



The Marlborough  
Science Academy  
*'shaping futures'*



**Game Changers**  
at  
**The Marlborough Science**  
**Academy**

**Provision for our Young, Gifted and Talented students**



## What Do Game Changer Days Look Like?

Game Changer Days are a fantastic opportunity for students to extend their studies outside of the classroom. Game Changer Days are open to all students, with the overriding aim of raising aspirations for all.

### Food Game Changer Day

On Tuesday 12<sup>th</sup> July the Food Technology department held the second of their Game Changer days. A group of Year 9 and 10 students made a highly skilled decorated Jaconde sponge on a biscuit base filled with a strawberry mousse and topped with a coulis. A fantastic feat any day, but even more so when you are battling with really high temperatures. What a fantastic day we had in the food room and what a bunch of highly talented students we have. Well done all of you! I was so impressed with every single student. The students clearly enjoyed the day particularly because they got the chance to develop more complex skills with more time to perfect

*"I really enjoyed this Game Changer day because I learnt lots of different techniques when baking"*

**Lois Punter 9EM**



them.



**Mrs Cuell**

## Year 7 Drama Game Changer Day

On Tuesday 12th July a group of Year 7 students had the opportunity to take part in a drama Game Changer day with SASA School of Performing Arts. The students explored physical theatre in the style of Frantic Assembly. They were able to carry out theatre lifts safely within their groups and use it in their final show piece. It was amazing to see all the students engaged and enjoying the workshop.



**Mrs Day**

*I liked the stepping game where you have to keep in sync.*

**Arbel Lifshitz 7MO**



*I enjoyed doing the lifts the most.*

**Charlotte Raynes 7RG**



*I enjoyed learning all of the physical theatre.*

**Giovanna Scaldalai 7MO**

*I really enjoyed how fun everything was but it was very tiring.*

**David Sadie 7MR**



## MFL News

### Big Wheel Theatre Company French Interactive Performance

*"On Tuesday 7<sup>th</sup> July, the French students in Year 10 were treated to a theatrical performance. It was very interesting and gave every student an opportunity not only to have fun, but also to practice and improve their understanding of the language. The performance was a nice break from our usual school routines, and yet still a great learning experience."* **Roberta Otim 10RV**



*"In my opinion, the performance was very inclusive and understandable. On the whole, it was a good performance!"*

**Tegan Ridolfi 10AD**



*"I enjoyed how they interacted with the students and the craziness of the performance."*

*"The show was enjoyable and the people who did it had a very enjoyable accent. The content was entertaining and they did a good job at engaging us."* **Matheus Vieira Coelho 10EF**



*"My favourite bit was the part where I got to participate in the competition."*



*"The performance was very creative and it showed me how communication can be done even without understanding the language. I enjoyed it and was challenged by the language barrier."* **Cosmin Vlad 10RV**



## MFL News

### Freshwater Theatre Interactive Performance



On Wednesday 8th July Year 7 watched the Three Musketeers. It was interactive, funny and enjoyable to watch. The French used was to a level we could mostly understand, but after the language was spoken, it was translated. Multiple characters were played by students, while others did sound effects. Everyone had the chance to say something and everyone was important to the performance. It even included costumes, which helped everyone get into character. Overall I thought it was a great way to educate children while having fun.



#### Rosie Fitzpatrick 7MO



"I really liked getting to play my part. It was a really fun part to play. My favourite characters were maybe the Musketeers or the dad. I think everybody could have had a role. I would recommend the play to my friends because I think they would really enjoy it"

#### Charlotte Raynes 7RG



"I enjoyed how students got to play the characters and how it wasn't in English, but in French."



"I enjoyed the play because I got picked to be a musketeer and my favourite character was the bearded man." **Callum Turner 7LO**

"I enjoyed the play and I liked the final bit the most. I would recommend this to a friend. I liked the way they used the sound for the horse." **Joseph Lobo 7AK**

"The Three Musketeers was amazing. I really enjoyed how it included everybody. My favourite character was definitely the king – he was extremely funny. I would definitely recommend this to everybody" **David Sadie 7MR**



"I enjoyed seeing others perform and learning French language."

