



The Marlborough  
Science Academy  
*'shaping futures'*

# Open Evening Information September 2025





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There is a reason, in fact there are many reasons why I have remained in post for so many years at Marlborough. The majority being my interactions with young people and the joy, pride and inspiration that come my way every day, I really am blessed.

Our values are embedded thoroughly in all that we do and all that we aspire to do. Courage, Endeavour, Dignity, Compassion and Kindness underpin every decision, policy, procedure and system; they are instrumental in developing our ethos which can only be described as unique, or as a Year 7 student put it to me recently "just like another family". Being a sanctuary for young people is important to me, as is ensuring that all young people get opportunities every day to learn something new. I also, more importantly, feel inspired to develop that learning with a curiosity that they will take with them for the rest of their lives.

Our ethos and commitment to developing character was recognised and accredited in 2023 via the prestigious School of Character Quality Mark. We were also really pleased with our Ofsted report which described all four of our categories as Outstanding. Behaviour was described as exemplary, our curriculum ambitious, and leadership at all levels was given credit for helping to change the lives of many, and as Head, you couldn't ask for more than that.

It's not all about Ofsted though, it's about providing an intellectually stimulating and nurturing learning environment. To do this you need fabulous staff and we are lucky at Marlborough to work with a team of people who understand the ethos, are passionate about their subjects/roles and above all understand that to motivate children, learning needs to have purpose, rigour, joy and relevance. The enrichment activities are endless but include trips to Greece, Pompeii, Rome, Andalucia, Paris, the Somme.... I could go on.

I have seen the shyest of children come to life when given a role in the school production and watched with equal amounts of pride when our cadets are on parade or returning students come back to say "miss, you were right, I've just qualified as a teacher just like you said I would in Year 8".

As we continue to grow, it is important that we maintain our spirit and sense of family; we do this by forging positive relationships with our families, operating within the boundaries of our home school partnership. Years of experience have taught me that if we are all giving our children that same message we have a greater chance of launching happy, dignified and well-qualified young people into an ever-changing world.

Children need rules and boundaries as much as they need kindness and care, without 100% sign up to this, school life can go wrong and that, for everyone, is a great shame.



Our work globally reflects real interest in our approach to learning and I couldn't be prouder to be part of the Global Inclusive family - we must never stop learning or looking to the future as your children are prepared to take their place in society with the qualifications, emotional intelligence and thirst for discovery, making life, which can be tough at times, just that little bit easier. Having recently been recognised as a flagship school for excellence our mission will always be to respond to a changing society whilst allowing children to grow and learn.

I meet with Year 7's every week. A young person said they loved coming to school because it felt like family, they made a Roman road out of biscuits (and ate it!) and they were always safe. What more could I ask for.

Welcome to Marlborough!

**Ms A F Thomson**  
**Headteacher**

Pupils are polite, respectful and behave very well. Excellent relationships are evident between staff and pupils. Behaviour and attitudes to learning are very positive. Breaktimes are calm and lessons are productive. Pupils appreciate that leaders prioritise their well-being and safety. As a result, pupils feel safe, cared for and happy in school.

Ofsted, November 2023

Please see below some feedback from 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 2025

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:

University of Bristol	Archaeology and Anthropology
University of Bristol	Chemistry
University of Bristol	Engineering Mathematics
University of Bristol	Medicine
University of Birmingham	Geography
University of Birmingham	Classical Literature
University of Kent	Spatial and Interior Design
University of Liverpool	Marine Biology
University of the Arts, London	Bespoke Tailoring
University of the Arts, London	Fashion Journalism
Goldsmiths, University of London	Media
King's College London, University of London	Biomedical Sciences
King's College London, University of London	Modern Languages
University of Nottingham	Chemical Engineering with Environmental Engineering
University of Oxford	History of Art
Royal Veterinary College	Biological Science
University of Southampton	Law
University of York	Business Management
University Campus of Football Business	Multimedia Sports Journalism



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## Welcome from Our Student Leaders



Hello, and welcome to The Marlborough Science Academy.

At Marlborough, we not only take pride in our excellent education standards, but we also ensure that students have a valuable voice within the school and that there is a wide range of opportunities for students both in and outside the classroom, promote personal development and a range of skills that they keep for life.

As a Student Voice team, we work hard to ensure that our School Parliament is a place where all students are able to have concerns heard, as well as discuss and take action upon those issues to actively make school a more comfortable and enjoyable experience. We are proud of the work we do to support all students with our Anti-Bullying and Buddy teams.

Marlborough has a wealth of opportunities available for students to actively strengthen and improve the school community through their contributions to daily school life. Students work with staff in a range of different ways; from supporting the interview process of prospective staff members, strengthening our House system by creating and running competitions, and by helping with wider community events.

As a team we also have a calendar of events to raise awareness of various cultural celebrations as well as events around social issues (illnesses, neurodiversity, diversity and inclusion); we have helped local primary schools with their sports days; mentored pupils in lower years, helping them navigate through any stresses they may have and have participated in a wide range of workshops with other sixth forms.

It is this wide range of opportunity within the Marlborough community that means that any student can develop a new passion with their fellow students and staff.

Marlborough is not just a place of education, but a community that endeavours to work hard with each other to build each other up into courageous and fearless, yet still kind and compassionate individuals, with dignified morals and a strong sense of community and empathy towards others.

We know that every student has a voice, and we are committed to helping students find theirs.







## Tours of the School - 2025

9.15am	Monday 22 <sup>nd</sup> September
9.15am	Tuesday 23 <sup>rd</sup> September
9.15am	Wednesday 24 <sup>th</sup> September
9.15am	Thursday 25 <sup>th</sup> September
9.15am	Monday 29 <sup>th</sup> September
9.15am	Tuesday 30 <sup>th</sup> September
9.15am	Wednesday 1 <sup>st</sup> October
9.15am	Thursday 2 <sup>nd</sup> October
9.15am	Monday 6 <sup>th</sup> October
9.15am	Tuesday 7 <sup>th</sup> October
9.15am	Wednesday 8 <sup>th</sup> October
9.15am	Thursday 9 <sup>th</sup> October
9.15am	Monday 13 <sup>th</sup> October
9.15am	Tuesday 14 <sup>th</sup> October
9.15am	Wednesday 15 <sup>th</sup> October
9.15am	Thursday 16 <sup>th</sup> October
9.15am	Monday 20 <sup>th</sup> October
9.15am	Tuesday 21 <sup>st</sup> October
9.15am	Wednesday 22 <sup>nd</sup> October
9.15am	Thursday 23 <sup>rd</sup> October

Places can be booked by telephone on 01727 856874 from 19<sup>th</sup> September 2025.

