



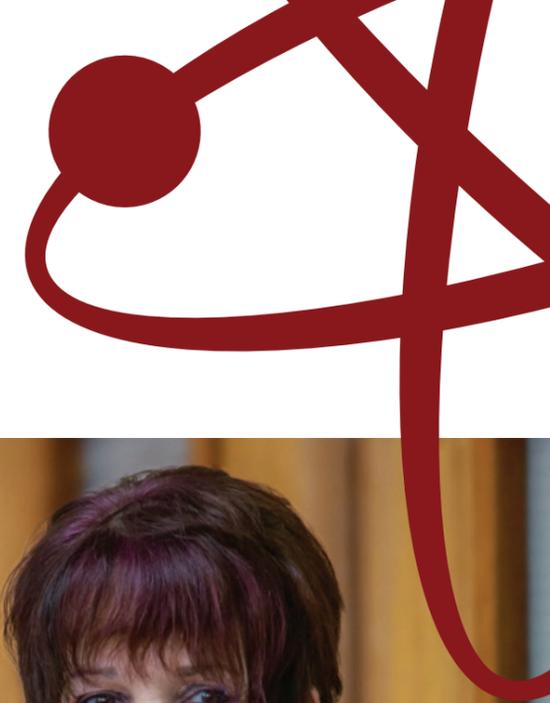
The Marlborough Science Academy



shaping futures



Welcome from the Headteacher



My vision has remained unchanged about the importance of a top class education in a calm, safe and nurturing environment; a happy child will learn and with the other magic ingredients of excellent teachers, cutting edge technologies and clear systems, there should be nothing in the way of ensuring absolute success.

This prospectus is designed to give you a flavour of what The Marlborough Science Academy is all about. However, we do welcome visits and are happy to answer your questions at admin@marlborough.herts.sch.uk.



“As Headteacher of The Marlborough Science Academy, a day does not go by where I don’t feel exceptionally proud of our community and all we have achieved.”

“You are rightly proud that Marlborough Science Academy is a caring, welcoming school in which students are safe and learn in a calm environment.”

Ofsted

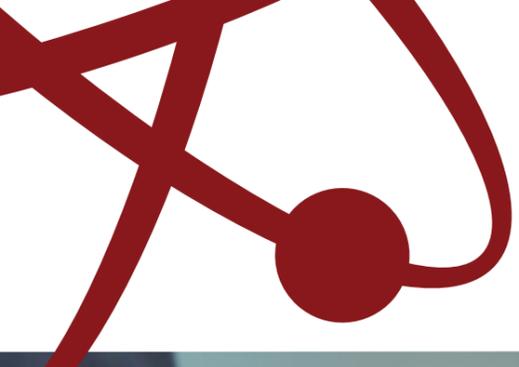
“The most unanimous view of parents and carers who responded to Ofsted’s online questionnaire, Parent View, agree that the school ensures that students are well behaved; parents are also exceptionally positive about all aspects of the provision.”

Ofsted

“Students who spoke with inspectors say that you have been successful in your determination to create a community in which ‘there is always someone to help, to support and to inspire.’”