"I enjoyed that it was interactive and that the students were able to be a part of the show."



## Textiles Game Changer Day

Design and Technology Textiles hosted a Game Changer day on Friday 20<sup>th</sup> May. We were lucky to have a Fashion Industry Expert take time out of her schedule to join us for the day and work on a project we named 'The Great Marlborough Sewing Bee'.



Students were introduced to the concept of reuse, repair, recycle which they have studied in class and were given items of clothing provided very generously by New Era, to then

deconstruct and reconstruct into new fashion pieces giving them a new lease of life and be completely unique. Students first learnt to measure the body, thinking about proportion and to work out what sizes and measurements to use. They then applied this to garments and began to design their new outfits. We had such a busy day with fantastic innovation and creativity happening. Students were given the opportunity to use both sewing and



overlocking machines learning a selection of simple sewing techniques to transform their chosen garments.



This was a fantastic day to celebrate all things creative and at the end of the day all the students modelled their pieces of clothing and took these home with an extra gift from New Era Caps.



## Year 8 Drama Game Changer Day

On Tuesday 8th February a group of Year 8 students had the opportunity to attend a full day drama workshop, run by SASA Theatre Company, which focused on creating characters using physical theatre. Students were encouraged to explore the different character traits of animals and interpret them in human form.



Photos from the day show how much the students enjoyed working in groups, sometimes with those they had never worked with before. The whole experience allowed the students to boost their confidence in drama while working together. The students really took notice of every piece of advice and guidance given to them with so much positivity.



They put so much effort and passion into the day, they were a true credit to Marlborough and should be proud of themselves

**Mrs A Day**



*"I know more skills like how to move around as that character. It also has given me more confidence."*

## Art and English Picture Book Workshop

Over the course of the last two weeks Year 8 Art and English students have been working with the respective departments to write and illustrate their very own picture books. Once completed we plan to take our young authors and illustrators to a local primary school where they can share their stories.



Mr Theivamanoharan started the two weeks off with a session in the LRC, which first involved students discussing their memories of children's fiction. Students then broke into groups and dissected different children's stories, identifying what techniques writers used to make them so engaging. From there students considered how to plot their short stories, and by the afternoon developed these ideas into living, breathing words. Tales ranged from alien invasions to what it would be like to have dinosaurs for next-door neighbours. The end results were delightful, so too the young people that wrote them.



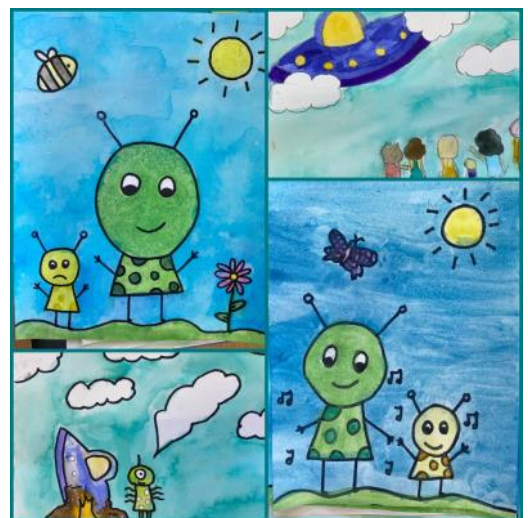
*'I thought the writing was very challenging in the sense that I had to adapt my vocabulary, but easy in the sense that I wasn't having to use such adventurous words.'* **Alfie Lissner 8SK**

Ms Leggatt then took the budding young artists to illustrate their stories. The day started with a discussion on well-known illustrators, their styles and techniques, before moving on to discuss the characters the students had created and how they would describe them.

Brainstorming their descriptions and doodling their characters, the students quickly became happy illustrators taking their ideas into the real drawings. Students completed 5-10 illustrations to support their stories. These will now be made into a picture book by the Art department, before

our students showcase their talents to a local primary school.

