



The Marlborough
Science Academy
'shaping futures'

Open Evening Information 2019-20





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Open Evening Information

Thursday 19th September 2019

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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 vibrant 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 February 2018 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 2018 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 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 the school on 01727 856874 and they run from 23rd September, on a Monday and Wednesday, 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

Please see below some feedback parents of students after joining us in Year 7

'... thank you all for making the transition process seem so effortless for our son, who incidentally came from a very small primary school and was the only child to attend from his school. From that first extra visit you arranged in your school for him to meet other students who were also coming to Marlborough alone, (it) gave him such a sense of relief we cannot thank you all enough. Your summer camp and transition programme has again highlighted Marlborough is a wonderful school to attend. Thank you Miss Pounnas Ben is truly lucky to be part of the school. Mrs C

'A message to Miss Pounnas and her Year 7 team for showing us just how much each student is an individual child and taking time to ensure all the worries any child may face whilst transitioning is being dealt with quickly and effortlessly. As new parents to the secondary system we were a little reserved about communication and support at such a large school but all I have to say is well done and thank you!' Joshua's mum

Thank you for all your hard work over these first two weeks settling our new year 7 in ... Anna is thrilled to be at Marlborough and is already making so many friends. She is really looking forward to every aspect of school life which has truly confirmed to us the Marlborough was our first and best choice for her Secondary education. Many thanks again, Mrs G



Year 13 Student Destinations September 2019

The vast majority of our students go to University after completing their A level studies. A growing number of students access high level apprenticeships whilst others decide to join the work force.

A sample of courses and destinations are below:

Birmingham	Biochemistry
Brighton	Politics, Philosophy and Ethics
Brighton	Law
Bristol	Chemistry
City, University of London	Aeronautical Engineering
Goldsmiths, University of London	Media
Goldsmiths, University of London	Journalism
Hertfordshire	Paramedic Science
Kingston	Forensic Psychology
London College of Music	Music
Nottingham	Accountancy
Nottingham Trent	Business Management
Nottingham Trent	Fashion Design
Portsmouth	Psychology
Queen Mary, University of London	History
Sheffield	Journalism
Southampton	Politics
St Mary's	Primary Teaching
Surrey	Computer Science
Surrey	Law
Westminster	Bio-Chemistry



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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 more than a school, we are a community. A community that holds fast to inclusivity, celebrating difference but united by our shared values and ethos. We believe everyone's voice should be heard and represented within the school through the school parliament or 'Student Voice'. 'Student Voice' is a network of students elected from each year across the school who meet regularly to discuss upcoming events, acknowledge the hard work of students who deserve praise and suggest and discuss new ideas. As Heads of School, it is our honour to be the bridge between students and staff and to ensure our school continues to be the best version of itself it can be.

In our role as Heads of School we believe passionately about mental health and breaking down the stigma around it. We feel it is our duty as Heads of School to promote and support this important agenda, to make sure students know that they are not alone, get the help and support they need and feel valued and equal in our community. We are pursuing a number of initiatives, such as the introduction of drop-in surgeries where students can discuss their issues in confidence in a comfortable and relaxed environment and introducing mindfulness techniques into everyday school life. Furthermore, we will be raising awareness by promoting positive mental health in assemblies and also help educate students on how they can identify and support their friends who may be suffering.

The future health of our planet is of critical importance and we are determined to play our part by making our school more environmentally-friendly. We plan to promote alternatives to single-use plastic within school, starting by providing environmental alternatives to plastic water bottles to kick start this initiative we will be planning a house competition, to design a new reusable school water bottle for students to sell with the PTA.

We appreciate how important making choices about secondary school are and how daunting it can be. Our aim as Heads of School is to help promote a unified and compassionate student body. We want to support this through a 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.

The Marlborough Science Academy is a great place to grow and be nurtured and we are all living testimony of this. We want every student to have an enjoyable, fun-filled and rewarding experience at The Marlborough Science Academy where they can achieve more than they ever thought possible in a safe and stimulating environment.



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Tours of the School - 2019

9.15am	Monday 23 rd September
9.15am	Wednesday 25 th September
9.15am	Monday 30 th September
9.15am	Wednesday 2 nd October
9.15am	Monday 7 th October
9.15am	Wednesday 9 th October
9.15am	Monday 14 th October
9.15am	Wednesday 16 th October
9.15am	Monday 21 st October
9.15am	Wednesday 23 rd October

Places can be booked by telephone on 01727 856874.

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.



Admissions 2020/2021

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 2020 is 212. 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. Children looked after and children who were looked after but ceased to be so because they were adopted (or became subject to a Child Arrangements Order or a 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. Governors will decide the outcome of all social/medical applications.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

• ¹ All 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 <http://www.hertfordshire.gov.uk/admissions>



- ² All professional evidence supporting the medical/or social application must be sent to the school.
- ³ Children 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.”

- ⁴ Children 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.
- ⁵ Distance 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 advise 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 2020 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.