Ofsted



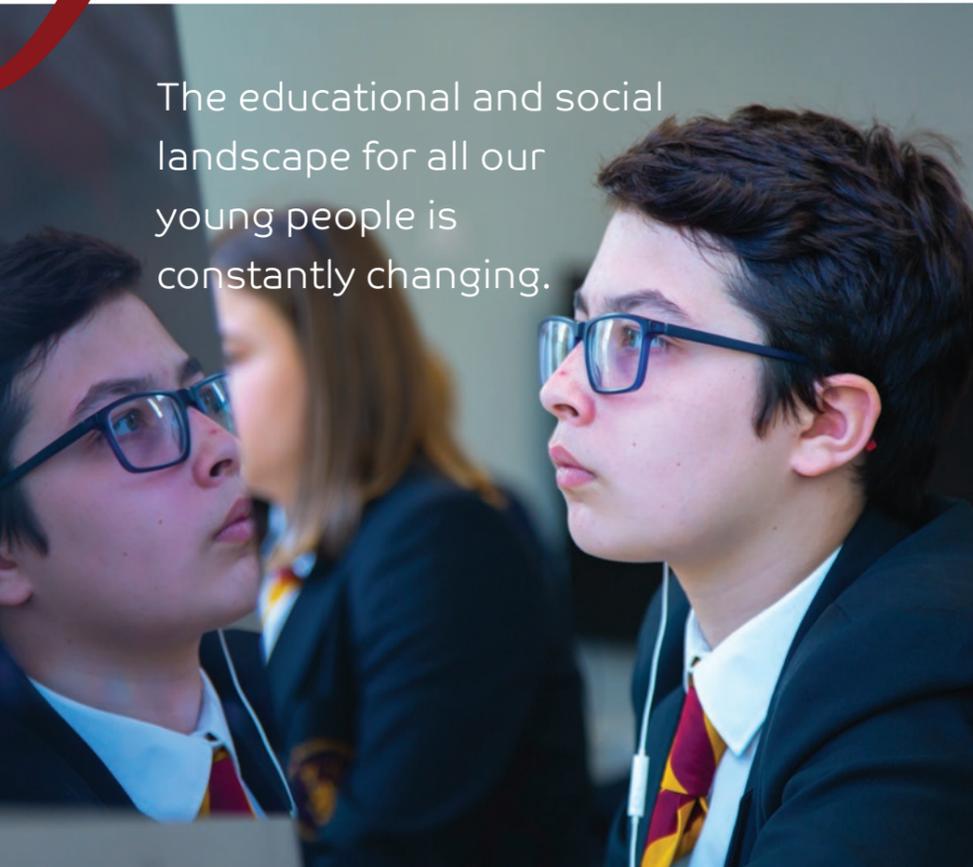


Shaping Futures

Curriculum Intent Statement

Marlborough students in school; happy learning and making exceptional progress.

The educational and social landscape for all our young people is constantly changing.



“The most able students, within both key stages 3 and 4, who spoke with inspectors said that they usually find tasks interesting and ‘hard enough to make you think, but not so hard that you give up’.”

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Here at Marlborough, we are insistent on asking the key question “will this improve the provision for our students?” every time we make a decision or review our provision.

Some of the careers and jobs that our students, your sons and daughters, will have in the future do not exist yet; it is our responsibility, crucially with your support as parents, to ensure

that all our young people leave at 18 with the qualifications, life skills, technological ability and enthusiasm to excel at all they eventually decide to do.

At Marlborough our curriculum is a dynamic, carefully crafted and student centred provision that prepares our students well to meet the rigours of adulthood and employment with confidence, dignity and emotional intelligence.

One size does not fit all and our curriculum pathways are designed to:

- Stretch and challenge all abilities.
- Offer breadth and balance.
- Inspire the sense of awe and wonder that makes teaching exciting and learning effortless.
- Respond to an increasingly technological world.
- Keep students safe.
- Ensure all students are prepared to follow their dreams whatever level they are working at.
- Offer enrichment and creative activities that compliment and support learning as well as open students to the world and the opportunities that travel and learning can provide.
- Ensure that all students have respect for themselves and others within a multicultural society.
- Give students opportunities to express themselves intelligently and with regard for good manners and the law.



The curriculum is never ‘done’, it is annually reviewed in light of our cohorts and statutory requirements. We will always choose the right courses and means of assessment with our students’ best interests at heart; we will never stand still.

“School leaders have high expectations of staff and students and what the academy can achieve. They know their academy well and use this knowledge to improve achievement and behaviour.”

Ofsted



Enrichment

Having a hugely talented staff lends itself to providing some fantastic opportunities for enrichment activities in and out of school.

“Students enjoy coming to school because, as one put it, ‘teachers always go the extra mile to help us, and there is so much to be involved in outside of our lessons.’”