*'I enjoyed it a lot. I found it calming and freeing. I enjoyed having a day to just draw.'* **Gabriella Akowa 8RT**





## Primary workshops

Every year we invite some of our local primary schools to come along and watch matinee performances of our annual school production. In fact many of our students come along to auditions having been in a primary audience years beforehand and inspired to take part. This year we took it a step further after the matinee performances, with Abbey School and St Peter's School taking up our invitation to



stay behind to take part in a workshop with our cast.

The Marlborough students taught the primary children 'Revolting Children', one of the songs and dances from the show. It was fabulous watching our students working with the



younger children and I think both Marlborough and primary students really enjoyed their day.

*Thank you for the opportunity to watch Matilda the play yesterday- the performance was brilliant and inspired many of our children. The acting and singing from the Marlborough students was brilliant and our children were engaged for the entire time!*

*The workshop in the afternoon was exciting, it kept their attention throughout the whole afternoon and all of our pupils were able to engage and progress their skills as a result. They have all been talking about how brilliant it was and raised their excitement levels for our own production in the summer term.*

*It was amazing that within 2 hours they were able to perform so confidently the singing and dancing- your students were a credit to you in enabling this- and it is an experience all of them will remember!*

### St Peter's School

*"I really enjoyed teaching the younger children the dance and song, they were really good but it has made me realise how hard teachers jobs are!"*

*"I was really impressed with how quickly the children picked up the song and dance we taught them."*



### Marlborough Students

## MFL Game Changer Day

On Friday 11th of February a group of Year 8 students took part in the Modern Foreign Languages Game Changer day which was thoroughly enjoyed by all who attended.

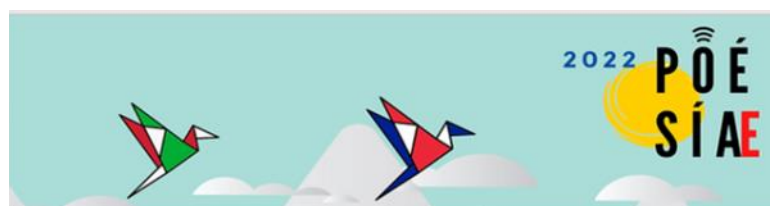
The day was part of a National Poetry Recital Competition and involved students performing a variety of poems in Spanish and French, such as *Cómo se dibuja a un niño* by Gloria Fuertes and *Automne* by Anne-Marie Chapouton.

The day started off with some warmup activities which helped students to think harder about how tone of voice, context and body language can alter the message being delivered. Following this each student selected a poem and we looked at specific aspects of pronunciation before practicing the recital. The day finished by students performing their poems in front of a judging panel in the style of "Marlborough's Got Talent".

Entries have been sent to the Nationwide competition and we are eagerly waiting for the winner to be announced!

At the end of the day student feedback was extremely positive with one student saying, 'we had the best day ever'.

### Ms Vitale



#### Cómo se dibuja a un niño de Gloria Fuertes

Para dibujar un niño hay que hacerlo con cariño.  
Pintarle mucho flequillo,  
-que esté comiendo un barquillo;  
muchas pecas en la cara que se note que es un pillo;  
- pillo rima con flequillo y quiere decir travieso -.  
Continuemos el dibujo: redonda cara de queso.  
Como es un niño de moda, bebe jarabe con soda.  
Lleva pantalón vaquero con un hermoso agujero;  
camiseta americana y una gorrita de pana.  
Las botas de futbolista - porque chutando es artista -.  
Se ríe continuamente, porque es muy inteligente.  
Debajo del brazo un cuento por eso está tan contento.  
Para dibujar un niño hay que hacerlo con cariño.



## Art and Languages Game Changer Day

Our recent Art and Languages collaboration went down well with our Year 9 students, with one student asking “can this be a monthly thing?” Students spent the day reading poems in either French or Spanish, by poets including Maurice Careme, Robert Desnos and Antonio Machado, before discussing how we could represent these visually and how we could use symbolism within our artwork. We also looked at artists including Salvador Dali, Dimitra Milan, Van Gogh, Klimt and Frida Kahlo.