Tours of the school are limited to 8 adults per tour, each adult accompanied by one child of Year 6 age only.

However, please be aware that if you do attend a tour most Primary School Headteachers prefer it if you leave your child at school. Please notify your Primary Headteacher before booking if your child will be joining you.

## Admission of Students Policy 2026/27

### **Ethos**

The Marlborough Science Academy is an 11-18 mixed comprehensive Academy committed to an inclusive education for all learners. Underpinning our ethos are our core values, dignity, kindness, compassion, endeavour, and courage. Our school community is based on successful relationships, excellent teaching and of course preparing our students for an ever changing employment landscape.

Our Character Accreditation (2023) reflects our ethos as do the Outstandings we received in our most recent Ofsted (2023) in all categories.

### **General**

The Governing Body is the admitting authority for the school. The Governors will, in line with statutory requirements, 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 admission arrangements for 2026/2027 were agreed by the Governing Body on 16th January 2025.

The County Application form (CAF) and, where necessary, the Academy's Supplementary Information Form (SIF) should be returned by 31<sup>st</sup> October 2025.

### **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 Published Admissions Number (PAN) for September 2026 is 240. 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 students who have an Education, Health and Care Plan (EHCP) that names The Marlborough Science Academy.

### **Order of Priority**

1. Children looked after and children who were previously looked after, including those who appear (to the admission authority) to have been in state care outside of England, and ceased to be so because they were adopted (or became subject to a Child Arrangements Order or a special guardianship order<sup>1</sup>)
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.<sup>2</sup>
3. Students who have a sibling on the roll of the Academy at the time of admission.<sup>3</sup>
4. Children of Staff.<sup>4</sup>
5. Students whose permanent address is closest to the Academy address point.<sup>5</sup>



## 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, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. Residence Orders have been replaced by Child Arrangement Orders.
2. All professional evidence supporting the medical/or social application must be sent to the school.
3. Children who have a sibling on roll at 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 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 tie break 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.
- In the case of twins/multiple births, or if one child is offered a place under the priority rule but the other(s) is/are not, the other(s) will be offered a place, thereby increasing our numbers over the PAN. No further offers will be made from the continuing interest list until the number of places allocated drops below the PAN.

### **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 either use the website address for secondary transfer appeals [www.hertfordshire.gov.uk/schoolappeals](http://www.hertfordshire.gov.uk/schoolappeals) or 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.

### **In Year Admissions**

The school is part of the Hertfordshire County Council's coordinated in year admissions scheme. Applications can be accessed via [www.hertfordshire.gov.uk/inyear](http://www.hertfordshire.gov.uk/inyear) or from the Customer Service Centre on 0300 123 4043. Parents should return their form directly to the 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 Authority Fair Access Protocol for the children who are hard to place.

The County Council will write to you with the outcome of your In Year application and, if you have been unsuccessful, will include registration details to enable you to login and appeal online at [www.hertfordshire.gov.uk/schoolappeals](http://www.hertfordshire.gov.uk/schoolappeals).

### **Continuing Interest List**

After places have been offered, the Marlborough Science Academy will maintain a Continuing Interest (waiting) list. A child's position on a continuing interest list will be determined by the admission criteria outlined above, and a child's place on the list can change as other children join or leave it. Any places which become available will be allocated by the County Council, on behalf of the Governing Body, in accordance with the admission rules set out in this document. Continuing Interest lists will be maintained for every year group until the summer term (date to be specified and confirmed to parents at the time of allocation). To remain on the continuing interest list after this time parents must confirm they are still interested in a place by completing an In Year application form.

NB: There is scope for children admitted under HCC's Fair Access Protocol to be prioritised before children on the continuing interest list, and to 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 Admission Authority.

If further advice about the application is required, parents should contact the Academy Admissions Officer on 01727 731375.

### **Sixth Form Admission Rules for External Candidates to 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.

### **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), including those children who appear (to the Admission Authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.<sup>1</sup>
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 3 will apply as a tiebreaker for rules 1 and 2. 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*

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Jane Walker-Smith  
Chair of Governors



## Supplementary Information Form Application for Year 7 Entry – September 2026

If you wish to apply for admission to The Marlborough Science Academy for Year 7 in September 2026, you **MUST** apply to Hertfordshire Admissions by 31<sup>st</sup> October 2025. You can do this online at [www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk) or telephone 0300 123 4043 for a paper application form.

Please also complete our online [Supplementary Information Form \(SIF\)](#) by 31<sup>st</sup> October 2025 if you are applying under rule 2 or rule 4 of our Admissions Policy, full definitions of the rules can be found [here](#). If you are not applying under either of the rules above you may still wish to complete the form; this is not compulsory and has no bearing on whether you are offered a place, but it does help to support our record keeping. Thank you.

Alternatively you can complete a paper copy of the form. Please complete both sides of this form and return it to The Marlborough Science Academy at the address on page 2 also by 31<sup>st</sup> October 2025.

Please complete this form and provide details if you are applying under either of the rules below:

☐

Rule 2 – Social and Medical – please attach further information

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Rule 4 – Children of staff

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

Current School / Primary School	
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Date of Birth:	___ / ___ / ____	Gender:	
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Home Address (including Postcode)
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**Parent/Carer**

**Forename:** \_\_\_\_\_ **Surname:** \_\_\_\_\_

*Please circle\**

**\*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**

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
Senior Deputy Headteacher	Mr M Fitzgibbon – Teaching & Learning, Curriculum, Early Career Teachers
Deputy Headteachers	Mr D Eve – SEND, Behaviour for Learning Mr A Stanton – Data, Examinations, Options, Timetable, Parent Consultation Evenings
Assistant Headteachers	Mr R Atterton – Post 16 Academic Lead Mrs N Golds – Personal Development including Character Education and Careers, Head of Business and ICT Faculty Mr J Griggs – Safeguarding, Mental Health Lead Miss M Pounnas – Key Stage 3 and Transition Ms H Redfern – Post 16 Pastoral Lead, LRC
Associate Leader Lead Practitioner i/c Head of Art/DSP/Mental Health for Post 16	Mr S Salih Ms J Bustin
Director of Finance and Resources	Mrs D Dean