Ofsted

“A very high proportion of students involve themselves in one or more of the many sporting, musical and cultural opportunities offered by the school.”

Ofsted

Our mission is not just to encourage academic excellence, but to unlock hidden talents that they sometimes didn't even know they had—examples include performing at the Edinburgh Fringe, singing at the Alban Arena and performing “stand up” in the Library.

There are many clubs happening both within and after school including: Chess, Latin, Dance, Reading Club, Duke of Edinburgh, a Comic Club, Disney Club, Cadets, Classics, Debating Club, Choir, Rock School, and of course a huge selection of PE activities that involve our participation in competitions at both local and County level.



Trips



School life wouldn't be the same without the excitement of school trips and we have many to choose from depending on how adventurous students are feeling.



Bi-annually we run the World Challenge trip which can take students anywhere from Mongolia to Vietnam. Students who go on this trip see how the lives of young people are different to their own; students are encouraged to do charity work or practical work to help improve the quality of life for people in other countries in some small way.

Trips have gone as far afield as China where students have scaled the Great Wall and admired the wonders of the Terracotta Army.

Trips closer to home include our PGL Year 7 'Getting to Know You' trip, sailing, skiing, theatre, visits to French markets, art galleries, Andalucia, Naples & Disneyland Paris and many, many more.



“A very high proportion of students involve themselves in one or more of the many sporting, musical and cultural opportunities offered by the school.”

Ofsted





Student Voice



Ellis Allan - Student 2009 - 2016
Head boy for 2015/2016

Student Voice underpins much of what we do here. Our Head Boy and Head Girl take a lead role in presenting key events and have been instrumental in policy making decisions including our decision to convert to being an Academy, as well as helping with the design of our school uniform.

Our students know that their voice can make a difference and as a result there is a heightened sense of loyalty and responsibility regarding the continued development of their school.

The one word I would use to summarise my time at Marlborough would be 'opportunity', aside from all the pastoral and academic support from the incredible teaching staff, (especially in sixth form when writing UCAS statements for University applications), the level of care that the staff provided each person with was second to none. Everyone felt important and was helped along every step of the process by those in charge of sixth form. Marlborough also provided me with some unique experiences, from its broad and inclusive curriculum which made sure I could study different things like Metalwork and Woodwork in earlier years and then Classics and Politics as I progressed through school. Trips like China in Year 9 and Pompeii in Year 11 were experiences that I will genuinely never forget. I just feel so lucky to have been able to have taken part.

I may be biased, but I strongly believe that I have been part of a school that genuinely cares for each student that comes through their doors and wants to provide them with the best possible conditions

for them to enjoy their time at school. Adolescence is such a delicate time, and for me Marlborough made sure I was looked after every step of the way. Ms Thomson knew all our names, not always great if you weren't getting it right on the school field but I know that she took a personal interest in all of us and had an uncanny knack of knowing when or if we might have needed a lift or a quiet word of reassurance.

After leaving Marlborough I have graduated with a 2:1 in Politics from Lancaster University, one of the top 10 universities in the UK. I am currently completing a three-month placement as an Assistant Surveyor on a large project in Central London and will be returning to Lancaster for my Postgraduate degree. None of these opportunities would have been possible without the grounding given to me from all the staff at Marlborough and I will always be grateful to them!

Ellis Allan

Parents in Partnership

Working in partnership with parents is hugely rewarding; we work openly with parents and encourage their honesty and feedback at every level.

The Headteacher holds a parent surgery every week where parents can book appointments to meet and discuss any issue.

There is an open door approach from all pastoral leaders, should you wish to raise any concerns, and we hope to resolve any issues as swiftly as possible.

We have an active and enthusiastic PTA who do some outstanding work in raising funds for the school but equally importantly they generate a real sense of community and involvement which is a notable area of strength for the school.