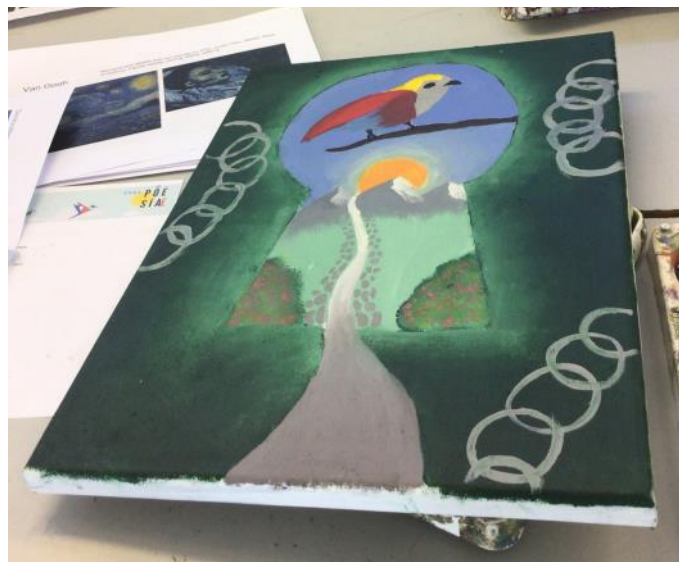


Students created rough sketches before moving on to canvas' where they had free rein to be as creative as they possibly could.

Whilst all students had beautiful pieces and clever ideas a special mention has to go to Summer Roberts 9LW, Olivia Wright-Browne 9SB, Connie Coombs 9KA and Lottie Andrews 9KA whose work was unique and individual. Their pieces expressed thoughts and emotions whilst staying relevant to the poem. A fantastic job throughout.

Well done everyone.

**Ms Leggatt and Ms Jubb**



## Adisa the Verbaliser

On Friday 4th March Year 7 were treated to a performance by Adisa the Verbaliser. His energy and enthusiasm for words in his presentation to the whole Year group was infectious. Adisa also hosted two Game Changer workshops which produced some excellent poetry from our students including love poems to food and using metaphors to describe favourite people and places.



### Pizza

Goopy and chewy  
Crunchy like snow  
Warm like a fire  
**Sammy Scott 7LO**



## Year 11 Classics Game Changer Day



The LRC hosted a Classics Game changer day on Friday 26<sup>th</sup> November. In the morning Year 11 completed a 'crash course' in Virgil's epic poem *The Aeneid*, exploring literary themes such as love, war, travel, and heroism. The students already knew about the main character, Aeneas, from their GCSE course, and so the Game Changer day allowed the class to find out more about his story after the Trojan war and how he became the founder of the Roman race.



At lunchtime, students from all year groups (including Year 7 Latin club and Classics club) were invited to an exclusive lunch where students enjoyed copious amounts of pizza whilst watching Disney's Hercules. It was a lovely opportunity to celebrate students' love of Classics within the whole school community.

**Ms Garrett**

## Year 7 and 8 Classics Game Changer Day

On Friday 3<sup>rd</sup> December a group of Year 7 and 8 students took part in a Game Changer Day in the LRC. The Classics themed day introduced students to cross curricula activities including English, Classics, Art,



History and Philosophy. Students learnt how to independently research particular subjects including the underworld, developing their independent learning skills. The students began by creating a clay tablet, inscribing their names in



Latin. They then completed a programme booklet showing how the Greeks affected and influenced today's society. I enjoyed it as it gave me a chance to see what the learners were capable of. The completing of the booklet went very well.

This group of students were inspiring, dedicated and euphoric at spending a whole day doing what they enjoy the most!.

**Mrs Metson**

*The Game Changer day was very enjoyable! I learned lots of new stuff that I didn't know before. Personally, doing the diary entry, about your travel to the underworld, was my favourite because it was like actually being there. All the new stuff I learned, from Greek Philosophers to Greek myths, was good to learn about. Thanks for the amazing day!*



**Lilly-Mae Coulman Lenderyou 8SK**

## Frantic Assembly

On Wednesday 1<sup>st</sup> December, Year 10 and Year 13 students had the opportunity to work with Frantic Assembly, a physical theatre company. The students explored teamwork activities and physical performance work in preparation for their Devising Drama project for their GCSE and A level courses.

