miss A Cripps

Pastoral Managers

Ms M Pounnas – Director of Learning and Transition Year 7
Miss Murphy – Senior Learning Manager Year 8
Mr R Vivian – Senior Learning Manager Year 9
Mrs A Cuell – Director of Learning Year 10
Mr J Griggs – Assistant Headteacher and Director of Learning Year 11
Mr R Atterton – Assistant Headteacher/Senior Learning Manager Year 12/13



Administration

Mrs G Battams – Sixth Form Secretary
Miss J Bazell – Pastoral Admin Assistant
Mrs S Blackburn – Trip Administrator/Admin Assistant
Mrs S Boyce - Receptionist
Miss L Bullock – Intervention Co-Ordinator
Mrs A Clegg – Primary Liaison Officer
Mrs D Dean – Director of Finance and Resources
Miss L Eastwood - Whole School Display and General Technician/Teacher
Mrs L Eke – School Counsellor
Miss K Freeman – Lead Pastoral Admin Support
Mrs C Garman – School Academic Reporting Assistant
Mrs H Johnston – HR/Admin Manager
Mrs M Kaur – School Counsellor
Mrs S Milton – Pastoral Admin Support
Miss S Roberts - Finance Officer
Mrs J Salvietto – PA to Headteacher
Miss S Smith – PA to Deputy Headteachers
Mrs S Soulby – Administration Assistant
Mrs M Stinson – Examinations Officer
Mrs J Sullivan - Receptionist
Miss S Tunnicliff – Assessment and Data Coordinator
Mrs A Tyson – Cover Assistant/HR and Admin Assistant
Mrs S Warren – Lettings Coordinator/Finance Assistant

ICT Support

Mr J Kavanagh – Network Manager
Mr D Parmar – IT Technician
Mr M Lewis – IT Apprentice

Site

Mr C Paice – Estates Manager
Mr M Armer – Senior Site Agent
Mr L Ayres – Site Agent
Mr R Pollecutt – Duty Site Agent
Mr S Port - Site Agent/Minibus Driver
Mr L Scott – Site Agent

Lunchtime Supervisor

Miss N Paul



Curriculum

The curriculum at Marlborough is designed to be broad and balanced in line with the National Curriculum, legislation on the teaching of Religious Studies, Citizenship and non-statutory guidance on Personal, Social, Health, Careers and Economic Education (PSHCEE). Religious Studies is taught throughout the school using the Hertfordshire County agreed syllabus.

Curriculum at Key Stage 3 (Years 7-8)

All students follow a curriculum which meets National Curriculum requirements, and leads to end of Key Stage 3 assessment in Year 8. The table below shows the number of lessons spent in each subject area over a two week cycle for the majority of students.

Subject	Number of Lessons	
	Year 7	Year 8
English	7	7
Mathematics	7	7
Science	6	6
Art	3	3
Computer Science	2	2
Drama	2	2
Geography	3	3
History	3	3
Modern Foreign Languages	5	5
Music	2	2
Physical Education	4	4
PSHCEE	1	1
Philosophy and Ethics	1	1
Technology	4	4

We are committed to providing for the individual needs of our students. At Key Stage 3 we have four pathways: the main curriculum that is studied by the majority of students, our "Fast Track" route, Enhanced Learning curriculum and Rapid Progress pathway.

Students who need to develop their literacy and numeracy skills do not follow a language at Key Stage 3 but take part in either the Enhanced Learning curriculum or Rapid Progress pathway. These programmes have been developed to boost students' confidence and ability in literacy and numeracy and include a range of extra-curricular team building sessions.

We also provide "Fast Track" English, Mathematics and Science for the more able and young, gifted and talented students (ACES).



Curriculum at Key Stage 4 (Years 9, 10 and 11)

All students take a core curriculum at Key Stage 4 (Years 9, 10 and 11) of: English, Mathematics, Science, Philosophy and Ethics, Sport, Citizenship, PSHCEE and Careers (taught through the curriculum). In addition students follow one of four pathways:

- **Atom Curriculum**

Students on the **Atom** Curriculum will be able to choose four more subjects including: Humanities, a Language plus two other optional subjects.

Atom			
Compulsory Subjects	Block 1 Choose 1 from	Block 2 Choose 1 from	Block 3 Choose 2 from
<ul style="list-style-type: none">• English Language and Literature• Mathematics• Science• Philosophy and Ethics• PSHCEE/Careers (taught through the curriculum)• Sport	<ul style="list-style-type: none">• Geography• History	<ul style="list-style-type: none">• French• Spanish	<ul style="list-style-type: none">• Art• Business Studies• Child Development• Classical Civilisation• Computer Science• Dance• Drama• Engineering• Fashion and Textiles• Food and Nutrition• Graphics - Visual Communication• Materials Technology• Media Studies• Music• Philosophy and Ethics• Physical Education

You need to have studied a language at Key Stage 3 in order to opt for it at Key Stage 4.

Provision may be able to be made for gifted linguists to study a second language outside of the curriculum time as a twilight course.



- **Electron Curriculum**

Students on the **Electron** Curriculum will be able to choose one option from Block 1, either a Humanities or Language option, plus 2 further optional subjects from Block 2.

Electron		
Compulsory Subjects	Block 1 Choose 1 from	Block 2 Choose 2 from
<ul style="list-style-type: none">• English Language and Literature• Mathematics• Science• Philosophy and Ethics• PSHCEE/Careers (taught through the curriculum)• Sport	<ul style="list-style-type: none">• Geography• History• French• Spanish	<ul style="list-style-type: none">• Art• Business Studies• Child Development• Computer Science• Dance• Drama• Engineering• Fashion and Textiles• Food and Nutrition• Geography• Graphics - Visual Communication• History• Materials Technology• Media Studies• Music• Philosophy and Ethics• Physical Education



- **Proton Curriculum**

Students on the **Proton** Curriculum will have study support in English and Mathematics to enable them to reach their aspirational targets. They will also be able to choose three more subjects including a Humanities subject, plus two other optional subjects.

Proton		
Compulsory Subjects	Block 1 Choose 1 from	Block 2 Choose 2 from
<ul style="list-style-type: none">• English Language and Literature• Mathematics• Science• Philosophy and Ethics• PSHCEE/Careers (taught through the curriculum)• Sport	<ul style="list-style-type: none">• Geography• History	<ul style="list-style-type: none">• Art• Business Studies• Child Development• Dance• Drama• Engineering• Fashion and Textiles• Food and Nutrition• Graphics - Visual Communication• ICT• Materials Technology• Media Studies• Music• Philosophy and Ethics• Physical Education



- **Neutron Curriculum**

Students on the **Neutron** curriculum will have study support in English and Mathematics to enable them to reach their aspirational targets. They will also be able to choose three more subjects from Block 1.