We have benefited a great deal from the annual M Festival, organised by the PTA. We have managed to resource the new music suite with a full complement of Macs, furnished the new Post 16 café as well as numerous other projects around the school, including all the kit for the gymnastic display team. The PTA are quite simply, fab!



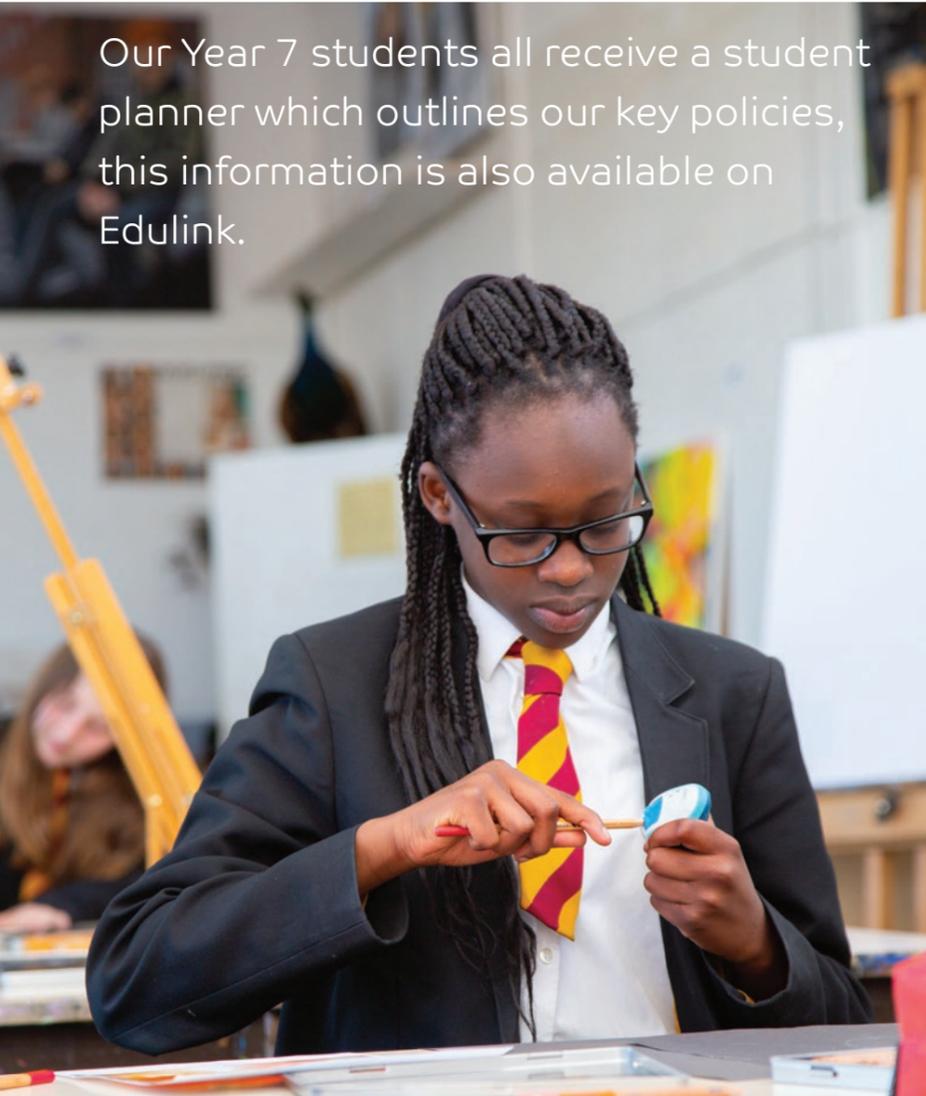
“The school’s improving performance is evidence to the success of its leadership in embedding ambition at all levels and driving academic improvement.”

Ofsted



Academic Excellence

Our Year 7 students all receive a student planner which outlines our key policies, this information is also available on Edulink.



“Attainment in English at Key Stage 4 has been well above average over the past few years and continues to be a major strength of the academy. Students participating in a reading programme are making good progress.”