Mrs Griggs



*The Frantic Assembly workshop was really good. Personally, I enjoyed learning techniques for lifts and working with partners to create a chair duet. We were asked to work with people we were less familiar with and it was really fun to work with new people and create something we were all really proud of. I also think it will*

*come in very useful when we come to do our devising work for GCSE drama. It was great fun and a really helpful day. - Eleanor McWilliams 10CG*



**You can see a short video of the day on Instagram @tmsa\_drama [here](#)**

## History Game Changer Day – Life on the Western Front

On Friday 12<sup>th</sup> November renowned historian, Steve Roberts, spent the day with over one hundred of our Year 8 students. They have been studying the First World War since September and had been excited for weeks about his visit. Steve, a veteran of the British Army for ten years, has worked on films such as Warhorse and with documentaries. He is an expert on the First World War and has many weapons and kit used by soldiers over a century ago in the trenches. Activities were engaging and I was delighted to receive such wonderful feedback from participants of the day.



*Most items of equipment were not replicas . Steve brought in weapons and kit used by the British Army in the trenches.*



*Some students got to dress up in khaki.*

*Steve demonstrates the Lee Enfield rifle used by the British Army from 1914 onwards. This rifle was made in 1917.*



Twenty students from the Marlborough Heritage Society (meeting Wednesday lunchtimes) investigated their family trees. Using Steve's extensive archival evidence, we found out about Isaac's relative being lost at sea during the Battle of Jutland, Emma's relative who died fighting the Turkish Army in Jerusalem, and Jenny's relative from Bradford being killed just ten days before the end of the war - he was shelled by German artillery helping build a bridge in northern France.

Steve has kindly agreed to come back in January, so if you're interested in finding out more about a relative that died during the First World War please get in contact with our History Department.

**Mr Pressland**

## Gifted and Talented Information

Please find below specific information regarding Gifted and Talented provision at Marlborough.

This is a response to the Government white paper 'Higher standards: better schools for all' (2006) which highlighted the correct view that the needs of all students should be met and provided for within our schooling system. The Marlborough Science Academy is constantly reviewing our provision for our Gifted and Talented students and we aim to:

- Consider the learning needs of our Gifted and Talented students through curriculum pathways and innovation.
- Provide planned enrichment which will offer Gifted and Talented students to be challenged, motivated and valued.
- To enhance, widen and improve our systems for identification of Gifted and Talented students.
- To support teachers, students and parents in improving provision for Gifted and Talented students by improving training and learning outcomes.
- To create a community and ethos where Gifted and Talented feel valued and supported.

This information booklet will outline some of our initial steps to realise these aspirations and outcomes.

I hope you find the information in our Gifted and Talented booklet useful. If you have any concerns or questions regarding your Gifted and Talented then please do not hesitate to contact me at school.



## Identification

The definition of who is 'gifted' and who is 'talented' is one of open debate. Some would define this broadly as 'a gifted and talented person demonstrates, or has the potential to demonstrate, an outstanding level of ability in one or more fields of activity' (British Educational Communications and Technology Agency). Perhaps 'gifted learners are those who have abilities in one or more subjects in the statutory school curriculum other than art, design, music or PE, and talented learners are those who have ability in art, design, music or the performing arts such as dance and drama' (Qualifications and Curriculum Authority, 2005). Some are more empirical in their view suggesting 'those who are more than two standards of deviation from the mean on a normal curve of intelligence.'

These are working definitions of identification that tend to open argument and debate as opposed to leading to resolution and a firm definition. At The Marlborough Science Academy we follow national guidelines and we aim to identify at least 5% of our cohort by:

- Teacher recommendations (these are usually based on attainment and performance but sometimes the gifts and talents of our students can be recognised through other areas such as class discussions or learning dialogues).
- Parental recommendations particularly when the student has a gift or a talent that is not school based but recognised through outside activities.
- Middle Years Information System Tests (Midyis) and our base line data where we identify the top 5% in each year group according to these criteria.