Neutron	
Compulsory Subjects	Block 1 Choose 3 from
<ul style="list-style-type: none">• English Language and Literature• Mathematics• Science• Philosophy and Ethics• PSHCEE/Careers (taught through the curriculum)• Sport	<ul style="list-style-type: none">• Art• Child Development• Dance• Drama• Engineering• Fashion and Textiles• Food and Nutrition• Graphics - Visual Communication• Hairdressing and Beauty Therapy• ICT• Materials Technology• Media Studies• Music• Philosophy and Ethics• Physical Education

Cadets – this is available for students following any curriculum pathway

In addition students may have the opportunity to be involved in an Army Combined Cadet Force. We currently have a Marlborough detachment that meet on a Friday evening, 3.30pm to 6pm at St Albans Boys School. Should this be of interest to you at this stage please indicate this on the options form at the back of this booklet.

Sport

All students must take Sport for two lessons a week. Students opting for GCSE Physical Education will have an extra five lessons of P.E. per cycle.



Curriculum at Key Stage 5 (Post 16)

Students can follow a programme of Level 3 study. Courses are offered both at Marlborough and at our learning partners' schools; Loreto, St Albans Girls, Townsend and Samuel Ryder. All students study a core curriculum which includes Games, Careers, PSHCEE and a Leadership for Life programme.

Advanced level and Advanced Vocational Certificate of Education

Art and Design	English Literature	Music Technology
Biology	Film Studies	Performing Arts
Business Studies	French	Philosophy and Ethics
Chemistry	Geography	Photography
Classics	German	Physics
Computer Science	Government and Politics	Psychology
Design and Technology -	History	Sociology
Product Design	Mathematics	Sport
Drama	Media Studies	Further Mathematics
Economics	Music	



Art



Curriculum

The philosophy of the Art Department at The Marlborough Science Academy is to develop students' ability to create, to provide knowledge of techniques and artistic heritage and to inspire confidence in themselves through the subject. We aim to provide a creative and artistic environment so that all students reach their full potential in this subject. We believe Art is fundamental to students' development across the school.



Organisation of Learning: The Art and Design area forms part of the Arts and Technology faculty. Learning is project based, allowing a development of ideas and techniques.

Students are taught a range of techniques for drawing and painting, print making and three-dimensional work. Work becomes increasingly challenging as students' progress through the years.

Lessons are firmly linked to the National Curriculum for Art, and assessed against National Curriculum levels. Home Learning is set regularly and is used to practise and reinforce the skills learnt in the classroom.

Achievements

We have high standards and have achieved some excellent results at GCSE and 'A' level. A number of our students gain places at very prestigious Art Colleges purely on the strengths of their portfolio of artwork. Every year we hold a very successful private view for students' examination work, which is always well supported. We regularly enter competitions, including those run by The Royal Society for Young British Artists and St Albans District Council, and have had several winners.

Extra-Curricular

We aim to provide stimulating visits and trips where possible which have previously included trips to the Henry Moore Foundation, Natural History Museum at Tring and The Tate. We also run a residential trip to New York with the Photography Department.



We encourage students to spend lunch times in the Art Department where they can further develop their art skills. We also run 'catch-up' sessions for any students wishing to work on coursework out of school hours.

In the past we have also been lucky enough to get a place on the Royal Academy Outreach Programme, thus allowing our students to work with a life model and practising Artists. More recently we encourage students to attend life drawing at Hertfordshire University, and for the last 2 years have attended workshops at the Curwen Print Centre in Cambridge.



Business Studies



Curriculum

Edexcel GCSE in Business is offered as an option at KS4, encouraging students to consider the practical application of business and economic concepts. The course is 100% assessed through external written examinations.

At Post 16, the Business Faculty offers the AQA A level course. Students have the choice of working towards the AS qualification in Year 12, including 2 external assessments, or completing the full A level, consisting of 3 external papers. This course is designed to provide a broad business education as a foundation for employment or access to Higher Education.



Achievements

Students who have achieved any of the above qualifications in the past, have either continued their education at university, studying a range of courses at Degree level, or moved on to a college of further education or have entered employment in a specific area, such as Accounting or Marketing.

Gifted and Talented

Annually the Business Faculty run a gifted and talented workshop for students in years 7, 8 and 9. Students have the opportunity to develop a number of skills including communication, team work and presentation skills whilst completing a business related task.



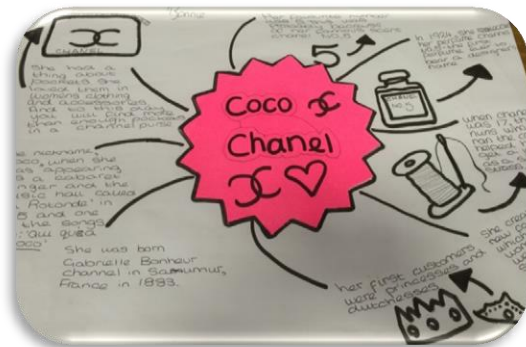
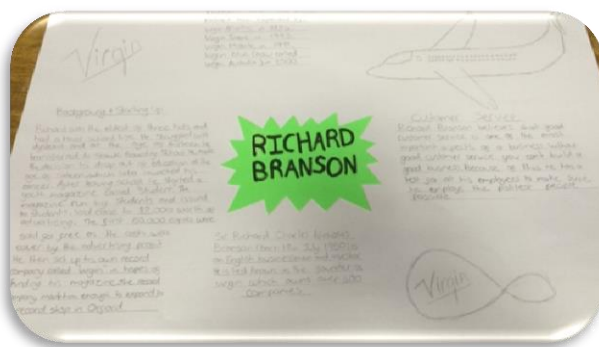
Extra-Curricular

Business programmes require students to undertake a variety of external visits and research a number of business organisations to enhance their studies. At Year 12 we also offer the opportunity for students to set up and run their own business through the National Young Enterprise Scheme or to be entered for the National Apprentice Challenge.



Years 9, 10 and 11

In Year 9 the Business Faculty offers the GCSE Business Studies; successful completion of this course enables students to continue with Business Studies at Post 16. However, if students want to take any of the above programmes, it is not compulsory to have already studied Business Studies at Key Stage 4.





Classical Civilisation



Classical civilisation is an exciting option offered at Key Stage 4 to GCSE students. The curriculum includes the study of Greek and Roman mythology and religion, and an in-depth study of city life in the classical world, with a specific reference to Ancient Rome.

Curriculum

Many students choose Classical Civilisation due to a love of the mythology of the ancient world, and so the Myth and Religion topic is extremely engaging and popular with students. Learners study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. These are well known stories that students enjoy engaging with and studying in increased depth. Myth as a symbol of power is also explored in this topic, as well as popular myths about the underworld.

Students also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of archaeological remains, including remarkable temples and works of art.

The Roman City Life topic comprises of a study of a variety of aspects of Roman society | as housing, education and the lives of young people in the Roman world. The Roman social system was notorious for its intrigues and politics and this, coupled with the study of the spectacle provided by Roman entertainment, provides an exciting and enjoyable course for students.

Extra-Curricular

Students have an opportunity to study Latin as an extra-curricular subject which compliments their study of Classical Civilisations. Some students have pursued the ancient language further and are able to acquire an additional GCSE in the subject.

The Classics department also run a yearly residential trip to Rome and Pompeii so that the students can experience their studies in classical civilisation first hand. We also visit the ancient town of Herculaneum as well as climbing Mount Vesuvius which boast stunning views across the Bay of Naples.