Jane Walker-Smith
Chair of Governors
February 2019



Supplementary Information Form Application for Year 7 Entry - September 2020

If you wish to apply for admission to The Marlborough Science Academy for Year 7 in September 2020, you **MUST** submit an application form to Hertfordshire Admissions. You can do this online at www.hertfordshire.gov.uk 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 Admissions Secretary by 31st October 2019. This is not compulsory and has no bearing on whether or not you are offered a place, it is simply to support our record keeping. Thank you.

Child's Forename(s)	
Child's Family Name	

Current School / Primary School	
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Date of Birth:	___/___/_____	Sex (M/F):	
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Home Address (including Postcode)

Parent/Carer
Forename: _____ Surname: _____
<i>Please circle*</i>
*Title: Mr / Mrs / Ms / Miss / Dr. / Other: _____
*Relationship to child: Mother / Father / Step Parent / Guardian / Carer / Other
Other please state: _____

Telephone Number/s	_____
Email Address	_____

Please continue overleaf



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Please provide details of you are applying under either of the rules below:

Rule 2 - Social and Medical – please attach further information

Rule 4 – Children of staff

Full definitions of these rules can be found on our school website under Admissions

Signed..... Dated

**Please send this completed form to:
The Admissions Secretary,
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
SLT Internship	Ms H Redfern – Lead Practitioner/Head of KS3 and Enrichment in English/Primary Liaison Miss G Smith – Head of Mathematics Faculty
Associate Leader	Mr S Salih
Associate Leader i/c VLE/Home Learning/e safety	Mr J Rutherford
Associate Leader i/c Literacy	Ms E Jones
Lead Practitioner i/c NQT Training and classroom cover	Ms J Bustin
Lead Practitioner i/c PSHCEE, Careers and student leadership programme	Mrs M Rutherford
Director of Finance and Resources	Mrs D Dean

Heads of Faculty

Arts and Technology	Mr S Salih
English	Ms E Jones
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
Ms J Bustin – i/c Art/Lead Practitioner
Mrs A Cuell – Technology
Mrs A Day – Drama
Miss D Douglas – Technology
Mrs L Dyde – i/c Music
Mr I Ferguson – Technology
Mrs C Griggs – i/c Drama/Gifted and Talented
Mr J Griggs – Drama/Assistant Headteacher i/c
Student Welfare, Behaviour and Standards
Mr D Hogan – Technology
i/c World Challenge
Miss L Leggatt – Art
Mr S Lewis – Film Studies/Media Studies
Miss A Rickman – Art i/c Photography
Mrs M Rutherford – Art i/c PSHCEE, Careers
and student leadership/Lead Practitioner
Mr P Szabo – Technology
Mrs S Gargrave – Technology Technician
Mrs J Smith – Art Technician
Mr T Smith – Technology Technician
Mr L Scurr – Music Tutor

Business Studies

Mrs N Golds – i/c Business Studies
Mr R Green – Business Studies/IT

English

Ms E Jones – Head of Faculty/Lead Practitioner
Mrs S Baker – Engagement Curriculum
Coordinator
Miss K Branagan
Miss R Chapman – Trainee Teacher
Mrs F Duncan
Miss S Fogarty – Engagement Tutor
Mrs E Metson
Miss E Mitchell

English (contd.)

Miss H Murphy – Senior Learning Manager
Year 9
Ms H Redfern – Lead Practitioner/Head of
KS3 and Enrichment in English/Primary
Liaison
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 – i/c Geography
Mrs S James – i/c Geography (Maternity
Leave)
Mrs A Keat – Geography
Mr B McFadden – Geography
Mr A Pressland – i/c History
Mr J Schreiner – Geography/History
Miss E Warr – i/c Philosophy and Ethics

ICT

Mr J Rutherford – Head of Faculty/Associate
Leader
Mr M Rahman
Mr R Green – IT/Business Studies

Mathematics

Miss G Smith – Head of Faculty
Mrs AM Afford – i/c/ KS4
Mr P Agbanyo
Ms E Ahrens-Winter
Mrs J Greenwood
Mrs D Gustafson – i/c STEM/Numeracy
Miss E McLaughlin – Trainee Teacher
Miss M O'Neal
Mr A Stanton – Assistant Headteacher



Mathematics (contd.)

Miss A Sutton
Mrs AL Thompson – i/c KS3
Mr F Topan – Trainee Teacher

Modern Languages

Mr K Henshall – Head of Faculty
Mrs I Vitale
Mrs G Jubb
Mrs M Morrissey

Physical Education

Mr C Packard – Head of Faculty
Miss H Arrol
Miss H Fox
Mr J Ivory
Miss K Shaw
Mr R Vivian – i/c House System

Science

Mr D Eve – Assistant Headteacher/Head of Faculty
Mr T Akintola
Mr R Armstrong
Ms C Curtis – Psychology
Miss E Frost
Mrs S Laing
Mrs V Leinster
Mr J Milne – i/c Biology
Miss L O'Krafka
Mr P Riley
Mr K Takyi-Amuah
Miss R Yasin – i/c Chemistry
Mr S Gordon – Senior Technician
Mrs T Greenidge – Technician

Specialised Learning

Mrs S Robinson – Head of Faculty
Ms S Ahmed – Assistant Teacher

Specialised Learning (contd.)