# Curriculum Provision

The curriculum at The Marlborough Science Academy is designed to offer learning pathways to success. Our Gifted and Talented students have choice, opportunity and potential to play to their strengths and to learn in environments designed to challenge them. Below are the different curriculum offers for faculty areas at our school.

## Mathematics

- Setting in all year groups
- Fast track curriculum for top groups in KS3
- Further Maths GCSE offered to top set year 11 students
- Maths Challenge at all Key Stages
- Core Maths and Further Maths offered at A level

## English

- Setting in all year groups
- Classics introduced for high ability students at KS3
- English Language and English Literature offered at Key Stage 4
- English A level
- Curriculum based enrichment opportunities

## Science

- Setting in all year groups
- Biology, Physics and Chemistry offered at Key Stage 4
- Biology, Physics and Chemistry A level

## Modern Foreign Languages

- Setting in all year groups
- Double languages offered at Key Stage 3 and Key Stage 4
- Spanish/ French offered at Key Stage 5
- One to one tuition offered for multi lingual students
- Native language GCSES ( not sure if this should be in enrichment or curriculum)

## **Humanities**

- Setting at Key Stage 3 for Geography and History
- Setting at Key Stage 4 for Philosophy and Ethics
- GCSE Classical Civilisation at Key Stage 4
- Classical Civilisation, Geography, History and Government and Politics A levels

## **PE**

- Along with core PE, GCSE PE and Cambridge National Sports Studies are offered at Key Stage 4
- BTEC National Diploma is offered at Key Stage 5

## **Performing Arts**

- All Performing Arts subjects are offered in the open option block at Key Stage 4 which allows students to focus their choices if their gifts and talents lie within these areas
- Performing Arts is also well represented at Key Stage 5
- Music offers peripatetic lessons as well as various bands including jazz and a wind orchestra

## **Technology**

- All students study Food, Textiles, Design & Technology, Metal and Graphics at Key Stage 3
- Technology offers a wide choice at Key Stage 4
- Product Design is offered at A level

## **ICT**

- Bebras computing challenges offered to all year groups
- Coding and Film Making clubs offered at KS4

# Enrichment

Enrichment is crucial to offer our Gifted and Talented students because it allows challenge and extended learning opportunities, which complement the curriculum model.

## Mathematics

- Gifted and talented students working with local primary schools.
- Game Changer Day on Personal Finance
- Hertfordshire Junior team challenges for year 7 and 8 students
- UKMT Maths challenge for all top groups in years 7 to 13
- Bletchley Park trip
- KS4 inter-schools quiz with Heathlands School

## English

- Book club
- Carnegie Medal reading club
- BBC School News Report
- Young Journalists -The Mo and Mini Mo
- Author visits and theatre visits
- Visit to Harry Potter studios
- Murder Mystery
- Tales of the Gothic
- Big Book Quiz

## Science

- Extra sessions for Key Stage 4 at lunchtime and after school
- Key Stage 3 Science club
- Activities offered during Science week

## Humanities

- Classics club (incorporating Latin)
- Trip to Greece and Italy – Classics
- Guest speakers – Geography
- Grade 9 club –History

## **MFL**

- Game Changer Days
- Language immersion trips to Andalucía, Spain and Normandy and Lille
- Christmas market trip
- Theatre productions.
- Careers in languages guest speaker events
- Foreign language film club

## **Art**

- Art competitions
- Primary School art projects

## **Music**

- Choir and orchestra
- Individual bands are also supported and encouraged

## **Technology**

- Rotary Club Challenge Day
- Food Game Changer Days at Key Stage 3 and Key Stage 4
- Bake Off Challenge

## **PE**

- Sports Leader team
- Participation in district and county sports events
- Sports prefect opportunities
- Trips to live sports events

## **Drama**

- Drama club
- Annual main school production
- Drama Company (Year 9 and above—by invitation)

## **GCSE Outstanding Achievements**

We are very proud of the successes of all our students and the GCSE results reflect their hard work. As always there were some outstanding individual performances. The following students have continued their studies with us to Post 16:

Shion achieved eight grade 9's, one grade 8 and a grade 5. He is studying A level Chemistry, Biology and Maths with us.

