



# 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.

Our values, Courage, Endeavour, Dignity, Kindness and Compassion underpin all that we do to ensure that our students face their worlds with self-efficacy and a strong sense of self identity.



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](mailto: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.”



“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.”

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# Shaping Futures

# Curriculum Intent Statement

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

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



Here at Marlborough, we are insistent on asking the key questions “will this improve the provision for our students?” and how does this reflect our values?

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. We understand the impact that artificial intelligence is going to have on future job prospects, and as a consequence review and re-design our curriculum every year.

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.
- Underpin our values
- 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.”

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# 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.’”

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

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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.

We are also working towards achieving Character Accreditation and our scholar programme links Key Stage 3 students with PHD graduates to open up a whole new world.



“You remove any barriers that might prevent disadvantaged students from engaging in all that the school has to offer. As a result, these students participate fully in the life of the school.”

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# 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 challenging international expeditions. 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. Whilst Covid has taken its toll, I am delighted to see the world opening up again to our students.



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

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# Student Voice



Jenna Hutton  
Student 2015 - 2022  
Head girl for 2021 - 2022

Student Voice underpins much of what we do here. Our Student Leaders play a key role in presenting whole school 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.

My years at Marlborough have been filled with compassion, endeavour and opportunity. Opportunities to learn and grow and to develop the confidence to pursue my future in Law. I am proud to say that I have grown up in Marlborough under the caring and enthusiastic eyes of the teaching and pastoral teams. I have been taught in academically challenging, engaging supportive lessons that I am proud to say have made me intellectually curious. As I look back on my time at Sixth Form having studied English Literature, Politics and Art; I have realised that these are all now more to me than just A-level subjects, they are lifelong interests and have provided me with a chance to life in greater depth. I will be forever grateful for my education here at Marlborough; it has helped shape me as a young adult who feels ready and prepared to take on my next challenges.

Marlborough's broad curriculum offers academic subjects for everyone, and simultaneously offers an extensive range of extra-curricular activities to harness students' interests. No matter what a student wishes to excel in, there is always something in place or somebody on hand to help inspire a students' passion, with the expertise, reassurance and support that is necessary when students are taking things to the next level.

Outside of the classroom, I have had the chance to take part in many sporting, cultural and artistic opportunities. Trips to China, Belgium, and Italy, being part of the editorial team for The Mo

(our school magazine), participating in the Duke of Edinburgh Award and being part of numerous sports teams have all been part of my education. I feel incredibly lucky to have had such immersive and inspiring experiences throughout my Marlborough journey; they are memories I treasure!

After leaving Marlborough, I will read Law at University. Throughout the UCAS application process, the careers advisors and members of staff offered extensive guidance and advice allowing me, and my peers to choose the right path for our own futures. I am excited to continue my education as an undergraduate but can't help but feel sad that my time at Marlborough is nearly at an end!

The accommodating, friendly, and kind environment here is second to none. Since joining it has been unequivocally clear that the Marlborough community is a family; students and staff work in collaboration to achieve the best we possibly can. Marlborough is an excellent school and I will always be grateful for my time here. Similarly, I will forever remember the staff who have inspired, encouraged, and taught me not only how to learn but to build a lifelong love of learning.



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# 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, extraordinary!



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

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# Academic Excellence



“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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There is no doubt that the world of work, use of technology and indeed confidence of young people has shifted. As a response our methods of assessment have been reviewed, with the introduction of assessment of important skills like communication, creativity, independence, and the ability to work as a team.

Much of our communications with parents and students is done using technology and we have overhauled our Home Learning policy making

it increasingly fit for purpose to enhance school learning and improve academic rigour.

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.



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# 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 real time. Our rewards are also linked to our values.

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.

Our pastoral team is headed up by Mr Eve, Deputy Head, and is more than ably supervised by a strong and impressive team.

Our commitment to safeguarding is exemplary; you have furnished us with your children's academic and social/emotional development, we will always ensure that the systems, personnel, and structures are in place to support this.

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.



We have school counsellors, our own Outreach Worker, mental health support through the trailblazer initiative, as well as a Family Engagement Worker. 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/carers; always!

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.

We have a summer school for all students in the first week of the holidays. It is a great way for students to get to know the school and each other. This is followed by a full induction tutor based programme in September, which once again is designed to

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  
Associate Leader



Mrs S Bailey  
Pastoral Admin  
Support for years  
7 & 8

“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.”

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# Post 16 Learning

Our flourishing Post 16 provision, which operates within its own block, goes from strength to strength. We have increased numbers and some remarkable outcomes with students studying at Russell group universities and in some cases, full time employment or apprenticeships.



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. Our careers programme starts in year 7.



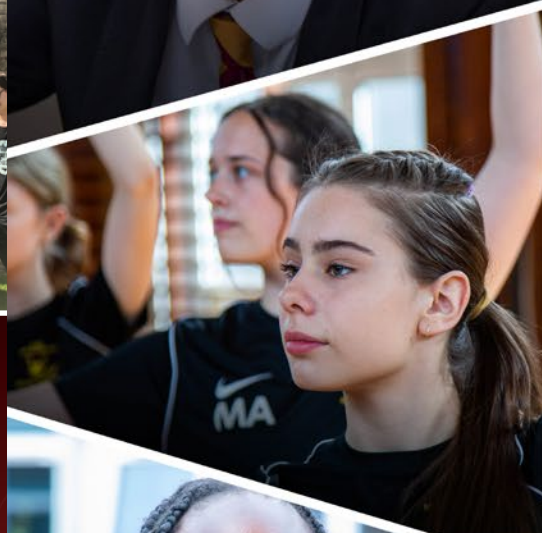
Cambridge trip



“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 731 371.



## The Marlborough Science Academy

Our values create and underpin our ethos, launching well rounded, good young people into society ready to cope with and excel in all that they do.

Our values ensure and secure a vibrant community in which to flourish. Central also to all we do, is the encouragement and promotion of aspiration for staff, students and parents.

If we all believe we can be the absolute best we can, within and outside our capabilities, together we can make learning irresistible.

### DIGNITY

'Manners maketh man'. We always conduct ourselves with honour and self-control, we reinforce the importance of good manners and value and respect ourselves and our community.

### KINDNESS

Being kind to one another, inside and outside of our community creates a much more harmonious atmosphere for enjoyable learning. Kindness starts at home and is reinforced in school, it is crucial to our success.

### COMPASSION

We care for and support our entire community, removing barriers to learning underpins everything we do. Encouraging us all to be tolerant of others, helps to build life skills for future success and harmony.

### COURAGE

We are brave, our school takes considered risks to ensure we are doing what is best for our children and their futures.

### ENDEAVOUR

Hard work in an environment that cares and offers fabulous opportunities will always pay off whatever context you find yourself being part of or aspiring to.







The Marlborough Science Academy  
Watling Street, St. Albans, Hertfordshire AL1 2QA  
Telephone: 01727 856874 | [www.themarboroughscienceacademy.co.uk](http://www.themarboroughscienceacademy.co.uk)

Headteacher: Ms A F Thomson

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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 above to access more information about The Marlborough Science Academy: [www.themarboroughscienceacademy.co.uk](http://www.themarboroughscienceacademy.co.uk)