Mrs W Aylward – Intervention and Inclusion Officer
Mrs A Day – Assistant Teacher - Rapid Progress/SEN
Mrs S Chatterjee – Assistant Teacher/EAL
Mrs N Mitchell – HLTA
Mrs C Platt – Assistant Teacher
Ms M Pounnas – Teacher/Director of Learning and Transition Key Stage 3
Miss S Prince – Assistant Teacher
Mrs T Skeggs – Pastoral Admin Support
Mrs F Westgarth – Assistant Teacher

Learning Supervisors

Miss E Fulham
Miss A Gray
Miss E Hayes
Mr S McCarthy

Learning and Research Centre

Miss E Broad – Reprographics Manager
Mrs S Nixon – LRC Manager and Marketing Officer
Mrs L Wood – LRC Assistant/Displays

Home School Attendance Improvement Officer

Mrs A Bryan

Pastoral Managers

Ms M Pounnas – Director of Learning and Transition Key Stage 3
Miss Murphy – Senior Learning Manager Year 9
Miss L Eastwood – Learning Leader Year 10 and 11
Mr R Atterton – Assistant Headteacher/Director of Learning Year 12/13



Administration

Mrs S Bailey – Pastoral Admin Support
Mrs G Battams – Sixth Form Secretary
Mrs S Blackburn – Admissions Admin Assistant
Mrs S Boyce – Receptionist
Miss L Bullock – Intervention Co-Ordinator
Mrs D Dean – Director of Finance and Resources
Mrs L Eke – School Counsellor
Miss K Freeman – Lead Pastoral Admin
Support/Attendance Assistant
Mrs C Garman – School Academic Reporting
Assistant
Mrs E Hicks – Reintegration Room Supervisor
Mrs M Kaur – School Counsellor
Mrs S Milton – Admissions Admin Assistant
Miss S Roberts – Finance Officer
Mrs J Salvietto – PA to Headteacher
Mrs K Sen – Finance Assistant
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 – HR Admin and Cover Manager
Mrs S Warren – Lettings Coordinator/Finance
Assistant
Mrs J Whitmore – People Manager
Mrs J Wiles – Clerk to the Governing Body

ICT Support

Mr D Parmar – Network Manager
Mr M Yeromenko – IT Technician

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



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 Intent

Our curriculum at Marlborough is a dynamic, carefully crafted and student centred provision that we believe 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 opening up the world and the opportunities 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 reviewed annually 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.



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 study the core curriculum. This includes:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- Philosophy and Ethics (non-examined)
- PSHCEE/Careers (non-examined, taught through the curriculum and special events)
- Sport (non-examined)

In addition, students follow one of our four pathways:

- Atom
- Electron
- Proton
- Neutron

This enables them then to have a number of optional choices.

Students are allocated a curriculum pathway based on their progress and current levels of attainment in their core subjects, and through discussion with the respective Heads of Faculty to ensure that they have the best opportunity to succeed.



Curriculum Pathways

The Atom Curriculum

Students on the **Atom** Curriculum will be studying the core and be able to choose four more subjects including: a Humanities subject, a Language plus two other further subjects from block 3.

Atom			
Core 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 and Design• Art and Design: Graphic Design• Art and Design: Textiles Design• Business Studies• Child Development• Classical Civilisation• Computer Science• Construction• Dance• Drama• Engineering• Food and Nutrition• Media Studies• Music• Philosophy and Ethics• Physical Education

This pathway follows the English Baccalaureate (EBacc). This is not an additional qualification but is a suite of courses that are studied to GCSE and must include English, Language and Literature, Mathematics, Science, History or Geography and a language. Some universities view the English Baccalaureate as favourable and it may therefore help students when applying to the Russell group of universities in particular.

Students need to have studied Spanish 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.

It may also be possible for students to study two Humanities subjects, for example History and Geography.



The Electron Curriculum

Students on the **Electron** curriculum will study the core. In addition they will be able to choose one option from Block 1, either a Humanities or Language option, plus two further subjects from Block 2.

Electron		
Core 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 and Design• Art and Design: Graphic Design• Art and Design: Textiles Design• Business Studies• Child Development• Computer Science• Construction• Dance• Drama• Engineering• Food and Nutrition• Geography• History• Media Studies• Music• Philosophy and Ethics• Physical Education

It may be possible for students to study two Humanities subjects, for example History and Geography.

If students wish to study the English Baccalaureate they can choose a Language in block 1 and then a Humanities subject in block 2.



The Proton Curriculum

Students on the **Proton** curriculum follow the core. In addition they will be able to choose three more subjects including a Humanities subject, plus two further subjects from block 2.