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Our Home Learning is project based, available on line and designed to encourage creativity and pushing the boundaries of capability for all the students.

Home Learning is set according to the cycle visible on our website and is also available on Edulink.

We have developed technology within the school to enhance teaching and learning opportunities. The technology available to us allows access to curricular resources

as well as information both in school and at home.

Grade cards are issued termly for every student showing the progress being made against aspirational targets.

A large majority of lessons are either good or outstanding. The school can point convincingly to a clear trajectory of improvement at each key stage and we focus on always recruiting the very best staff who share in our ethos.

Communications with parents regarding academic ability are complimented with regular consultation evenings and learning evenings. These focus on transition periods to ensure that we work in partnership to enable full and robust communications.

All students are encouraged to do their very best and work towards exceeding their aspirational targets based on prior attainment.

Behaviour and Uniform

High standards of behaviour and uniform are insisted upon and once again your support with this is much appreciated.

We have a firm but fair approach to discipline; the individual needs of children are taken into account but there is absolute clarity as to what our expectations are and what we insist upon. Disruption to learning is not tolerated and our code is visible in all classrooms and reinforced across the school.

The rewards system motivates success and once again parents are involved in this process as they can access this information on Edulink.

There are no raised voices in the school, visitors comment, as did Ofsted, on the warmth and friendliness of our students, which is all conducive to successful learning.



“Relationships are exceptionally positive and characterised by mutual respect.”

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“Staff successfully ensure that students behave very well, both inside and outside the classroom.”

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Caring for our Students

Our pastoral support systems are incredibly strong and designed to ensure that even in a large school environment, your child is known as an individual and is responded to accordingly.

On entry to school all students have a tutor that will stay with them as they progress through the school, they are your first port of call should any issues arise. The tutor system is supported by Directors of Learning and Senior Learning Managers, who are responsible for the day to day running of the year group and who, for example, run assemblies, monitor learning and manage behaviour.

We have a creative approach to ensuring we equip students with the skills necessary for learning including, for example, accessing appropriate support from external agencies and using other tried and tested support mechanisms such as a bespoke life skills programme.



Year 6 into Year 7 Induction

Every effort is made to ensure that our new Year 7 students arrive at their secondary school in September secure and ready for learning.



We have a school counsellor, our own outreach worker and mental health support through the trailblazer initiative. We are proud that our provision is noted for its inclusivity as well as its robustness.

As with all we do here, any decision regarding a strategy to support your sons and daughters will involve you as parents.

The transition process starts once you have received your offer letter. Every child is visited in their primary school to ensure that we get to know all we can about your sons and daughters including special talents, likes, dislikes, friendship groups etc. There are two opportunities in the summer term for new parents to familiarise themselves with their new secondary school including breakfast with the PTA to settle any new parent nerves.

settle nerves making room for all exciting learning opportunities to be embraced.

During the first term there are numerous events and opportunities for parents to meet with tutors, new staff and attend informal evenings such as Q & A sessions with the leadership team.



Miss M Pounnas
Director of Learning
for years 7 & 8



Mrs S Bailey
Pastoral Admin
Support for years
7 & 8

“Leaders, including governors, have helped to establish a culture in which students’ safety is everybody’s responsibility and a top priority. Staff, parents and students are rightly confident that students are well cared for at school.”

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“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



Post 16 Learning

Our flourishing Post 16 provision goes from strength to strength with increased numbers and some remarkable outcomes with students studying at Russell group universities and in some cases, full time employment.



Operating within our consortium there are over 30 A-Level subjects to study from, including a variety of vocational pathways that can also lead to tertiary study.

Post 16 students play a big part within the school community. They support and mentor younger students whilst receiving community points which support UCAS applications and CVs.

As with other transitions parents are also supported as students move from GCSE into the rigours of A-Level teaching. Study evenings are in place to support all, and there are also regular information evenings to provide clarity around the university application process and financial implications.