Grace achieved six grade 9's, two grade 8's, a grade 7 and a grade 6. She is studying A level Politics, English Literature and Classics with us.

Sabah achieved four grade 9s, four grade 8s and three grade 7s. She is studying A level Chemistry, Physics, Politics and Mathematics with us.

## **Post 16 Outstanding Achievements**

Students made fantastic progress at A level this year. Outstanding student results include:

Jamie who achieved four A\* grades and is now reading Physics at the University of Oxford.

Zoe achieved two A\*'s and an A and is now studying Psychology at the University of Manchester.

Lauren achieved an A\*, two A's and a B. She is now studying English and Spanish combined honours at Newcastle University.

Daniel achieved an A\*, two A's, a B and a C and is now studying Mechatronic Engineering at the University of Manchester.

## Universities

A number of our students go onto Russell Group Universities (RG). Here is a sample of their university destinations and what they are studying:

Geography at the University of Leeds (RG)

Marine Biology at the University of Exeter (RG)

Psychology at the University of Manchester (RG)

Politics at the Cardiff University (RG)

Sport, Exercise and Health Sciences at the University of Birmingham (RG)

Journalism Studies at the University of Sheffield (RG)

Physics at the University of Oxford (RG)

Midwifery at King's College London, University of London (RG)

English and Spanish combined honours at Newcastle University (RG)

## Success at Oxbridge

Ruth was one of 732 students who achieved a clean sweep of 9's at GCSE and 4 A\*s at A level so it was hardly surprising that she would end up reading Classics at Pembroke College Cambridge. Ruth also received a certificate of commendation for her essay entitled "Is comedy/satire more helpful to our understanding of ancient societies than other kinds of texts?" in the Fitzwilliam College essay writing competition. Her study of Latin GCSE and her love of reading classical literature is a solid foundation for her future endeavours.



Pembroke College  
Cambridge

## Past Students Testimonials

*“I received a first class honours in accounting and finance from Exeter university and have just taken a year out working and travelling around Europe. I start my job in September for PricewaterhouseCoopers.”* **Laura**

*“After Sixth Form I went on to Durham University and studied English Literature, writing my dissertation on ‘Working Class British Literature of the 1950s and 60s. I received a first class honours degree.”* **Lucy**

*“I studied Art, English Literature, Biology and Chemistry as full A Levels and decided to do Biochemistry at the University of Bristol. I am now working for Deloitte where I work within the Consulting Finance practice as an analyst and have just finished my first year there on their two year graduate scheme.”*

**Susanna**

*“I studied Medieval and Modern Languages at Trinity College Cambridge. It was a four-year course and I read French and Russian. A highlight was spending my third year living and studying in Moscow. I graduated this year with a star first class honours degree and received a faculty prize. I have been awarded some funding to enable me to go on to study for a Masters of Philosophy at Fitzwilliam College Cambridge.”* **Kathleen**

*“I studied Maths, Further Maths, Chemistry and Physics for AS and A level. I achieved five As. I then went to study Maths at Warwick and I am now going to be working for Deloitte in tax accounting.”* **Stephen**