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 and Design• Art and Design: Graphic Design• Art and Design: Textiles Design• Child Development• Construction• Dance• Drama• Engineering• Food and Nutrition• ICT• Media Studies• Music• Philosophy and Ethics• Physical Education

It may be possible for students to study two Humanities subjects, for example History and Geography.



The Neutron Curriculum

Students on the **Neutron** curriculum follow the core. In addition they will be able to choose two further subjects from Block 1.

Neutron	
Core Subjects	Block 1 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 <p>In addition all students will follow a study support programme:</p> <p>Students will develop life skills to support them with their learning and prepare them for their futures.</p> <p>They will also take the BTEC ICT course, see page 40. This is a level 2 qualification equivalent to a GCSE.</p>	<ul style="list-style-type: none">• Art and Design• Art and Design: Graphic Design• Art and Design: Textiles• Child Development• Construction• Dance• Drama• Engineering• Food and Nutrition• Hairdressing and Beauty Therapy• Media Studies• Music• Philosophy and Ethics• Physical Education



In addition:

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.

Cadets – this is available for students following any curriculum pathway

Students will have the opportunity to be involved in an Army Combined Cadet Force. We have a Marlborough detachment that meet on a Friday evening, 3.30pm to 6pm at St Albans Boys School.

In an article in the Herts Advertiser St Albans MP Anne Main pressed Defence Secretary Gavin Williamson to encourage the creation of Cadet Groups in schools. Following the debate she said that she was glad to have raised the importance of the cadets with the Defence Secretary and was"pleased he too appreciates the role they play in a young person's development." She went on to say that she has ..."always respected the teaching, discipline and structure that CCF training can give to young people..." We would totally agree with these sentiments, getting involved with this programme offers fantastic opportunities and develops all those skills I spoke about previously.

When asked what they enjoy most about the cadets our students say 'making new friends and learning new skills', 'Winter Camp, as we got to fire an actual rifle that is used by the army' and 'exercises in section attacks, scouting and combat first aid.'





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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

Biology

Business Studies

Chemistry

Classics

Computer Science

Design and Technology -

Product Design

Drama

Economics

English Literature

Film Studies

French

Geography

German

Government and Politics

History

Mathematics

Media Studies

Music

Music Technology

Performing Arts

Philosophy and Ethics

Photography

Physics

Psychology

Sociology

Sport

Further Mathematics





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, Kew Gardens, 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 worked with the Curwen Print Centre, Cambridge allowing our students to work in a professional print setting. We encourage students to attend life drawing at Hertfordshire University.



Business Studies



Curriculum

NCFE Level 1/2 Technical award in Business and Enterprise is offered as an option at KS4, encouraging students to consider the practical application of business and economic concepts. The course is assessed through 60% project and 40% 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.

In addition, at Post 16, the faculty offers the Level 3 AQA Applied General Business course. It is a more practical, applied approach to business concepts and enables students to achieve a qualification through the use of both internal (50%) and external assessments (50%).

For Post 16 Business Studies courses it is useful to have studied Business Studies at Key Stage 4 however this is not essential.



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, moved onto a college of further education or have entered employment in a specific area, for example accounting or marketing.



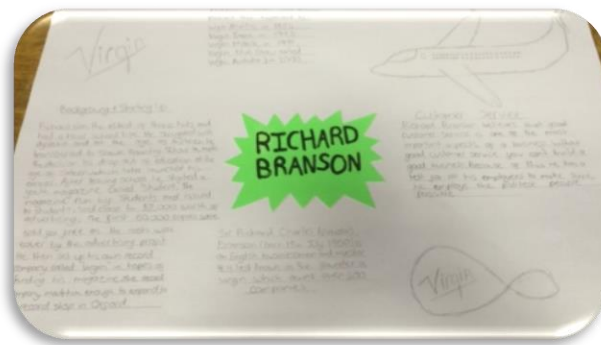
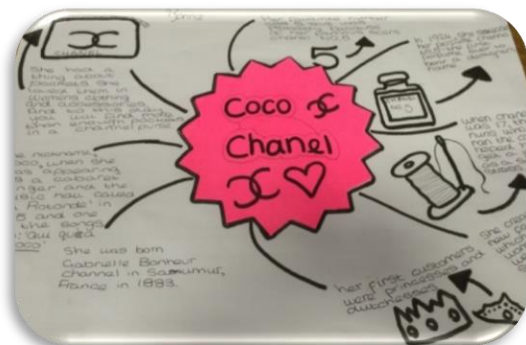
Gifted and Talented

The Business Faculty run an annual Game Changers 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.





Classical Civilisation



Classical civilisation is an exciting option offered at Key Stage 4 and 5. 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 at GCSE.

Curriculum

Many students choose Classical Civilisation due to a love of the mythology of the ancient world, and so the Myth and Religion topic at GCSE 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.