Our pastoral care at Post 16 focuses very much on preparing students to manage the demands of university or the world of work so that the pitfalls of everyday life can be avoided.



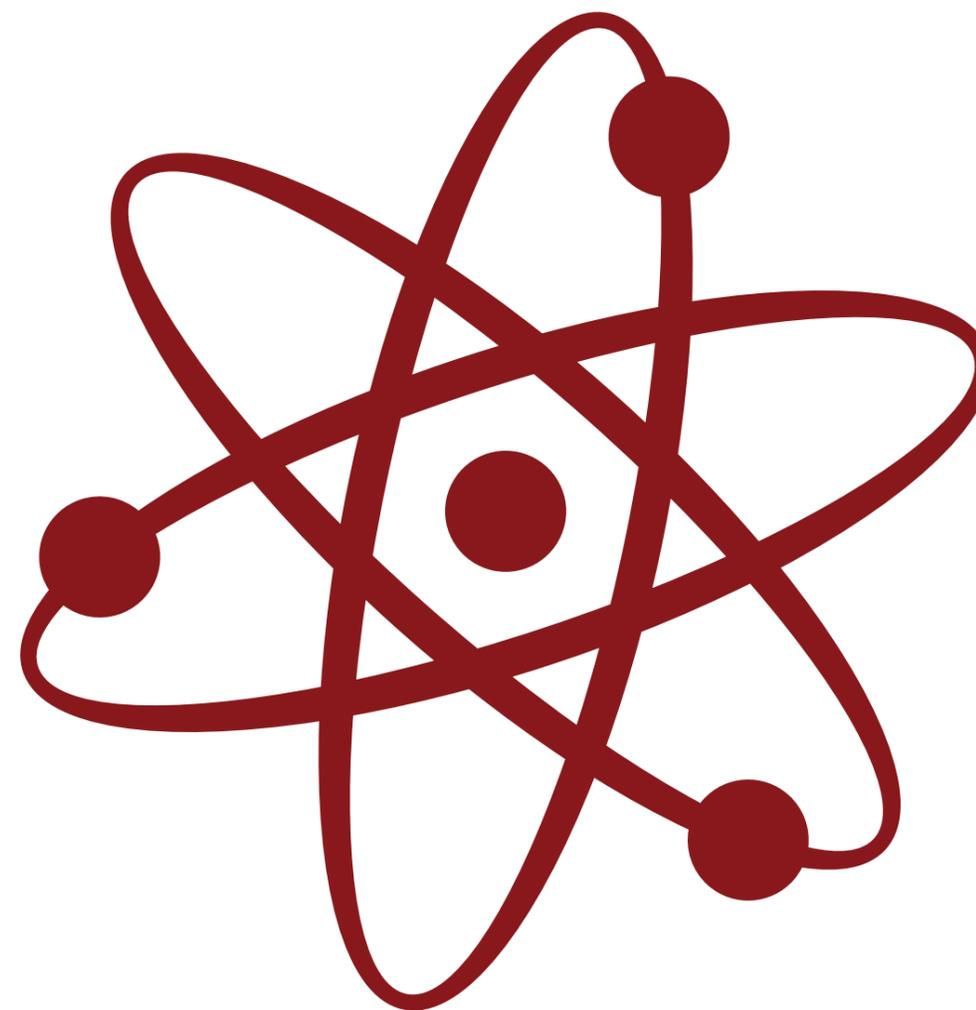
Cambridge trip



“Students appreciate the guidance about applying to university, entering the workplace or securing high-level apprenticeships; they say it is useful and motivates them.”

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Should you have any further questions regarding our Post 16 provision, please feel free to contact our Head of Post 16, Mr Atterton on 01727 731371.



“Governors share your commitment to provide the very best education and care for students and provide you with strong support.”

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On our school website you will find detailed information about the subjects available in each faculty. You can use this QR code or the link below to access this information:

<http://www.themarlboroughscienceacademy.co.uk/OpenEvening>





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