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Computer Science and ICT



Curriculum

Computer Science is a compulsory subject at Key Stage 3 and a popular optional subject at Key Stage 4 and Key Stage 5. At Marlborough we have six designated ICT suites around the school, two of which are to be found in the Business and ICT block.

At Key Stage 3 Computer Science is taught as a discrete subject to Years 7 and 8. Students are taught for two lessons per fortnight. Lessons are planned around the new Computer Science curriculum. By the end of Year 8 the students have developed skills in programming and computational thinking as well as being confident, autonomous users of the school network and of all the standard office applications. In doing so they will have undertaken a range of exciting tasks including learning to solve problems using the python programming language, game creation and app design.

At Key Stage 4 ICT and computing are optional discrete subjects, although they are firmly embedded into the learning within all subject areas. Those opting to study ICT will follow the Certificate in Digital Applications and will develop a range of skills to enable them to successfully use ICT to create a wide range of interactive multimedia products. Students who opt to study Computer Science at Key Stage 4 will develop computer programs to solve problems and will apply creative and technical skills and knowledge in a range of IT contexts.

Staff within the Faculty are experienced and successful in the delivery of Key Stage 5 courses including AS and A2.

All computers at Marlborough are able to access the Internet. This enables students to carry out relevant research for their studies and to present their work to a high standard.

Achievements

ICT consistently attains some of the best results within the Academy. Many students use their success in this subject as a springboard to further and higher education courses.



Drama

Curriculum

The Drama department is a forward thinking area of the Arts and Technology Faculty. It aims to improve student confidence and help them to communicate and co-operate with others as well as teaching key performance skills.

The aim is to provide a safe yet challenging environment, where students feel at ease. They then explore and present a wide range of tasks through a performance medium. This helps enhance students' overall creativity and presentation skills while also training students in the essentials of good acting technique.

Organisation of Learning

At Key Stage 3 all learning is project based, allowing for a development of ideas and techniques. Students will begin by learning a variety of effective performance strategies and then be confronted with a variety of relevant issues. Students use their own understanding of the topic alongside performance strategy to communicate with their audience. This allows for peer teaching and an environment where everyone has something to offer.

Drama, throughout the school, closely supports National Curriculum guidance laid out by the school's English Faculty. This helps to improve speaking and listening: key skills found on the English course.

At Key Stage 4 and 5 students study the AQA drama specification. At the end of both the GCSE and A level courses students perform to an external examiner allowing for assessment to take place. It is an exciting and dynamic subject, which can give students a real base from which to springboard to any chosen career.

Achievements

Students achieve well in Drama, this was especially evident at GCSE with the class achieving 100% A*- C in the examinations this summer. Many of our students have also taken LAMDA exams in Acting and achieved distinction and merit.





Extra-Curricular

Extra-curricular drama is very much encouraged. We hold an annual School Production and in the last few years we have performed 'Aladdin', 'Bugsy Malone', 'We Will Rock You', 'Sweeney Todd' and 'The Lion, the Witch and the Wardrobe'. The productions are a popular part of school life and allow students to make friendships across the year groups. We have a Year 7 to Year 9 Drama club and also offer LAMDA examinations to selected students at KS4 and 5, in which students have achieved merit and distinction grades.

Students are also encouraged to take part in internal concerts, stage musicals and charity revue variety shows. In December we have an annual performance evening to showcase the work going on in lessons as well as extra-curricular clubs.





English



'Attainment in English at
KS4 is well above average and
continues to be a major strength
of the Academy'
(Ofsted 2014)

Achievements

Some achievements are traditional and measurable: for example we have a 100% pass rate at A level and this year more than 96% of English Literature A level students met or exceeded their target grade. At GCSE 78% of students achieved grades 9 - 4 in English Language/Literature and 64% achieved a grade 9 - 5, which is our best ever achievement. Our improved results are a testament to the hard work and dedication of our staff and students. The Faculty encourage students to develop their English skills and use these in the 'real' world: poems published in anthologies, letters written to the local press and creative stories entered for national competitions. We believe we play a significant part in helping Marlborough students leave school as confident, qualified and optimistic young people.

Curriculum

The English curriculum in Years 7 and 8 is designed to meet the National Curriculum and focuses on the four areas assessed under English: reading, writing, speaking and listening. Following the Cognitive Ability Tests at the start of Year 7 students are grouped according to ability for English. This continues throughout Year 8 although groupings are regularly reviewed. Assessment is through both an end of year exam and half termly tasks such as: writing a newspaper article, story, essay or review. Students also complete speaking and listening assessments such as individual and group presentations, role play and group discussions.



Year 7 Curriculum

- Study of a novel such as 'Skellig', 'Millions' 'Holes', 'Two Weeks with the Queen' or 'Oliver Twist' resulting in a piece of creative writing and independent research on the novel's author.
- Marvellous Media: Advertising. Students explore the language of advertising and join forces to create a campaign of their own.
- Starting Shakespeare: a 'taster' of a variety of aspects of Shakespeare culminating in an analytical exploration of the play 'The Tempest'.



- Poetry: Global Voices, selections of poems which explore different cultures are studied in this scheme of work. Students are also asked to consider their own cultural identity and the society they live in.
- Detective fiction: a study of the detective genre including Sherlock Holmes.

We believe our students are fully supported in English, and the Faculty are proud of the Enhanced Learning programme in place for those students needing additional support in English.

At GCSE we use the popular AQA examination board, which allows us to offer both English Language and English Literature to the majority of students. At GCSE we use ability groupings, which are designed to get the best from our students. These courses incorporate a range of exam-assessed material based on the study of literary texts including Shakespeare, pre 1900 texts and poetry.

At Post 16 we offer AQA's English Literature A level specification. This provides a cohesive study of English Literature at an advanced level and is an excellent foundation for a multitude of higher education courses.

We believe that students will only reach their full potential if they enjoy and actively participate in lessons. Discussion and role-play are used to explore ideas and to develop creative expression. Home Learning is set weekly; tasks are varied, build on skills, prepare or consolidate learning and are related to the scheme being studied at the time. Home learning tasks may even include: model making and set design; designing advertising campaigns; preparing presentations; writing stories; creating theatre programmes as well as spellings and literacy based tasks.

Organisations thrive on the quality of their staff. The English Faculty at Marlborough is fully staffed by subject specialists who work very closely as a team, thus helping to ensure individual attention to students' needs.

Extra-Curricular

We aim to bring writers, poets and theatre-in-education groups into school to enhance students' understanding and enjoyment of literature. This year visits are planned from the Redheart theatre company to dramatise Gothic stories for Year 8 and a trip to the Globe Theatre for Year 9. GCSE students will have the opportunity to visit the theatre to see the popular play 'The Woman in Black'.

There is also a range of activities on offer including book clubs, creative writing competitions, creative writing clubs, the prize winning school newspaper 'The Mo' and the BBC News Report Challenge.

During the last academic year some of our students have; entered the Radio 500 word short story competition, become published poets, written creative blogs, visited the West End, worked with published authors, been shortlisted for national writing competitions, taken part in performance poetry competitions and seen their work in print.



Humanities



Marlborough
historians meet
Holocaust survivor,
Kitty Hart-Moxon.