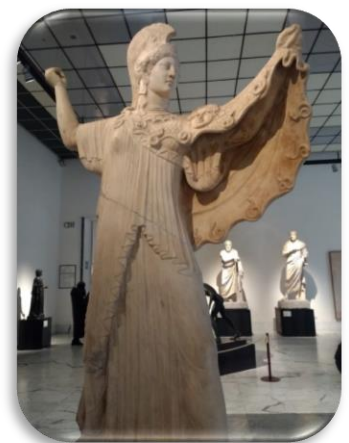
Students also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of archaeological 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 including 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 residential trip to Rome and Pompeii so that the students can experience their studies in classical civilisation first hand. We are also running a trip to Greece this year to compliment the Greek topics for the new GCSE and A Level. We will be visiting sites such as Athens, Olympia and Delphi to name a few.





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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 BTEC 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

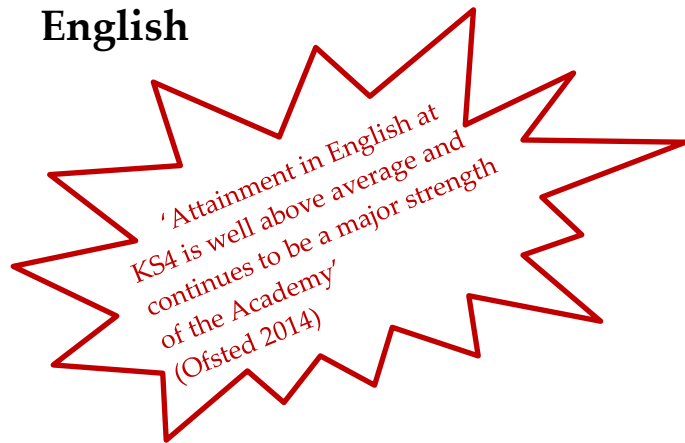
Extra-curricular drama is very much encouraged. We hold an annual School Production and in the last few years we have performed 'Aladdin', 'Bugsy Malone', 'We Will Rock You', 'Sweeney Todd', 'The Lion, the Witch and the Wardrobe', 'Beauty and the Beast' and 'School of Rock'. The productions are a popular 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



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 72% of students achieved grades 9 - 4 in English Language/Literature and 53% achieved a grade 9 - 5, an achievement of which we are proud. Our improved results are a testament to the hard work and dedication of our staff and students. The Faculty encourages 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 testing 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 and musicals.

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

- Classics
- 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 start to develop the skills and terminology 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. They investigate historical, political, physical and cultural issues, which help them to appreciate the current state of the world and therefore enables them to comprehend 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. Students also develop a range of mapping skills, data interpretation and presentation techniques in preparation for GCSE.

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 dynasties, 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, analysing the causes of events and judging their significance.

In **Philosophy and Ethics** learning begins with in-depth studies of the six main world faiths and helps students to 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 Health in Britain since the medieval period, Elizabethan England, the USA from 1920-1973 and inter-war international relations 1919-39. In Religious Studies, students study the beliefs and practices of Christianity and Islam in detail, as well as a range of themes including Relationships and Families, Religion and Life, Religion, Crime and Punishment and Religion, Human Rights and Social Justice.

At A level, Geography includes studies of dynamic landscapes and dynamic places, and cover a range of curriculum topics from health and human rights to the carbon cycle and climate change. 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, including the proportion of students reaching the top grades. 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.



Year 9 and 10 students at
Sanctuary Wood Trench Museum



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.



Year 9 and 10 students at the Thiepval Memorial

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 Devonshire Coast to complete their studies.

Further afield, there have been trips to China in 2016, 2018 and again next year in 2020. World Challenge expeditions to Honduras (2013), Ecuador and the Galapagos Islands (2015) and Costa Rica (2017), and Laos, Thailand and Vietnam in (2019) were a fantastic experience. GCSE students went on a tour of the WW1 battlefields in Belgium and France which will again run in 2020, and there were very successful visits to Rome and Pompeii in 2017 and 2018. Next year students are going to visit Athens, Delphi and other ancient sites in Greece. A trip to Berlin is also planned for the future.

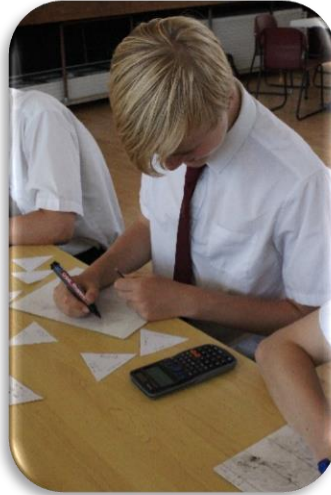
The faculty is also very proud to offer extra-curricular opportunities in school, including Latin lessons, History Club and Classics Clubs which students are welcome to attend and contribute to. There is also an Environment Committee which is part of the School Parliament.