## Monitoring

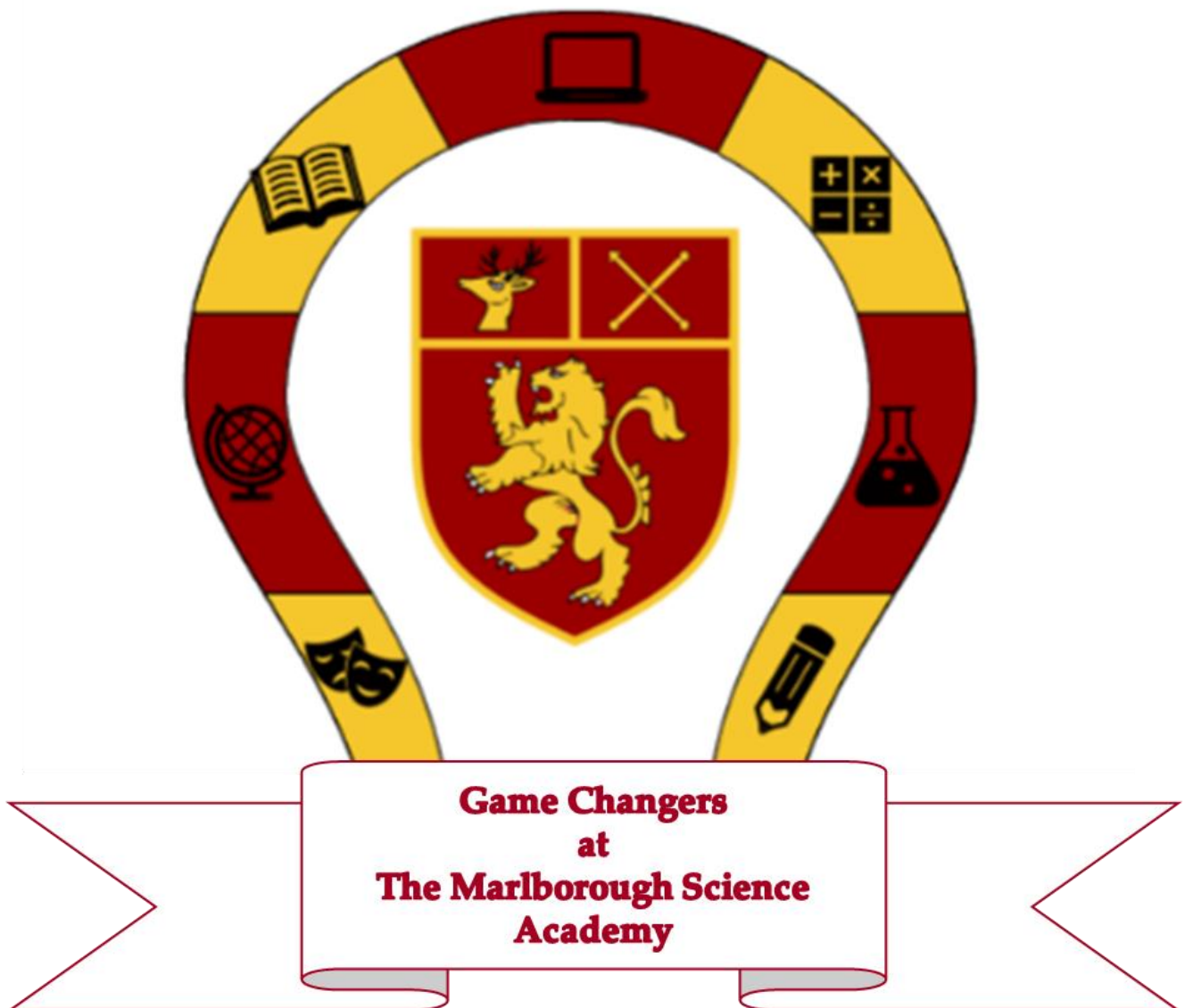
We need to look after our Gifted and Talented students. They have pastoral needs and we must ensure that we support them in their learning and wider school experience. This can be achieved through the pastoral system already in place at the school and added to this is the analysis of grade card information, examination performance and assessment in the classroom. We hope to identify Gifted and Talented students who are underachieving with a view to offering interventions and programmes designed to improve their performance. We have a Motivational Mentoring system in Year 11 which gives students one-to-one support with their learning. Most importantly we ask our Gifted and Talented students once a term how their experience has been so that we may learn from this and improve provision.

## Finally...

Thank you for reading our Game Changer booklet. I hope you have found it informative and useful. Contact me at school if you have any queries or any ideas for enrichment or improvements.

Mrs C Griggs (Teacher in charge of Gifted and Talented)

Email: [c.griggs@marlborough.herts.sch.uk](mailto:c.griggs@marlborough.herts.sch.uk)



The Marlborough  
Science Academy  
*'shaping futures'*

Headteacher: Ms A F Thomson

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