Curriculum

The Humanities curriculum tries to give students a sense of place, time and purpose. It seeks to allow students to ask more embracing and vibrant questions of who they are and how they can make sense of the diverse and confusing world in which they live. Students are asked to compare and evaluate their views in contrast to the perspectives of others. Often they must justify these emerging views and so a sense of enquiry and independent thinking is instilled in our students from the very beginning.

The curriculum is divided into the following areas:

Key Stage 3

- Geography
- History
- Philosophy and Ethics

Key Stage 4

- Classics
- Geography
- History
- Philosophy and Ethics

Key Stage 5

- Geography
- Government and Politics
- History

The curriculum is supported by regular assessment for students that are conducted by teachers in class. These are formative and are designed to develop deeper, conceptual learning in students, therefore themes such as enquiry, source handling, data analysis and morality are visited and revisited to enable young minds to evolve.



Year 8 students on a
visit to the Imperial
War Museum in
Duxford

Year 7 Curriculum and Key Stage 3

This is the foundation year of the three subjects and allows students to use the skills, terminology and areas of study in the discrete areas of Geography, History and Philosophy and Ethics. These areas are developed during the Key Stage 3 curriculum in order to enable students to understand the world around them – historical, political, physical and cultural issues which help them appreciate the current state of the world and therefore to be able to appreciate the challenges it faces.



In **Geography** learning is always topical and refers to current news events such as flooding, hazards and climate change. We cover a broad range of physical, social and political Geography topics at KS3 which ensures all students will find something of interest.



In **History** the focus is on the study of significant turning points, including the Battle of Hastings, signing of the Magna Carta, England's break from Rome, all of which shaped the Britain we live in today. A chronological approach is used across KS3 as students learn about the medieval, Tudor and Stuart eras, through to the Industrial Revolution and the 20th century world. Students are taught a range of skills which transcend the history classroom including; assessing evidence, evaluating interpretations, assessing the causes of events and judging their significance.

In **Philosophy and Ethics** learning revolves around the nature of belief and whether or not a faith is required to live a moral life. Students then go on to study the six main world faiths to help them understand different beliefs that they will encounter through their lives. As students progress through their academic career, more ethical and philosophical topics are studied such as good and evil, life and death, and poverty and wealth.

GCSE and A Level Studies

At Key Stage 4, Geography and History form part of the English Baccalaureate and therefore the majority of students are required to select one of them for GCSE. Geographers study physical processes including rivers, coasts and ecosystems and human topics including urbanisation, developments and the UK economy. The History course includes studies of Medicine and Health in Britain since the medieval period, Elizabethan England, the USA from 1920-1973 and inter-war international relations 1919-39. In Classics, students study Greek and Roman myths and religions, as well as Rome and city life.

At A level, Geography includes studies of dynamic landscapes and dynamic places. History students study the Tudors, the Cold War and South Africa in the apartheid era. Government and Politics involves a range of UK and US topics linking to current issues wherever possible.

Achievements

Humanities subjects at Marlborough are broadly in line with national expectations at all levels of examinations. The proportion of students reaching the top A*-A grades remains within the national standard in most subjects. Students apply to a range of universities including the most prestigious institutions such as Cambridge and more local ones such as Hertfordshire to continue their humanities education in Geography, History and Politics. The Faculty is also dedicated to raising achievement through the use of challenge days for the gifted and talented such as in debating.

'Teachers have strong subject knowledge and great enthusiasm for their subjects, which they use effectively to engage and challenge students' in their learning and deepen their understanding through well planned activities and genuine debate' Ofsted 2014



Extra-Curricular

With such a diverse and fascinating range of subject areas, we are committed to offering students an extensive and varied programme of visits to places of educational interest and importance. Every year we visit a range of different destinations.

Recent trips in the UK have included annual visits to the Houses of Parliament, trips to Duxford Imperial War Museum and the Globe Theatre. GCSE Geography students visit Walton-on-the-Naze for fieldwork while the A level students travel to the Yorkshire Dales to complete their studies.

Further afield, there have been trips to China (2016), World Challenge trips to Honduras (2013), Ecuador and the Galapagos Islands (2015) and Costa Rica (2017). The China trip will take place again in 2018, along with a tour of the WW1 battlefields in Belgium and France and another visit to Rome and Pompeii after the success of the 2017 trip. In 2019 the World Challenge expedition is to Costa Rica and there will also be a Post 16 trip to Berlin.

The faculty is also very proud to offer opportunities in school, including Latin, History and Current Affairs clubs which students are welcome to attend and contribute to.



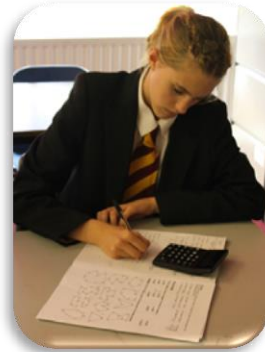
Year 10 and 11 students in Pompeii

'The academy promotes the spiritual, moral, social and cultural education of its students exceptionally well. There are clear plans indication how this has been integrated into the curriculum, which is broad and balanced and meets the changing needs of the students attending the academy.'

Ofsted 2014



Mathematics



Curriculum

Key Stage 3

All students follow the National Curriculum and are taught in the group most suited to their needs and ability. Sets are created during the first week in Year 7 and movement between sets happens throughout the year where appropriate for the students. Gifted and Talented Mathematicians at Key Stage 3 can join our "Fast Track" group which adds stretch and challenge to the students. Similarly students who need more help with maths are enrolled onto a support programme.

Key Stage 4

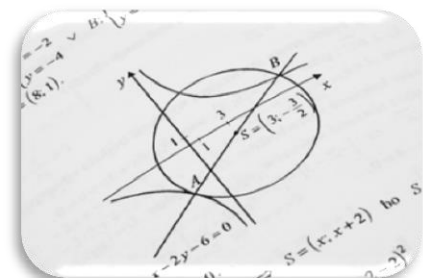
It is our aim that all students leave Marlborough with a GCSE in Mathematics, and a love of learning and solving mathematical problems. Students who need more support to reach their full potential are timetabled additional mathematics lessons to help them prepare fully for their examinations.

Key Stage 5

We follow the OCR specification, which enables students to look at Pure Mathematics, Mechanics and Statistics.

Staffing and Facilities

The faculty consists of ten specialist teachers based in seven specialist teaching rooms. All of these rooms are equipped with multi-media facilities including, data projector, video, audio facilities and an interactive whiteboard. We also use the "mymaths" virtual learning website both in lessons and out of school to support learning.





Results in 2017

A level: 86% A* - E
50% A* - B

GCSE: 15% Grade 9 to 7 (A* - A equivalent)
71% Grade 9 to 4 (A* - C equivalent)

Extra-Curricular

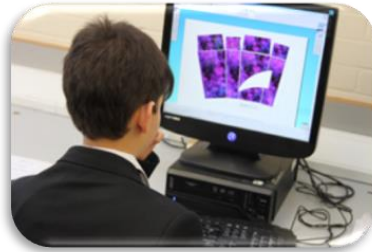
Top set students are able to participate in the National Junior Mathematics challenge in Years 7 and 8 and the Intermediate Challenge in Years 9, 10 and 11. We are inviting Gifted and Talented students from local feeder schools in for a Maths challenge in October, and Year 8 students will be helping to organise and run the quiz. We also run a trip to Bletchley Park with year 9 students, where they attend code breaking sessions and discover more about the work undertaken at Bletchley Park during the Second World War.