Year 10 and 11 students in Pompeii



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

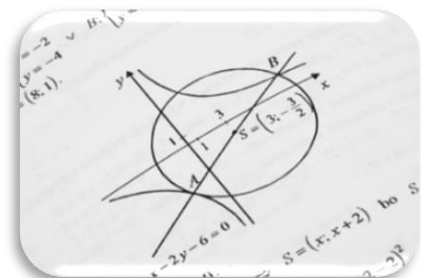
It is our aim that all students leave Marlborough with a GCSE in Mathematics, and a love of learning and solving mathematical problems. Students who need more support to reach their full potential are timetabled additional mathematics lessons to help them prepare fully for their examinations.

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. Home learning is set using EduLink and this is also used to communicate home information about examinations and support materials on the lead up to Pre Public Examinations.





Results in 2019

A level: 50% A* - B grades
67% A* - C grades

GCSE: 8% Grade 9 to 7
44% Grade 9 to 5
65% Grade 9 to 4

Extra-Curricular

Our extra-curricular provision includes:

- 'Kidzania' trip during "Maths week" (Year 7)
- UKMT Maths Challenge (Top mathematicians in all year groups (Junior, Intermediate and Senior))
- Primary schools maths quiz – (year 7/8 students support with running the event)
- Year 10/11 KS4 quizzes with Heathlands School
- Bletchley Park trip (year 9 Game changers)
- Complex coding (year 9 Game changers)
- Coding masterclass (Year 8)
- Architecture skills workshop (Year 10)
- Maths in Action lecture (Year 12 and 13)

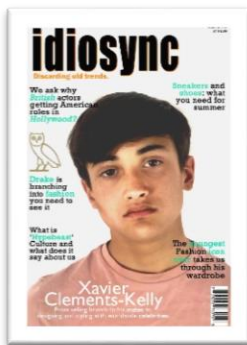




Media

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.





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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 GCSE Pre Public Examinations.

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

Post 16 – 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 are:

- Year 7 Christmas market to Lille in France
- Year 8 Paris Disneyland
- Key Stage 4 study trip to Andalucía in Spain and Normandy in France





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 clavichords, 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:

Flute, Clarinet, Saxophone, Violin, Viola, Cello, Double Bass, Electric Guitar, 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.

Achievements

Music is a popular subject at GCSE. 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 "School of Rock" 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



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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 lifes' 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. 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.

More recently Year 12 students have engaged in TEFL training whereby there are able to travel abroad and gain work through teaching English as foreign language.





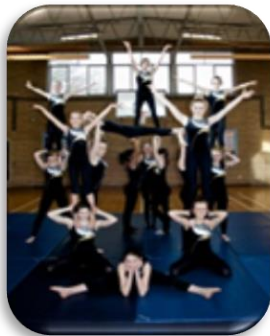
Physical Education



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 and try new activities such as golf, waterpolo, handball
- 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.

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 in Sport.



Achievements

The BTEC Diploma in Sport had fantastic results at Key Stage 5 with students achieving a 100% pass rate. 80% of our students have chosen to go onto university to study sport.

Team successes this year have been the:

- u18 county tennis doubles champions
- u18 county shield rugby runners up
- u15 boys 3rd in county swim competition

Individual successes last year were:

- Oliver Reed was the Year 7 county 200m champion
- Charlotte Forster, Corin Keller, Billy Mardell-Smith and Darcy Moffat all selected for county football squads
- Lauren Caldwell selected for the county athletics squad

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 and trampolining. We enter district and county competitions in all sports and some students go on to District, County and National Trials.



The Marlborough
Science Academy
'shaping futures'

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. 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 are delighted to say that many of them return to their roots from time to time to speak to current students! Our latest Ofsted inspection commented that our Post 16 students "speak very positively about the support that they are given, explaining that their work is interesting and challenging. They say that they are keen to reach their target grades, and know how to do so. This was evident during inspectors' observations of their learning. Students appreciate the guidance about applying to university, entering the workplace or securing high-level apprenticeships; they say it is useful and motivates them."

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 Leadership 4 Life and the 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 pleased to build on other programmes to enrich our students' learning including Arts Award Gold, Sports Leadership and the Extended Project Qualification.



The Marlborough
Science Academy
'shaping futures'

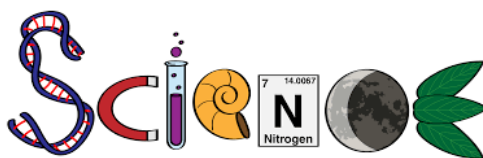
In recent years there have been a number of residential trips to support the learning in subjects for example Media and Photography students travelled to New York, Film students to Berlin and our World Challenge programme is well established recently visiting Thailand, Laos & Vietnam, Costa Rica, Honduras 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.

Our brand new Post 16 Centre, the design of which was determined in consultation with our student parliament, has a dedicated computer suite and will provide an excellent study facility for home learning and preparation for examinations as well as a teaching space for sixth form classes, and a social area with a café.





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 were recently refurbished to produce state of the art science teaching spaces. We have two 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.