### Heads of Faculty

Arts and Technology	Mr S Salih
Business and IT	Mrs N Golds
English	Miss S Fogarty
Humanities	Mr D Samsami
Mathematics	Mrs J Greenwood
Modern Languages	Mr K Henshall
Physical Education	Mr C Packard
Science	Mr G Spiller
Specialised Learning	Mrs S Robinson





## Faculty Staff

### Arts and Technology

Mr S Salih – Head of Faculty/Associate Leader  
Miss J-H Adams – Art  
Ms J Bustin – i/c Art/Lead Practitioner/  
DSP/Mental Health for Post 16  
Mr P Cockram – Technology  
Mr S Cole – Film Studies/Media Studies  
Mrs A Day – Drama/PSHCEE  
Mr A Dwane – Technology/ Sustainability  
Coordinator  
Mr E Felkers – i/c Music  
Mrs C Griggs – i/c Drama/Game Changers  
Mr J Griggs – Drama/Assistant Headteacher  
Mrs N Karkaby – Technology  
Miss M Kelly – Technology  
Mrs S Moodley – Technology  
Miss A McNamara – Art  
Mr G Nunes – Music  
Miss A Rickman – Art i/c Photography  
Miss A Scott – Technology  
Miss D Billy – Technology Technician  
Mrs E Taylor – Technology Technician  
Mrs J Hudson – Art Technician  
Mr B Isaacs – Performing Arts Technician

### Business Studies and ICT

Mrs N Golds – Assistant Headteacher  
Mrs L Curtis – IT  
Miss H Deniz - IT  
Miss C Gardner – Business  
Mrs J Hale – i/c IT  
Ms G Smith – Business (maternity leave)  
Mr E Ukuta - Business

### English

Miss S Fogarty – Head of Faculty  
Mrs S Baker – Engagement Curriculum  
Coordinator  
Miss K Branagan  
Miss G Carson  
Miss R Caswell  
Mrs F Claridge

### English (continued)

Mrs E Metson  
Miss E Mitchell (maternity leave)  
Miss H Murphy  
Ms H Redfern – Assistant Headteacher  
Mr R Theivamanoharan – Lead ECT Tutor  
Mrs A Buckingham – Assistant Teacher

### Humanities

Mr D Samsami – Head of Faculty  
Mr R Atterton – Politics/Assistant Headteacher  
Mr W Dean – i/c Geography  
Mrs E Del Gaudio – i/c Philosophy, Religion and  
Ethics/Ethical Studies  
Mrs S James – i/c Geography  
Mr N Kanyera – Geography  
Ms A Ncube – Geography  
Miss L Graham – Ethical Studies/PSHCE  
Mr A Pressland – i/c History  
Miss L Rasmussen – History  
Miss A Rowe – Classics/ Duke of Edinburgh  
Coordinator

### Mathematics

Mrs J Greenwood – Head of Faculty  
Mr P Agbanyo  
Miss A Anderson  
Ms E Ahrens-Winter  
Miss V Barrett  
Mrs J Morais  
Miss M O'Neal  
Mr A Simonelli  
Ms G Smith (maternity leave)  
Mr A Stanton – Deputy Headteacher  
Mrs M Thompson  
Miss A Sutton – 2<sup>nd</sup> i/c



### **Modern Languages**

Mr K Henshall – Head of Faculty  
Miss K Barbot  
Mrs G Jubb – 2<sup>nd</sup> i/c  
Mrs M Morrissey  
Ms M Pierseca

### **Physical Education**

Mr C Packard – Head of Faculty  
Miss H Arrol – i/c Student Voice  
Miss K Eaton – i/c KS3 PSHCEE/Enrichment  
Miss H Fox  
Mr R Hodge  
Mr R Vivian – i/c House System

### **King's Trust**

Miss H Bassett – Duke of Edinburgh Coordinator

### **Science**

Mr G Spiller – Head of Faculty  
Mrs N Bondarenko  
Mrs E Cline – Sociology  
Ms C Curtis – Psychology  
Ms B Delp  
Mrs K Du  
Mr D Eve – Deputy Headteacher  
Miss E Jones - Psychology  
Mrs V Leinster  
Mr J Milne – i/c Biology  
Dr B Mudadigwa  
Miss L O'Kafka – i/c Chemistry  
Mr J Roast  
Mr K Takyi-Amuah – i/c Physics  
Mrs C French – Technician  
Mrs T Greenidge – Technician

### **Student Support**

Mrs S Bailey – KS3 Pastoral Admin Support  
Mrs G Battams – Post 16 Pastoral Admin Support  
Miss L Bullock – Intervention Coordinator / Deputy DSP / Year 10 and 11 Pastoral Admin Support  
Miss K Freeman – Year 9 Pastoral Admin  
Mrs E Hicks – Family Engagement Worker/Poverty Prevention Lead  
Miss C Stinson – Reintegration Room Supervisor

### **Specialised Learning**

Mrs S Robinson – SENCO/Head of Faculty  
Mrs R Craig – Deputy SENCO  
Miss E Jones – Assistant Teacher  
Miss S Khanom – Assistant Teacher  
Mr A Lam – Assistant Teacher  
Mrs N Mitchell – HLTA  
Ms M Pounnas – Assistant Headteacher  
Mrs T Skeggs – Admin Support  
Mrs F Westgarth – Assistant Teacher  
Mrs P Yates – Assistant Teacher

### **Learning Supervisors**

Mr E Ukuta

### **Pastoral Managers**

Miss L Eastwood – Director of Learning Years 10 and 11  
Mrs A McCarthy – Director of Learning Years 8 and 9  
Ms M Pounnas – Assistant Headteacher/Key Stage 3 Lead and Transition  
Miss H Redfern – Assistant Headteacher/Pastoral Lead Post 16