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Media



Curriculum

GCSE Media at The Marlborough Science Academy gives students the chance to develop a critical understanding of the role of the media in daily life. It encourages an understanding of how to use key media concepts to analyse media products and the opportunity for hands-on practical work.



Organisation of Learning

The Media department forms part of the Arts and Technology faculty. The GCSE comprises three components. For all three components pre-production and production skills are fully integrated into both the Controlled Assessments and the External Assessments. Controlled Assessments make up 30% of each award and the External Assessments count for 70%.

This qualification lays an appropriate foundation for further study of Media Studies or related subjects. It encourages the development of critical understanding of the impact of mass media and its technologies on contemporary society.

The key concepts, media forms and platforms, skills, assessment objectives and expected learning outcomes are common across all components.

Achievements

We have high standards and have achieved excellent results at GCSE and A level. A number of our students have gained places at University, pursuing a career in both film and print production. Every year we hold a very successful private view for students' examination work, which is always well supported.



Extra-Curricular

We encourage students to spend time after school where they can further develop their ICT design skills. We also run 'catch-up' sessions for any students wishing to work on coursework out of school hours.





Modern Foreign Languages



Curriculum

The Modern Languages Faculty at Marlborough offers a variety of courses, but they all have some common aims:

- language learning should be enjoyable, stimulating and achievable
- the language should be useful in the real world and leisure activities
- most teaching should be carried out in the foreign language
- all students should have the opportunity of contact with native speakers
- students should develop an awareness of different cultures



Year 7 – Most students study French. Some will study both French and Spanish following the dual linguist option.

Year 8 – Students will study French or continue with the dual linguist French and Spanish option. In the summer term students study the language(s) they have chosen for GCSE.



Year 9 – Most students will begin their three year French or Spanish GCSE course. Dual linguists can choose to study French and Spanish although the second language is run as a twilight course after school. During this year they will take the FCSE (Foundation Certificate of Secondary Education). This is an interim qualification based on continuous assessment and prepares students for their first GCSE controlled assessment towards the end of the Summer term.

Years 10 and 11 – Students continue with the GCSE course.

Sixth Form – AS and A2 Levels are available in French





We believe that language is all about communication. All students are encouraged to use the foreign language in lessons and there is an increasing emphasis on having a thorough grounding in the grammar. This is essential for success in the new 9 to 1 GCSE.

Online and independent learning has become more important than ever and our home learning package, ACTIVELEARN, is something all students work with from year 7 onwards, providing opportunities to improve listening, reading, vocabulary and grammar. This package supports, reinforces and extends classroom learning.

All Key Stage 4 students have the opportunity to participate in a study trip abroad to their target language country. This involves structured lessons in the morning delivered by native speakers followed by cultural activities in the afternoons and evenings. Students experience full immersion in the foreign language.



Extra-Curricular

The Faculty is very active and aims to offer extra-curricular opportunities for all year groups and for all languages. These may include:-

Residential Trips Abroad to Europe

Day Trips

Pen Friend Schemes - connecting classrooms

GCSE/A level Lectures/Conferences

Theatre visits.

Current trips:

Year 7 Christmas market to Lille in France

Year 8 Paris Disneyland

Key Stage 4 study trip to Andalucia in Spain.





Music



Curriculum

Music is taught within a creative and fun atmosphere where students are encouraged to fulfil their potential in performing, listening and composing. The subject is part of the Arts Faculty.

Teaching space includes the use of two music rooms and three practice rooms. The school has two grand pianos, two clavinovas, 30 guitars, 30 ukuleles, three upright pianos, a superb stock of electronic keyboards in each classroom, a modest stock of orchestral instruments, classroom percussion, excellent provision for aspiring rock musicians and fifteen music computers with sequencing and notation software.

Year 7 and 8 students each receive two sixty minute lessons per fortnight covering the National Curriculum for Music at Key Stage 3. Thereafter, music is optional at GCSE level. Students are given the opportunity to continue with, or take up instrumental or vocal lessons. Currently we offer instrumental and vocal lessons in:

Trumpet, Trombone, Flute, Clarinet, Saxophone, Violin, Viola, Cello, Double Bass, Electric Guitar, Banjo, Bass Guitar, Drum- kit, Percussion, Voice, Keyboard and Piano.

All instrumental and vocal lessons take place during the school day and timetabling priority is given to senior examination students. Fees for instrumental and vocal lessons are set by our local music hub the Hertfordshire Music Service. We are also supported by our very own Musician in Residence Mr Billington.

Achievements

100% of our Year 8 students achieved a level 5 and above at Key Stage 3 and our take up for GCSE music has risen. The range of instrumental and vocal tuition on offer has increased and more students are taking an active part in a variety of performing opportunities. Our recent production of "Aladdin" was stunning! We even have our own music festival each Summer- M Festival, which is a fantastic platform to showcase our students. We have a vast array of music extra-curricular groups, with something for everyone!

To keep up to date with developments in the Music Department please follow us on twitter @MASmusicdep



Physical Education



Curriculum

We provide all students with a wide range of experiences in Physical Education enabling them to achieve their potential whilst gaining enjoyment and satisfaction from their performances.

At Key Stage 3 all students participate in four hours of PE over a two week period. During this time students are taught a range of sports which include; gymnastics, netball, football, rugby, dance, swimming, basketball, volleyball, athletics, rounders, tennis, cricket, table tennis, softball and trampolining.



At Key Stage 4 students take part in a number of modules that meet their individual needs within P.E. These include:

- Fitness –Students develop and test their individual levels of fitness
- Advanced sports performance - Students take part in sports that follow on from Key Stage 3 e.g. netball, trampolining, football, golf, water polo, dance and gymnastics, badminton, basketball, handball, rounders and athletics.
- Leadership - Students learn how to coach sports sessions and use these skills to lead primary age students. They learn the importance of communication and organisation and put these ideas into practice.
- Outdoor and Adventurous activities- students take part in a variety of activities that may include team building games, indoor caving and orienteering.
- The PE department were proud to host several inspirational guest speakers, including;
 - The Rambert Dance Company
 - Lesley Owusu, international sprinter

At Key Stage 4 students can choose to study GCSE PE or GCSE Dance. This involves the study of both practical and theoretical elements of each subject. At Key Stage 5 students can choose to study A Level Dance and/or a BTEC National Diploma or Subsidiary Diploma in Sport.



Achievements

The BTEC Diploma in Sport had fantastic results at KEY Stage 5 with students achieving a 100% pass rate at a Pass grade or above including a Distinction*. GCSE PE results were also excellent despite the national decline.

Team successes this year have been the:

- U14 boys football team are district champions.
- U14 boys rugby team are county new schools champions.
- The swimming team won most improved squad in the county league.

Individual successes last year were:

- Alfie Edwards was capped by the Scotland U18 rugby league team.
- Tomiwa Oni was the U15 high jump county champion and he came 10th at the national championships.
- Oliver Tarvet won the Dublin invitational tennis championships.
- Ben Weyman was selected for the Herts Schools football team.
- Mikie Ridgway achieved numerous successes throughout the year in gymnastics and helped his Eastern region team to 4th place in the National gymnastic finals in Birmingham.