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, quench 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 and 8 students follow a two year curriculum with the intent to introduce key ideas, scientific principles and practical skills to prepare students for their GCSE exams. These key ideas of Forces, Waves, Energy, Electromagnets, Materials, Reactions, Earth, Ecosystems, Genes and Organisms map into main topics in the GCSE syllabus to ensure that students are effectively taught a five year curriculum



As a Science Academy we have taken the decision that **Key Stage 4** begins in Year 9 with students in Science following the AQA GCSE Science courses. All KS4 students are taught in separate Science disciplines, with our most able and dedicated going on to complete Single Science GCSEs in Biology, Chemistry and Physics completing 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 (Trilogy) 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 STEM club for Key Stage 3 students each week to encourage and develop students' interest in science and its applications. Students who attend this club experiment further with content studied in lessons as well as exploring topics of their own choice.

Drop in sessions for students who need help with home and class learning along with timetabled yearlong revision classes in the three sciences at Key Stage 4 are also offered. Students are encouraged 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 the last academic year we offered Year 9 and 10 an opportunity to experience a forensic science day and encouraged the whole school community to take part in National Science Week. In 2019-20 we are expanding our enrichment to provide a wide range of opportunities for those students who really enjoy Science e.g. STEM club, residential trip to Amsterdam, a virtual reality tour of the Solar System.





Specialised Learning

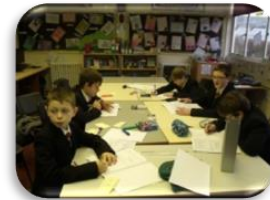
"...all arrangements have been efficiently made and individual students, as well as their parents have been appropriately involved. You have a range of interventions in place for students and when we discuss individuals with learning needs you show detailed knowledge of them." **Educational Psychologist**

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 carers 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. 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 enable 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. Construction, Food Technology, Metal work, Graphics 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, Graphics, Construction, Engineering and Textiles courses. All the courses contain a high degree of non-exam 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/A level) 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 2019

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.

Key Stage 5 Results Summary

All of our students have gone onto study the courses of their choice or employment.

Point Scores

	2017	2018	2019
A-level	26.96 (C-)	28.91 (C)	24.09 (D+)
Academic	26.96 (C)	28.98 (C)	24.15 (D+)
Applied General	34.74 (Distinction)	34.76 (Distinction)	25.0 (Merit)

Year 13 A2 (percentage at each grade)

	Entries	A*	A	B	C	D	E
Biology	22	0	0	9	9	5	27
Business Studies	19	0	11	16	21	26	26
Chemistry	9	0	11	11	11	0	33
Classical Civilisation	2	0	0	0	100	0	0
Computing	10	0	0	10	30	0	50
D&T Product Design	3	0	0	0	0	33	33
Economics	1	0	0	0	100	0	0
English Literature	19	0	11	11	26	37	16
Film Studies	12	0	8	33	33	8	17
Fine Art	7	0	29	43	0	14	0
Geography	14	0	0	43	29	7	7
History	9	0	33	22	11	33	0
Mathematics	7	0	29	14	14	14	0
Media	22	0	5	32	59	5	0
Photography	16	0	6	25	50	19	0
Physics	4	0	0	0	25	25	0
Politics	13	0	0	15	46	31	0
Psychology	39	0	0	10	13	28	31
Sociology	4	0	0	50	25	25	0
Spanish	1	0	0	0	100	0	0
Extended Project	12	0	8	25	17	25	0

Year 13 BTEC (percentage at each grade)

	Entries	Distinction*	Distinction	Merit	Pass
Sports Studies BTEC	5	0	20	60	20



Key Stage 4 Results Summary

Our GCSE results reflect the hard work of our students and there have been some outstanding individual performances.

	2016	2017	2018	2019
Basics 4+ (Standard Pass)	59%	67%	75%	57%
Basics 5+ (Strong Pass)		43%	49%	35%
Attainment 8	42.52	46.02	47.18	41.90

Year 11 GCSE (percentage at each grade)

	Entries	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %
Art	42	38	64	88	100
Biology	63	25	70	94	100
Business Studies	27	15	56	78	100
Chemistry	62	23	55	79	98
Classics	15	27	80	93	100
Computer Science	49	10	25	43	92
Dance	12	0	58	75	100
Design Technology	19	11	53	68	100
Drama	18	17	50	72	100
English Language	196	11	45	69	99
English Literature	192	11	43	64	100
Food Technology	34	24	62	71	97
French	51	12	53	67	100
Geography	86	16	44	57	100
History	92	12	36	52	97
Maths	195	8	44	65	99
Media	49	25	65	82	100
Music	7	43	57	57	100
PE	48	2	27	44	100
Physics	62	10	45	86	98
Spanish	41	10	49	66	100
Textiles	8	25	50	63	100
Science Double	128	1	16	44	99

Cert. in Digital Applications	Entries	A* - A %	A* - B %	A* - C %
IT	21	5	14	91

VTCT	Entries	Dn* - Dn %	Dn* - Mt %	Dn* - Ps %
Hairdressing	4	0	75	100

Cambridge Nationals	Entries	L2D* - L2P %	L2D* - L1P %
Child Development	21	9.5	90.5



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.