## **Administration**

Mrs C Adams – Exam Invigilator  
Mrs S Blackburn – Assistant Health and Safety Coordinator  
Mrs S Boyce – Receptionist  
Mrs J Brown – Data/Exams Coordinator  
Mrs A Cuell – Exam Invigilator  
Mrs D Dean – Director of Finance and Resources  
Mrs A Ebshiana – Exam Invigilator  
Mrs J Friend – Admin Assistant  
Mrs P Fryer – Exam Invigilator  
Mrs J Fuller – People and Culture Manager  
Mrs C Garman – Data/Exams Coordinator  
Ms S Guilfoyle – Exam Invigilator  
Mrs R Lepley – Website/Social Media/Reception  
Mrs K Mauldridge – Exam Invigilator  
Mrs S Milton – Admissions Admin Assistant  
Ms M Moynihan – PA to Headteacher  
Mrs J Myers – Exam Invigilator  
Mrs J Pedrick – Exam Invigilator  
Miss S Roberts – Finance Officer  
Mrs K Sen – Finance Assistant  
Mrs A Skirving – Admin Assistant/Careers Coordinator  
Miss S Smith – PA to Deputy Headteachers  
Mrs A Tyson – HR Admin and Cover Manager  
Mrs S Warren – Lettings Coordinator/Finance Assistant  
Mrs D Wijegunawardene – Exam Invigilator  
Mrs J Wiles – Clerk to the Governing Body  
Mr P Yeung – Exam Invigilator

## **Attendance**

Mrs J Gray – Attendance Improvement Officer  
Mrs A Clark – Attendance Admin Assistant  
Miss S Pollecutt – Attendance, EBSA and ESMA Worker

## **Learning and Research Centre**

Mrs S Nixon – LRC Manager  
Miss E Broad – Reprographics Manager/Sustainability Coordinator  
Mrs L Wood – LRC Assistant

## **ICT Support**

Mr M Bull – IT Technician  
Mr M Siva – IT Technician  
Miss S White – IT Technician

## **Site**

Mr C Paice – Estates Manager/Health and Safety Coordinator  
Mrs J Foufas – Midday Supervisor  
Mr J Garman – Deputy Estates Manager  
Mr L Ayres – Site Agent  
Mrs C Irving – Site Agent  
Mr R Pollecutt – Site Agent  
Mr L Smith – Site Agent/Minibus Driver  
Mrs V Massa – Midday Supervisor

## Curriculum

*Marlborough Students in school, happy, learning and making exceptional progress*

Our curriculum 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 and emotional intelligence, all underpinned by our key values of dignity, kindness, compassion, courage and endeavour.

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

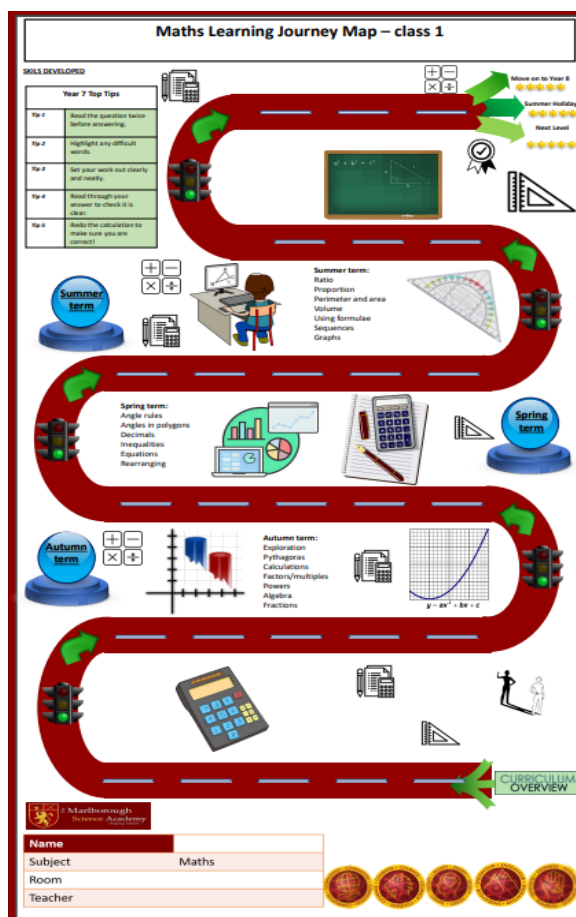
- Stretch and challenge all abilities.
- Offer breadth and balance.
- Inspire the sense of awe and wonder that makes teaching exciting and learning effortless.
- Respond to an increasingly technological world.
- Keep students safe.
- Ensure all students are prepared to follow their dreams whatever level 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 develop their character, 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.

Our curriculum is designed to be broad and balanced in line with the National Curriculum, legislation on the teaching of Religious Studies, Relationship and Sex Education (RSE), Citizenship, Careers and Economic Education. Religious Studies is taught throughout the school using the Hertfordshire agreed syllabus.

Each subject has a clear learning journey that is shared with students.

The learning journey provides a timeline/plan of topics to be covered as students' progress through their years at Marlborough. They are a valuable tool for assessing development and help illustrate to students what they will be learning at different points during the year.





## Curriculum at Key Stage 3 (Years 7-8)

All students follow a programme of study that meets National Curriculum requirements and leads to end of Key Stage 3 assessments 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
PSHCE and RSE	1	1
Philosophy, Religion 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 three pathways: the main curriculum that is studied by the majority of students, our “Fast Track” route and Rapid Progress pathway.

Students who need to develop their literacy and numeracy skills take part in the Rapid Progress pathway. This programme has been developed to boost students’ confidence and ability in literacy and numeracy.

We also provide “Fast Track” English, Mathematics and Science for the more able and young, gifted and talented students. In addition, these students have a Classics lesson per cycle.

## 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
- Ethical Studies (non-examined)
- PSHCE including RSE and Careers (non-examined)
- Physical Education (non-examined)

In addition, students follow one of our three curriculum routes:

- Atom
- Proton
- Neutron

This enables students to have a range of choices carefully considered to try and meet all their needs.

Students are allocated a curriculum route 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 Routes

### The Atom Curriculum

Students on the **Atom** Curriculum study the core and plus four more subjects including: a Humanities subject, a Language plus two further subjects from the Open Option.

Atom			
Core Subjects	Humanities Choose 1 from	Languages Choose 1 from	Open Option Choose 2 from
<ul style="list-style-type: none"><li>• English Language and Literature</li><li>• Mathematics</li><li>• Science</li><li>• Ethical Studies</li><li>• PSHCE/RSE/Careers</li><li>• Physical Education (core)</li></ul>	<ul style="list-style-type: none"><li>• Geography</li><li>• History</li></ul>	<ul style="list-style-type: none"><li>• French</li><li>• Spanish</li><li>• Latin</li></ul>	<ul style="list-style-type: none"><li>• Art and Design: Fashion and Textiles</li><li>• Art and Design: Fine Art</li><li>• Art and Design: Graphic Communication</li><li>• Business Studies</li><li>• Child Development</li><li>• Classical Civilisation</li><li>• Computer Science</li><li>• Creative iMedia</li><li>• Dance</li><li>• Design and Technology: Resistant Materials</li><li>• Drama</li><li>• Engineering</li><li>• Food Preparation and Nutrition</li><li>• French</li><li>• Latin</li><li>• Media Studies</li><li>• Music</li><li>• Philosophy, Religion and Ethics</li><li>• Physical Education</li><li>• Statistics and Further Mathematics</li></ul>

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 should 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 Geography and History.