Extra-Curricular

Extra-curricular sport includes inter-schools and inter-house matches in netball, football, rugby, badminton, basketball, tennis, cricket, rounders, athletics, cross-country and swimming. Clubs are run each week in all team sports as well as gym, dance, ultimate frisbee and trampolining. We enter district and county competitions in all sports and some students go on to District, County and National Trials.

Post 16 Learning



Post 16 learning at The Marlborough Science Academy offers a unique opportunity for all of its members. Our thriving Sixth Form allows students to make the journey from studying GCSE level towards achieving A levels or BTEC Level 3 courses. Making a smooth transition to a higher level of study followed by success in higher education and employment is our goal and we attract a large number of students from other schools.

We work with each student individually to achieve this. Plenty of guidance and support is provided on a planned and regular basis through tutorial groups and PSHCEE. Post 16 students from Marlborough are now studying at universities countrywide, at Bristol, Cambridge, UCL, Birmingham, London, Sheffield, Southampton and Exeter to name but a few places. There are budding industrial chemists, psychologists, engineers, software designers, linguists and translators, vets, teachers, accountants, physiotherapists, historians and many more have progressed on from Post 16 learning. We are rightly proud of the care we take to match students with courses and delighted to say that many of them return to their roots from time to time! Our latest Ofsted inspection commented that our Post 16 “students make good progress resulting in attainment which is just above what would be expected nationally.”

All Year 12 students take A level or BTEC level 3 courses. We work within a consortium of St Alban’s Schools called the Alban Learning Partnership comprising of STAGs, Loreto, Townsend and Samuel Ryder. This enables us to offer our students a large choice of subjects leading to qualifications in a varied range of subjects, some familiar and some new.

Around the school, our Post 16 students provide valuable community help, supporting teachers in different classes or with sports activities. Many younger students receive help during our after-school home learning club or in paired reading sessions. This year Post 16 students are involved in projects linked to Vinspired, Leadership 4 Life and National Citizen Service. These programmes are designed to provide students with valuable life skills whilst encouraging volunteer work in the local community. This year we are also introducing other programmes to enrich our students’ learning including Arts Award Gold, Sports Leadership and the Extended Project Qualification.

In recent years there have been a number of residential trips to support the learning in subjects for example Media and Photography students travelled to New York, Film students



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to Berlin and our World Challenge programme is well established recently visiting South India, Costa Rica, Honduras and Ecuador and the Galapagos. Time out prepares students for the independence of university life as well as the challenges of full employment. Preparing students for their future is a real privilege and we pride ourselves in the job that we do.

The Post 16 Centre has a computer suite which provides an excellent study facility for home learning and preparation for examinations. The main school library is being continuously updated for Post 16 research both for subjects taught here and in the consortium partner schools. We are particularly excited that planning permission has been granted for a new two story Post 16 centre. This will provide much needed space for our growing sixth form.





The Marlborough
Science Academy
'shaping futures'

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)



Curriculum

PSHCEE is taught at The Marlborough Science Academy through discrete lessons at Key Stage 3 where they follow the Penn Resilience Programme. At Key Stages 4 and 5 the curriculum is delivered through whole day workshops and presentations from outside agencies.

PSHCEE aims to equip students with the knowledge and resilience needed to deal with and overcome any problems they may face in school or later on in life. We endeavour to give students the skills for the 21st Century, to learn things for themselves and know how to manage issues such as: dealing with financial matters, coping with relationships and understanding the dangers of drug and alcohol use. Throughout the course students take part in school and community based activities, demonstrating personal and group responsibility in their attitudes to themselves and others. Regular visits from guest speakers and theatre groups enrich this learning experience, ensuring a fresh and dynamic approach towards PSHCEE.

Our goal is for all students to be fully prepared for any of life's challenges.

Achievements

At the end of each year students are graded as working towards, at or beyond based on their knowledge and understanding of the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems. As well as this, students are formatively assessed throughout the year by their subject teachers.

By the end of Key Stage 3 (Year 8) over 80% of our students are working 'at' or above the required level and by the end of Key Stage 4 (Year 11) 95% of our students are working 'at' or above the required level, because of this, we believe that PSHCEE plays a significant role in ensuring all our students are confident, self-aware and well-rounded citizens.



Leadership 4 Life

A new addition to the PSHCEE curriculum is the Leadership 4 Life programme, launched last academic year for students in Year's 12 and 13. Vinspired, Whatsuni and NCS (National Citizen Service) are just a few of the charities and organisations that have contributed to the programme. Students have designated lessons and regularly attend workshops and presentations delivered by outside speakers. In addition to this students also take part in First Aid, safeguarding, teaching assistant and health and safety training. There is an expectation that all Post 16 students contribute to the school and/or local community through volunteering and leadership roles. All volunteering hours are logged into students' personal accounts and V10 (volunteered for 10 hours), V50 and V100 certificates are awarded accordingly. These certificates are also recognised by UCAS.

Several of last year's Year 13 students delivered outreach projects to local primary schools and an old peoples' home. We are proud of our runners up position in the Vinspired National Volunteering awards in 2016 and extremely proud of Jack Bourner who was awarded volunteer of the month in May 2015.





Science



The Faculty

The Science Faculty is staffed by eleven passionate and specialist teachers who contribute a vast range of experience to the education of our students. The Faculty contains seven well equipped laboratories; one ICT suite, one A-level teaching room and two extremely well resourced Prep Rooms. Two of these rooms have been refurbished over the summer to produce state of the art science teaching spaces. We have three Technicians who contribute to the practical and experimental Science which all students will undertake from Year 7 to ensure learning with us is as hands on and experience based as possible.

Students say "the recent change to subject specialist teachers in science has increased their enjoyment, understanding and competency in the subject, as well as supporting their mathematical needs." OFSTED 2014

The Science Faculty includes separate Heads of Biology, Chemistry and Physics dedicated to the success of all students in each of the three disciplines. We continually review our practice in Science, share teaching ideas and develop the curriculum to increase the amount of practical activities students receive in lessons to enhance content learning. Through the variety of delivery and the consistency of expectations we can make the learning of Science stimulating and rewarding.

Curriculum

Through our study of Science we learn to understand the world around us, satiate our curiosity about the universe and learn to think logically and methodically. Science is of vital importance to all students at all stages of their schooling and in preparing them for their choices at Post 16.

At **Key Stage 3**, we teach the National Curriculum through a variety of practical based topics, allowing students to develop both scientific and mathematical skills and recognise Science as a way of thinking, as well as developing an understanding of facts and principles. Year 7 students follow a skills based science course and go on to complete the National Curriculum Programmes of Study for Key Stage 3 Science in two years.





As a Science Academy we have taken the decision that Key Stage 4 begins in Year 9 with students in Science following the new AQA GCSE Science courses. All KS4 students are taught in separate Science classes, with our most able and dedicated going on to complete Single Science GCSEs in Biology, Chemistry and Physics and leave with three GCSE Science grades. The majority of students follow the AQA Combined Science (Trilogy) specification, leaving with two GCSE grades in Year 11. The Combined Science Award is offered at a Higher and Foundation level and therefore caters for all abilities to ensure that every student gets the very best out of their Science learning. Both Combined and Single Science routes provide a firm foundation to study Science at A level Post 16.