We expect all students to conduct themselves with dignity and courtesy at all times, it is of particular importance when representing our school in the local community.

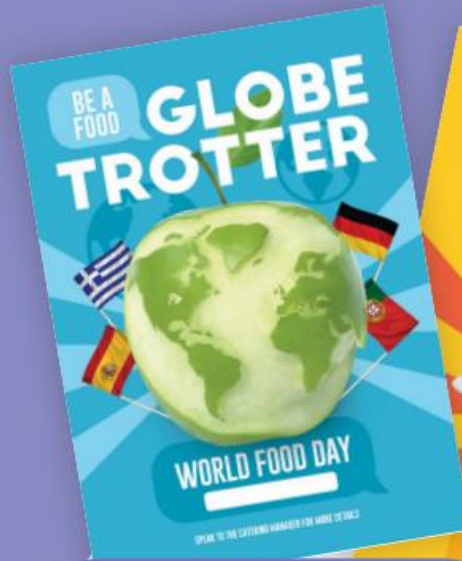


Edwards
& Blake

HELLO!

As your schools catering team, Edwards and Blake, really are at the heart of every meal! We pride ourselves on providing a fresh food experience delivered by our friendly catering team.

Our service is innovative with a high street twist. The restaurant provides a wide selection of freshly prepared food, snacks and hot & cold drinks, coupled with the best service experience in the industry.



OUR PHILOSOPHY IS BUILT ON FRESHLY COOKED MEALS THAT ARE PREPARED FROM SCRATCH EVERY DAY USING THE BEST POSSIBLE INGREDIENTS THAT ARE ALSO LOCALLY SOURCED WHEREVER POSSIBLE.



OUR MENUS

FRESH AND TASTY EVERYDAY

We have a reputation for using only the best, finest quality ingredients. Our dishes contain 95% fresh ingredients.

A BIT ABOUT OUR FOOD

- Marine Stewardship Council fish (MSC) is used, which meets the high standards of sustainability and traceability
- Meals contain no undesirable food additives or hydrogenated fats
- High levels of local procurement of meat, dairy, fruit, vegetables and salads used daily
- Red Tractor (farm assured) meat
- Free Range Eggs
- All menus are seasonally aligned, where possible, to meet the Food for Life standards

our SAMPLE MENU



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Soup of the Day
£1.17

Main Meal Option
£1.94

Vegetarian Option
£1.94

Street Food
1

Street Food
2

Street Food
3

Street Food
4

Hot Dessert of the Day
£0.82

Soup of the Day served with Freshly Baked Bread	Soup of the Day served with Freshly Baked Bread	Soup of the Day served with Freshly Baked Bread	Soup of the Day served with Freshly Baked Bread	Soup of the Day served with Freshly Baked Bread
Sausage and Mash served with Seasonal Vegetables and Gravy	Chick n Mix served with Various Sides	Honey Roasted Gammon served with Roast Potatoes, Seasonal Vegetables and a Rich Gravy	Lasagne served with Garlic Bread and Side Salad	Hand Battered Fish and Chips served with Peas, Tartar Sauce and a Slice of Lemon
Roasted Vegetable Wraps topped with Tomato Sauce and Grated Cheddar Cheese	Vegetable Green Thai Curry served with Rice and Pickles	Roasted Vegetable Lasagne served with Garlic Bread and Side Salad	Homemade Vegetable Burger served in a Floured Bun with Salad and Mayonnaise	Roasted Leek and Cheese Quiche served with Chips
Thai Vegetable Noodles	Chicken Chorizo Pasta	Meatball Pasta	Thai Chicken Pasta	Chicken and Chips
Hot Dog	Spiced Sweet Potato and Red Pepper Flatbread	Chorizo and Sweetcorn Flatbread	Mini Meatball Melt	Sweet and Sour Chicken Bites and Chips
Chicken Tikka and Spinach Flatbread	Chicken and Bacon Wrap	BBQ Sausage and Cheese Wrap	Sweet Chilli Vegetables and Rice Wrap	Fish Fingers and Chips
	Tuna and Cheese Sub	Chicken Burger	Tomato, Mozzarella and Pesto Sub	Battered Sausage and Chips
Sticky Toffee Pudding	Apple and Sultana Sponge	Apricot and Pear Crumble	Chocolate Orange Cake	Pineapple Upside Down Cake

COMING SOON...

THEME DAYS GIVEAWAYS
SEP-DEC POP UP'S
MAKE WAY FOR
YOU SAID WE DID FOOD SAMPLING OFFERS & DEALS
PUPIL SURVEYS
MAKE THEME WEEKS

EAT A RAINBOW HEALTHY TASTE

WHY NOT TRY ONE OF OUR DELICIOUS SALADS TO HELP YOU GET 1 OF YOUR 5 A DAY.
MAKE

FIGHT FOR FISH

By eating sustainably sourced fish, we are helping protect the health of our oceans and the fish that live there.
MAKE