## The Proton Curriculum

Students on the **Proton** curriculum follow the core. In addition, they choose four more subjects including a Humanities subject, plus three further subjects from the Open Option.

Proton		
Core Subjects	Humanities Choose 1 from	Open Option Choose 3 from
<ul style="list-style-type: none"> <li>English Language and Literature</li> <li>Mathematics</li> <li>Science</li> <li>Ethical Studies</li> <li>PSHCE/RSE/Careers</li> <li>Physical Education (core)</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Art and Design: Fashion and Textiles</li> <li>Art and Design: Fine Art</li> <li>Art and Design: Graphic Communication</li> <li>Business Studies</li> <li>Child Development</li> <li>Classical Civilisation</li> <li>Computer Science</li> <li>Creative iMedia</li> <li>Dance</li> <li>Design and Technology: Resistant Materials</li> <li>Drama</li> <li>Engineering</li> <li>Food Preparation and Nutrition</li> <li>French</li> <li>Latin</li> <li>Media Studies</li> <li>Music</li> <li>Philosophy, Religion and Ethics</li> <li>Physical Education</li> </ul>

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



## The Neutron Curriculum

Students on the **Neutron** curriculum follow the core. In addition they will follow the King's Trust Qualifications programme and be able to choose two further subjects from the Open Option.

Neutron		
Core Subjects	King's Trust Qualifications	Open Option Choose 2 from
<ul style="list-style-type: none"> <li>English Language and Literature</li> <li>Mathematics</li> <li>Science</li> <li>Ethical Studies</li> <li>PSHCE/RSE/Careers</li> <li>Physical Education (core)</li> </ul>	<p>Students will develop their independent learning, leadership skills and ability to work within a team to support them with their learning across the curriculum. They will also develop their employability skills and important life skills to prepare them for their next steps.</p> <p>Students will work towards achieving the King's Trust qualifications. Units could include aspects of learning across the following areas:</p> <ul style="list-style-type: none"> <li>Managing Money</li> <li>Preparing for a Healthy Lifestyle</li> <li>Digital Skills</li> <li>Participating in Exercise</li> <li>Teamwork</li> <li>Interpersonal and Self-Management Skills</li> <li>Community Project</li> <li>Presentation Skills</li> <li>Customer Service</li> <li>Practising Leadership Skills</li> <li>A Personal Project</li> </ul> <p>Lessons in British Sign Language will also be provided by Heathlands School.</p>	<ul style="list-style-type: none"> <li>Art and Design: Fashion and Textiles</li> <li>Art and Design: Fine Art</li> <li>Art and Design: Graphic Communication</li> <li>Business Studies</li> <li>Child Development</li> <li>Classical Civilisation</li> <li>Computer Science</li> <li>Creative iMedia</li> <li>Dance</li> <li>Design and Technology: Resistant Materials</li> <li>Drama</li> <li>Engineering</li> <li>Food Preparation and Nutrition</li> <li>Hairdressing and Beauty Therapy</li> <li>Media Studies</li> <li>Music</li> <li>Philosophy, Religion and Ethics</li> <li>Physical Education</li> </ul>

## Enrichment

We are proud of our extensive extra-curricular program, which sees over 40 different clubs and activities being offered per week.

We encourage every student to engage in at least one extra-curricular club. From Coding to Acro Gymnastics, Wind Band to Animee, there is something for everyone!

## Sport

We provide an extensive range of extra-curricular sports for all year groups. Clubs take place during lunchtimes and after school.

## Cadets – this is available for students following any curriculum route from Year 9 onwards

Students will have the opportunity to be involved in an Army Combined Cadet Force. We are proud of our ever-growing Marlborough detachment that meet on a Friday evening, 3:30pm-6pm at St Albans Boys School.

The cadets offer some fantastic opportunities to develop new skills in a disciplined and structured environment.

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.' These were all carried out under strictly controlled conditions.

## Duke of Edinburgh Award

Our Duke of Edinburgh Award Scheme is open to students in Year 9 and above. Over 65 students completed their Bronze Award this year, with two students from our Sixth Form beginning to work towards their Gold Award. The Duke of Edinburgh Award Scheme is an internationally recognised programme which helps young people develop essential skills and attributes for work and life.



## 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: St Albans Girls, Loreto, Nicholas Breakspear, Samuel Ryder and Townsend. All students study a core curriculum which includes Games, Careers, RSE, Leadership and preparation for life.

### Advanced level and Advanced Vocational Certificate of Education

Art and Design	Drama and Theatre Studies	Music
Biology	Economics	Music Technology
Business Studies	English Literature	Philosophy and Ethics
Chemistry	Film Studies	Photography
Classical Civilisation	French	Physics
Computer Science	Further Mathematics	Politics
Creative and Performing Arts – Acting	Geography	Psychology
Dance	Graphic Communication	Sociology
Design and Technology - Product Design	History	Spanish
	Mathematics	Sport
	Media Studies	







## 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, confidence, problem solving, social awareness and artistic skills.

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; these have previously included trips to the Henry Moore Foundation, Kew Gardens, Natural History Museum at Tring and The Tate. We have 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.

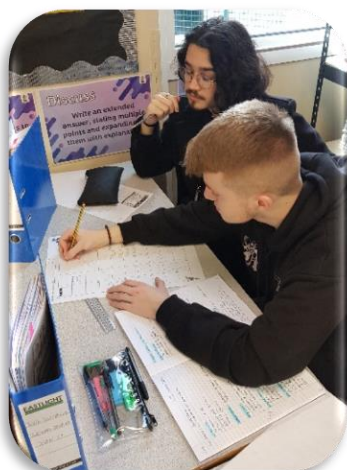
Annually we work with the Curwen Print Centre in Cambridge, allowing our students to work in a professional print setting. We encourage students to attend life drawing at Hertfordshire University to further extend their wider learning and raise aspiration, being in the university environment.