At **Key Stage 5** Biology, Chemistry, Physics and Psychology are all offered for A level study, completed through linear courses that enable students to develop a deep and broad understanding of their chosen disciplines, whilst also preparing them for University, through modular courses which enable students to monitor their own achievements closely. The

growing popularity of these subjects demonstrates the quality of teaching and learning that has gone before.

The Faculty offers a wide range of clubs, visits, trips and lectures, offering a science related trip to all students in Years 7, 8 and 9. We run a range of clubs including a Curious About Science club along with yearlong revision classes in the three sciences. We encourage students to investigate science further, both inside and outside of the classroom.

Gifted and talented students are encouraged to take full advantage of as many opportunities as possible regarding their science learning and in recent years a number of Year 12 students have attended courses at Cambridge University through the Nuffield Bursary Scheme. In 2016 our gifted and talented Year 7 and 8 students won first place at the Salters Chemistry Festival in Bedford.





Specialised Learning

"...all arrangements have been efficiently made and individual students, as well as their parents have been appropriately involved. You have a range of interventions in place for students and when we discuss individuals with learning needs you show detailed knowledge of them." **Educational Psychologist 2017**

The role of the Faculty for Specialised Learning is:

- to understand and assess students' academic and pastoral needs in line with the Code of Practice following the principles of The Graduated Approach - Assess, Plan, Do, Review
- to work with subject staff to help students access the curriculum
- to work with staff, parents and careers to ensure appropriate emotional support
- to help students succeed in achieving their full potential

Much emphasis is put on raising levels of literacy:

- student progress is monitored
- teaching is matched to the learning needs of the student
- the desired outcomes for the student are the priority



Assistant Teachers provide support to students during some lessons. There are also support groups to target students' specific social and emotional, speech and language, or other needs, as they arise, and these are evaluated with the students to ensure objectives are met, in addition to on-going observation and monitoring. Students continue to be supported in the sixth form and are encouraged, where appropriate, to consider a higher education course at either college or university.

There is liaison between subject teachers and the Specialised Learning Department about the best methods to employ when teaching students with additional needs; SEND (Special Educational Needs and Disabilities) requirements, emotional or social difficulties as well as Mental Health and everyone is responsible for working with students to allow them to achieve, with Quality First Teaching at the heart of everything we do.

Specialised Learning works closely with parents and external professionals, e.g. Speech and Language Therapists, Educational Psychologists and Occupational Therapists to help students with their individual needs.

The Specialised Learning Team is closely involved with the Librarian in the Home Learning Club. This provides an ideal opportunity to support students with home learning assignments and encourage students to revise for examinations.

Students for whom English is an Additional Language

Marlborough is representative of the multicultural society in which we live and has a small number of students for whom English is their second language. The role of the multi-lingual Specialist Language Worker, who works closely with the Head of Specialised Learning, is to help raise the achievement of ethnic minority students. Liaison with parents is an important part of the work and the bilingual member of our team is able to access the means to communicate with many parents in their home language and can offer support at consultation evenings.



Technology



Curriculum

The Key Stage 3 curriculum in Design and Technology aims to build on previous knowledge, aptitude and natural enthusiasm to develop a student's Design and Technology capability through a variety of activities. Focussed practical tasks give students the opportunity to learn and practise particular skills and knowledge. Design and making assignments provide students with the opportunity to use their capability to develop products which meet the needs of a given design situation. Product Analysis tasks enable students to investigate existing products and use their findings to improve their own repertoire of skills, knowledge and understanding. The method of delivery is intensely practical and based on the belief that students learn most effectively by doing: producing practical solutions to design problems. Consequently our schemes of work, particularly at Key Stage 3, are aimed towards the realisation of quality products that students are proud to take home.



At **Key Stage 3** students work in ability based groups of an average size of 21 students. As students' progress from Year 7 to 8 they experience the full range of Design and Technology disciplines in modules of approximately 18 hours. Resistant Materials, Food Technology, Graphic Media and Textiles Technology form the heart of the curriculum at Key Stage 3 and provide the stepping stone to progress to Key Stage 4.

At **Key Stage 4** students have the opportunity to develop their Design and Technology capability by following a full GCSE course. We offer Child Development, Food and Nutrition, Materials Technology, Visual Communication and Fashion Textiles courses. All the courses contain a high degree of controlled assessment and students concentrate on focussed design and make tasks that enable them to practise and master the range of processes and knowledge demanded by the syllabus.





At **Key Stage 5** (AS/A2) students follow the AQA Product Design course with the option to specialise in 3D Product Design.

Achievements

The students at Marlborough continue to produce excellent results in their Design and Technology studies and consistently perform above national expectations. The numbers of students choosing to continue their Design and Technology studies through to A level continue to rise steadily. Results have been good and many students use their success in this subject as a springboard to further and higher education courses.



Extra-Curriculum

Within Design and Technology extra-curricular opportunities are numerous and varied. Students have benefited from curriculum trips to Inspired by Design, Thorpe Park, The Good Food Show and the Clothes Show. They have built pedal cars, go carts and hovercraft and annually compete in the Rotary Club Technology Challenge for Food and Engineering. Students have been very successful, representing their school with pride and gaining many first places.



Summary of Student Attainment 2017

There are many indicators of the success of a school; the most publicised being examination results. We are very proud of the successes of all our students and the following pages show their successes in the many different subjects we offer.

Post 16 Results Summary

We were delighted with the A level results in 2017. The results show continued improvement in many areas and again put us among the top performing schools locally for value added. All students have gone onto study the courses of their choice or employment.

Point Scores

	2016	2017
A-level	27.58 (C-)	27.95 (C-)
Academic	27.58 (C-)	30.26 (C)
Applied General	30.83 (Distinction-)	33.00 (Distinction -)

Year 13 A2 (percentage at each grade)

Subject	Entries	A*	A	B	C	D	E
Art and Design: Photography	11	0	36	27	18	18	0
Biology	12	8	0	0	33	42	17
Business Studies	18	0	11	17	28	6	17
Chemistry	15	0	7	40	13	33	7
Classical Civilisation	1	0	0	100	0	0	0
D&T Product Design	6	0	0	17	17	17	33
Drama	2	0	0	0	100	0	0
Economics	2	0	0	100	0	0	0
English Literature	26	0	8	19	31	35	8
Film Studies	15	0	0	33	47	20	0
Fine Art	8	25	13	38	13	13	0
Geography	7	0	14	29	14	14	0
History	12	0	0	25	42	8	25
Information Technology	6	0	0	0	0	50	33
Mathematics Further	1	0	0	0	0	100	0
Mathematics	15	7	20	27	7	13	13
Media Film and TV Studies	1	0	0	0	100	0	0
Media: Communicn & Production	32	0	3	50	47	0	0
Physics	6	17	17	33	17	0	17
Politics	6	0	17	17	50	0	17
Psychology	30	0	13	23	20	20	10
Religious Studies	4	0	0	75	25	0	0
Sociology	1	0	0	0	0	100	0