## Business Studies



### Curriculum

Edexcel Business Studies is offered as an option at Key Stage 4, encouraging students to consider the practical application of business and economic concepts. The course is assessed through written examinations and covers a wide variety of subject matter from Marketing to Finance.

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

With the help of Year 12 students 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, teamwork and presentation skills whilst completing a business-related task.



## Extra-curricular

Within Key Stage 4 and 5, students have the opportunity to participate in a number of extra-curricular visits such as Cadbury World, BMW Mini Factory and Grade Booster seminars. We also run a Key Stage 3 Business extra-curricular club where students have the opportunity to learn how to be an entrepreneur from a young age.

### Garden Designer (Adapt)

**PRODUCT** – A focus on helping people use their space to their advantage and in the best way for them. Creating detailed garden plans that include plant types, placement, and garden features. Also the business could offer expert advice on garden layout, plant selection, and landscape features.

> A significant strength of a small garden design business lies in its ability to offer personalised service. With a dedicated team of 3-4 employees, the business can customise garden designs to meet individual client preferences and build close client relationships. However, the business also faces several weaknesses. Limited resources, both financial and manpower, can constrain marketing efforts, growth opportunities, and the ability to handle multiple projects simultaneously. The business may be heavily reliant on the expertise and availability of a few key individuals, posing a risk of operational disruption if any team member is unavailable.

> Despite these opportunities, the business must also navigate several threats. Economic downturns could reduce discretionary spending on garden design services, as clients prioritise essential expenses. Competition from larger landscaping firms and DIY garden design services is another significant threat, along with the potential for new entrants increasing competitive pressure.

> I am currently studying graphic design, product design and business this knowledge will help me throughout the research and creation of this business from the costs to the marketing and design



**PRICE** – For each different stage of the design and construction process I will have a consultation with each department to add up the total cost and manpower so that I can ensure we grow to be a cost-effective business. I also need to consider how the pricing will affect my customers and how they talk about my business to other consumers. I will have different packs including just design and design and construction each will be a different price, but each specific garden will have tailored costs.

**PLACE** – I will predominantly talk to clients on an online platform that has a focus on ux design to make it simple and easy for customers to share ideas and ask questions. We will also need to find an office space to rent out for team meeting and in person consultations, the space will need to be inviting and will need to have efficient Wi-Fi and space so we as a team can work together and communicate in an effective way. Having an inviting space allows customers to fully engage in the conversations.

**PROMO** – In order to make sure I can bring in customers at the rate needed to keep my business afloat, I will need to advertise my business in the right way to the right people and drum up some interest. I will utilise social media such as Facebook and twitter for one age range as well as Instagram and TikTok to reach the younger age such as 20s to 30s. I need to make sure I advertise the business in the most responsible way

**RESEARCH** – I am going to need make sure I research everything to ensure I don't risk any mistake harming my business, my team and the clients. Using my research gathered I am able to determine any new opportunities we should be looking into or goals we should be reaching.

What should I be researching:

- > Regulations regarding land use, zoning laws, and local council projects could affect the types of projects undertaken which may result in a loss of customers.
- > Inflation and changes in the cost of raw materials and labour will ultimately affect profitability and pricing strategies.
- > Urbanisation trends may lead to increased interest in vertical gardens and small-space gardening solutions.
- > Offering virtual consultations, online workshops, and e-commerce options for garden products can diversify revenue streams.
- > Ensuring that all operations meet health and safety standards to protect employees and clients will be essential for the businesses integrity and reputation.



## 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 Computing suites around the school, two of which are to be found in the Business and Computer Science block.

At Key Stage 3 Computer Science is taught as a discrete subject to Years 7 and 8. Students have two lessons per fortnight, and these are developed around the National 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 Google suite 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 Computer Science and Creative iMedia are optional discrete subjects. Those opting to study Creative iMedia will follow the Cambridge Nationals Level 2 course which develops the skills required within modern creative industries. These include learning how to use software to carry out video editing and digital imaging as well as learning about design principles, colour theory and layout design. Students who opt to study Computer Science at Key Stage 4 will gain knowledge in being able to analyse problems, design solutions, write and test code, and understand computer systems. They will create computer programs to solve problems and will apply creative and technical skills in a range of contexts. At Marlborough all computers are networked and have internet access, thus enabling students to conduct research for their studies and maximise the potential for high quality presentation of their course related work.

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

### Achievements

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





## Drama

### Curriculum

Drama at Marlborough is exciting and creative; students can express themselves, work with others and develop powerful communication skills in a safe and inclusive environment. The Drama department is part of the forward-thinking Arts and Technology Faculty.



Students learn how to perform, create, and collaborate in a supportive and fun environment where their ideas matter. Through acting, design, and storytelling, students are encouraged to develop key performance techniques, allowing their creativity and confidence to shine.

### Organisation of Learning

All our Key Stage 3 projects are hands-on and full of energy. Students start by learning drama techniques that help them perform with confidence. Using these skills they explore big ideas and real-life topics through acting. Every voice counts, and everyone brings something different to the stage. Students also explore design aspects of drama as these roles are crucial to any arts project.

At Key Stage 4 students study the AQA Drama GCSE, a dynamic and creative course. They dive deeper into acting, devising performances, analysing plays, and taking on exciting challenges. With opportunities to perform for an audience, create their own work and visit the theatre, students will gain skills that can support their future in any field, from performance to public speaking.

At Key Stage 5 students progress to the RSL Level 3 Creative and Performing (Acting) course. This practical course is all about real-world skills, preparing students for auditions, agents, and further training. Units include Screen Acting, Drama in the Community, and Audition Technique - perfect for building a professional portfolio. We also offer LAMDA exams to extend students' learning, in previous years all students have achieved either merit or distinction grades.

### Achievements

Our students consistently achieve outstanding results and progress to study at Drama schools, at University and into careers in TV, film and theatre.

In March 2025 our students won first place in the Senior Category at the Welwyn Youth Drama Festival with an original piece 'Shadows Of The Stage', an incredible achievement!





### Extra-curricular

Drama does not end when the lessons do! We stage a full-scale production every year and in December 2024 brought the house down with our production of *Grease!* Past productions have included *Sweeney Todd*, *School of Rock*, *Matilda*, *Oliver* and original plays like *Games of Harts*, our reimagining of the Queen of Hearts' story before *Alice in Wonderland*.

Our Drama Club is open to all students and welcomes anyone who wants to have fun, learn new skills and make great friends! For those ready to take the next step we have Junior and Senior Drama Companies; entry is by audition and members take part in festivals, LAMDA exams, studio performances and more.

There are lots of opportunities for students to perform throughout the school year. Students are encouraged to take part in school concerts, musicals and variety shows. These events help build confidence and stage presence and provide students with unforgettable memories!



Grease, 2024



Shadows of the Stage, 2025



## English



The English 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 'Stormbreaker', 'Cirque du Freak', 'Trash' and 'Harry Potter and the Philosopher's Stone' resulting in a piece of creative writing and independent research on the novel's author.
- Myths and legends and The Canterbury Tales
- When Will met Walt: a 'taster' of a variety of aspects of Shakespeare comparing the presentation of key themes and characters.
- People and Places, selection 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 Rapid Progress programmes 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 we are planning visits 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 popular plays 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 BBC 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



GCSE and Ethical Studies students meeting with Maralyn Turgel, daughter of survivor Sam Gardner, after a talk commemorating Holocaust Memorial Day.

The Humanities curriculum aims to enable students to understand today's world in a range of ways:

- Enriching them with knowledge about events from the past that have influenced the world today.
- Informing them about political bodies, structures and individuals who have – and continue to – shape the world.
- Teaching them about the physical development of the world and the impact of humans over time.
- Helping them appreciate the different views and cultures which create such diversity.

Whichever of the myriad ways in which we help students understand the world, the central theme of what we strive to achieve is ensuring that students can look around with the confidence that they know why the world is as it is. We also hope that students will be able to contribute to improving tomorrow's world with the knowledge and understanding imparted on them in their lessons within the Humanities faculty.

Additionally, students are encouraged to develop a sense of enquiry and independent thinking, alongside a range of diverse skills, which will benefit them in a range of ways throughout their lives. The curriculum is supported by regular assessments for students that are conducted by teachers in class. These assess their knowledge, understanding, and a range of skills and themes such as enquiry, source handling and data analysis.

The curriculum is divided into the following areas:

### Key Stage 3

- Classics (part of the cohort)
- Geography
- History
- Philosophy, Religion and Ethics
- Latin (a twilight course)

### Key Stage 4

- Classics
- Ethical Studies (core)
- Geography
- History
- Philosophy, Religion and Ethics

### Key Stage 5

- Classics
- Geography
- History
- Philosophy, Religion and Ethics
- Politics

Achievements in 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, Politics and Classics. The faculty is also dedicated to raising achievement for students with particular talents and interests, for example in debating. The faculty is also very proud to offer a range of extra-curricular opportunities in school, including numerous clubs, trips and additional lessons, which students are welcome to attend and contribute to.



## Classical Civilisation

### Curriculum

Classical Civilisation is an exciting subject taught across all key stages. The Key Stage 3 curriculum is designed to provide students with a broad understanding of ancient culture and literature. A cohort of students study Classical Civilisation in Year 7 and 8 and cover a range of topics from the ancient world, some of which include Greek storytelling, the ancient Egyptians, and the Minoans. The GCSE 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 in Year 10 and 11. Students who pursue the subject at A level study Homer's *Odyssey* and Virgil's *Aeneid* as part of the 'World of the hero' module, alongside units on Greek art and Politics of the Late Republic. A number of our students in recent years have also continued to study the subject at University.



KS4/5 Students by the Parthenon, Athens, 2025

Many students choose to study Classical Civilisation due to a love of the mythology of the ancient world, and so the Myth and Religion topics at GCSE are particularly engaging and popular with our students.

Learners also study the role of religion in the everyday lives of ancient Greeks and Romans. Topics such as temples, sacrifice, festivals, death and burial, and beliefs in the afterlife give a broad overview of religion in the ancient world, and provide opportunity for the study of a wide variety of archaeological remains, including remarkable temples and works of art.

### Extra-curricular

Classics Club runs every week for all students who have a love of Mythology and the Ancient World. The Classics department also runs a residential trip to either Italy or Greece, both of which have proven extremely popular over the past few years. Both trips compliment the curriculum topics for GCSE and A level, as students get to visit archaeological sites and buildings that they study in the classroom such as the Parthenon in Athens and the Colosseum in Rome. Furthermore, as part of the GCSE and A level Classics courses, students will visit the British Museum to see a range of material which they study.



KS4/5 students inside the Temple of Hera,  
Olympia 2025



KS5 Students on Mount Vesuvius, Italy 2024





## Geography



GCSE students attending a talk at the Naze  
Tower Heritage site in Essex

The study of Geography helps us to explore and understand space, place, and people. It helps us to recognise the great differences in cultures, political systems, economies, landscapes, and environments across the world, and exploring the links between them.

Geography is an education for life and for living. Learning through geography – whether gained through formal learning or experientially through travel, fieldwork and expeditions, helps us all to be more socially and environmentally sensitive, better informed, and more responsible as global citizens.

### Curriculum

At Key Stage 3 Geography is studied alongside History and Philosophy, Religion and Ethics which provides an ideal framework for connecting and bringing together knowledge.

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, which ensures that all students will find something of interest. Students also develop a range of mapping skills, data interpretation and presentation techniques in preparation for GCSE.

At Key Stage 4, Geography and History form part of the English Baccalaureate and therefore most students are required to select one of them for GCSE. In Geography, students study physical processes including rivers, coasts and ecosystems and human topics including urbanisation, developments, and globalisation.

At A level, Geography includes studies of dynamic landscapes and dynamic places, and covers a range of curriculum topics from health and human rights to the carbon cycle and climate change.



Tetra pod sea defences on the  
south coast



Year 12 students studying regeneration at  
King Cross in London

### Extra-curricular

- Key Stage 3 students have the opportunity to complete onsite fieldwork and take part in scholars days.
- At Key Stage 4 students conduct two days of fieldwork in the local area.
- A level students complete 5 days of fieldwork throughout the course in London, St Albans and a residential trip to the coast – this year in East Sussex.



## History

We aim to bring the past to life for maximum enjoyment. Our schemes of work aim to engage our young historians, whether it involves a re-enactment of the Peasants' Revolt on the school grounds, the Glorious Revolution, or an authentic(ish!) Victorian workhouse experience. Alongside these activities, we develop our students' skills in scrutinising evidence and propaganda, evaluating historical interpretations, and understanding the importance of historical context when using facts and evidence.