Year 13 BTEC (percentage at each grade)

Subject	Entries	D*	D	M	P
Sport	18	44	6	22	28

NB: BTEC grading is as follows:

D* = Distinction*

D = Distinction

M = Merit

P = Pass



Key Stage 4 Results Summary

	2016	2017
Basics 4+ (<i>Standard Pass</i>)	59%	67%
Basics 5+ (<i>Strong Pass</i>)		43%
Attainment 8	48.44	48.05
%Grades at A*-A (7-9)	15%	19%

Year 11 GCSE (percentage at each grade)

Subject	No	A* - A	A* - C	A* - G	9 - 7	9 - 5	9 - 4	9 - 1
English Language	167				14	53	69	98
English Literature	167				16	57	75	96
Maths	168				15	48	71	100
Additional Science	105	4	52	100				
Art and Design	43	21	86	100				
Biology	58	38	98	100				
Business Studies	25	24	84	100				
Chemistry	58	38	95	100				
Classical Civilisation	17	29	82	100				
Computer Technology	67	34	73	99				
Drama	12	8	92	100				
Dance	14	7	50	100				
Child Development	11	0	18	100				
Resistant Materials	16	13	38	100				
Food Science/Technology	17	12	59	100				
French	74	5	39	100				
Geography	66	15	65	100				
Graphic Design	7	29	71	100				
History	77	26	79	100				
Media Studies	27	30	74	100				
Music	6	17	67	83				
Physics	58	36	88	100				
Spanish	14	29	86	100				
Sports Studies	37	8	65	95				
Textiles Technology	12	17	58	92				

European Computer Driving Licence (percentage at each grade)

Subject	Entries	D*	D	M	P
ECDL	42	55	19	26	0



Travel to School

There are a number of ways in which you can travel to school; walking, public transport, cycling or by car.

Cycling

For those of you who wish to cycle, the school has a 60 bicycle capacity shelter where bicycles can be stored during the school day. Please ensure that your bicycle is securely chained as the school cannot take responsibility for theft or any damage. As we are a busy site, please do not cycle on school premises and walk your bicycle to the shelter. We recommend that students wear a cycle helmet and use high visibility clothing and cycle lights, especially when light levels are low.

Cars

If you get a lift to school please ensure that you are dropped off/collected in Watling Street or in Watford Road. We ask that parent vehicles do not enter the school premises at the beginning or end of the school day as this causes vehicular congestion and creates safety issues for our pedestrians.

Public Transport

There are a number of local bus routes that go past the school as well as the Abbey Flyer which stops at St Albans Abbey station, the nearest train station to the school. There is also school transport available to students living in Abbots Langley, for more information about the route and costs please contact the school on 01727 856874.

from our *Kitchen* by E&B

Edwards & Blake... The Right Choice!

The health and wellbeing of students is a prime concern of Marlborough and is shared by Edwards & Blake. With years of experience in education catering we provide nutritious, varied and interesting meal choices to suit all tastes and dietary requirements throughout the school. Our food is always fresh, homemade and utilising the best locally sourced ingredients.

Our aim is to provide the students of Marlborough with an exceptional catering experience and to exceed your expectations whilst maintaining our high standards. We welcome any comments or suggestions so please contact a member of our catering department with your ideas. Edwards & Blake are a well-established privately owned, owner operated contract catering company, based in East Anglia.

The School Operates a Cashless Catering System.

For further information on the service that we provide please contact our Catering Manager at the school or check out our website www.edwardsandblake.co.uk.

We look forward to serving you, so tuck in!

Look Out For Our Monthly Themed Events



Look Out For The E&B Street Range!

We have also developed a superb range of products including our new 'Street Range.'

This includes Street Wraps, Hot Boxes and Street Pots. Using the same fresh ingredients, but served in innovative and funky packaging, these fantastic new products have proved to be a big hit with all who have tried them!

The **Street Range** includes:

- ❖ Chicken & Chorizo
- ❖ Chunky Beef Chilli
- ❖ Jerk Pulled Pork
- ❖ Onion Bhaji
- ❖ Thai Chicken
- ❖ Pesto & Roasted Tomato





— our —

SAMPLE MENU



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Main Course	Mexican Chilli Con Carne with Soured Cream	Traditional Mince Beef Lasagne	Roast Loin of Pork with Apple Sauce and Stuffing	Beef Madras with Chilli and Mango Chutney	Battered Fish with Fresh Lemon and Tartare Sauce
Vegetarian	Roasted Vegetable Enchiladas	Three Cheese and Spring Onion Quiche	Quorn Sausage Toad in the Hole	Vegetable Korma	Tagliatelle with Charred Mediterranean Vegetables
Served with	Long Grain Rice and Corn on the Cob	Garlic Bread and Mixed Leaf Salad	Roast Potatoes and Glazed Baton Carrots	Turmeric Infused Rice, Naan Bread or Poppadoms	Chips, Peas and Baked Beans
Dessert	Warming Chocolate Sponge with a Hot Chocolate Sauce	Creamed Rice Pudding with Fruit Concas	Steamed Syrup Pudding with Custard	Apple, Mango and Cinnamon Crumble	Marble Cake with Vanilla Cream

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Main Course	Cottage Pie - Mince Beef, Fresh Vegetables and Cream Potatoes	Sweet and Sour Chicken	Roast Topside of Beef with Yorkshire Pudding and Horseradish	Creamy Coconut Chicken Korma	Battered Fish of the Day with Fresh Lemon and Homemade Tartare Sauce
Vegetarian	Roasted Root Vegetable Hot Pot	Vegetable Filo Parcel	Butternut Squash and Fresh Herb Risotto	Green Thai Vegetable Curry	Cheese, Potato and Broccoli Bake
Served with	Vegetable Medley	Egg Fried Rice and Steamed Vegetables	Roast Potatoes and Buttered Green Cabbage	Lemon and Cardamom Infused Rice, Naan Bread or Poppadoms	Chips, Peas and Baked Beans
Dessert	Apple Crumble with Custard	Fresh Pineapple Upside Down Cake	Steamed Chocolate Pudding	Winter Berry Sponge with Custard	Chocolate Bread and Butter Pudding

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Main Course	Mince Beef Bolognaise	Traditional English Sausage with a Rich Onion Gravy	Honey Mustard Baked Ham	Tandoori Chicken with Riata	Battered Fish and Fresh Lemon and Homemade Tartare Sauce
Vegetarian	Vegetable Arrabiata	Roasted Quorn Sausage and Onion Gravy	Roasted Vegetable Strudel	Butternut Squash and Chickpea Curry	Roasted Mushroom with Pesto served on a Toast of Bread
Served with	Penne Pasta, Basil Oil, Garlic Bread and Seasonal Salad	Mashed Potato, Fresh Carrots and Garden Peas	Roasted Baby Potatoes and Fresh Seasonal Vegetables	Slow Braised Long Grain Rice, Naan or Poppadoms	Chips, Peas and Baked Beans
Dessert	Rice Crispie Cake	Sticky Toffee Pudding	Apple Pie and Custard	Lemon and Chocolate Muffin	Peach Crumble and Custard