### Curriculum

#### Key Stage 3

Year 7; Britain through time:

- Medieval England: 1066-1485
- The Tudors and the Reformation
- The Stuarts and the English Civil War
- The Industrial Revolution and the Suffragettes

Year 8; International depth studies:

- The First World War
- The Second World War and the Holocaust
- The British Empire

#### Key Stage 4

- Health and the People: 1000AD – Present Day
- Conflict and Tension: The Inter-War Years - 1919-1939
- Germany, 1890-1945: Democracy and Dictatorship
- Elizabethan England in the 16<sup>th</sup> Century: Culture, Politics and Religion

#### Key Stage 5

- The Cold War: 1945-1991
- The Tudors: 1485-1603
- The Anti-Apartheid Movement in South Africa

Our history curriculum is supported with regular in class knowledge assessments to track progress and understanding of topic content. Teachers also monitor the progression of students' conceptual awareness and essay writing skills. Students are prepared for their GCSE examinations with guidance on well-structured exam technique, revision and catch-up sessions after school, and a well-resourced online home learning programme.



GCSE historians visit a First World War Commonwealth Cemetery during our battlefields trip

### Extra-curricular



A Year 9 student dresses up as a British Soldier from the trenches

We run two after school revision sessions for GCSE students every week and offer tutoring sessions to A level students. Years 7 and 8 enjoy evaluating interpretations and films like *Suffragette* and *War Horse* during history lessons.

Students benefit from visits from specialist military historians who use props to expand on students' prior knowledge. GCSE historians have the opportunity to visit First World War battlefields and cemeteries in Ypres and the Somme.



## Latin

Latin is the language of the Ancient Romans, and it has had a major influence on many of the languages spoken around the world today. Through Latin, students explore both language and Roman culture. With over 60% of English words being derived from Latin, the study of Latin not only supports literacy development but also develops critical thinking and problem-solving skills. Latin offers rich learning opportunities which go beyond the language to explore history, philosophy, civilisation, art, drama, and mythology.



KS4/5 Students at the Colosseum, Italy

### Curriculum

At Key Stage 3, Latin is available for all students to study as an extra-curricular club. Students use the Cambridge Latin Course books for their study, following the story of a Pompeian family and their adventures across the empire. Students will also learn about wider Roman culture and society. Following on from this, students who have engaged with Latin Club can select Latin as one of their GCSE option choices.

### GCSE Latin

The GCSE Latin course is split into three areas: Latin Language, Latin Literature, and Roman Civilisation. For Language, Students read Latin stories and translate these into English. Students will learn how to identify a wide range of linguistic features in Latin text. For Literature, students will study a range of Roman texts in the original Latin based on a specific theme, e.g. Heroes and Villains. Roman Civilisation is a historical study which helps students understand how the Romans lived, what they believed in, and how their society worked.

### Trips

The Classics department runs an annual residential trip to either Italy or Greece, both of which have proven extremely popular over the past few years. For Latin students, the Italy trip is particularly exciting as students visit Pompeii and will walk through the streets where the stories they are translating originate.



KS5 Students in Pompeii, Italy 2024



Latin Student outside the House of Caecilius,  
Pompeii 2024





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A Year 9 Ethical Studies student meets Holocaust survivor Harry Olmer

## Philosophy, Religion and Ethics and Ethical Studies

Philosophy, Religion and Ethics lessons at Marlborough build upon the knowledge students will have gained from their previous schools in Religious Education or Religious Studies lessons. The subject encompasses a variety of beliefs from differing faiths and non-faith based systems, as well as a deeper study of philosophical and ethical questioning.

### Curriculum

In Year 7, students start by learning the definition of belief and the different way this can be interpreted. Students then study sources of wisdom, festivals and pilgrimage as well as looking at their own identity and place within differing communities.

Students in Year 8 begin by thinking about ultimate questions such as 'does God exist?' and 'what is the meaning of life?' before studying ideas of justice, fairness, human responsibility and values.

### Core Ethical Studies

All students in Years 9, 10 and 11 continue with Ethical Studies lessons on a fortnightly basis. This allows students to continue to learn about important issues such as war and peace, the Holocaust, crime and punishment, and medical ethics. In these non-examined classes, students take part in discussion and debate around various topics, allowing them to express and share their own views and opinions, whilst also taking on board ideas that others may express.

### GCSE Philosophy, Religion and Ethics

Philosophy, Religion and Ethics is an optional GCSE course and allows students to complete an in-depth study of Christianity and Islam's basic beliefs and practices. Students also study four themes: Relationships and Families, Religion and Life, Religion, Crime and Punishment, and Religion, Human Rights and Social Justice. These themes look at both Christian and Muslim perspectives of these topics, as well as encouraging students to think about the role they play in the modern world and their own viewpoint about these important issues.

### A level

Students who choose to study A level Philosophy, Religion and Ethics look at a range of philosophical ideas based around the creation of the universe, religious experiences, miracles and self, death and the afterlife. Students also look at ethics in relation to religion, studying ideas about ethical theories and how these apply to real-life situations. Students also continue their GCSE study of Christianity and apply this to both the philosophical and ethical aspects of the course.

### Extra-curricular

Students can attend Current Affairs Club where they are welcome to discuss recent events that they may have seen in the news, as well as take part in weekly roundup quizzes. GCSE and A level students have the opportunity to go on a theatre trip to see a play that relates to the topics studied in some way, for example *Sister Act*, as well as a day trip to visit local Christian and Muslim places of worship. We are also hoping to offer a trip to Rome which provides an amazing opportunity to experience and explore ancient and modern sites of religious significance.



## Politics

Politics is an A level course which always proves to be a popular option in our sixth form. It is an exciting and challenging course that tackles some of the biggest questions about the way in which our country is run, as well as focusing on the difference between US and UK politics. It is particularly popular with students who are interested in current affairs and want to learn more about the people who lead our country.

During the first year of the course, students look at UK Politics and Government, covering topics such as elections, political parties, pressure groups, Parliament, and the Prime Minister. The topics are studied in terms of the powers of the institutions and how individuals have used these powers to try and achieve their aims. In the second year, students study US government and politics, and see how it compares with that of the UK. They also look at political ideas and how they have shaped decision making across the world.

Most commonly, students study Politics in combination with English, History, Law and Social Sciences. However, the main requirements are an interest in Politics and the ability to communicate well on paper, therefore students with passion for the subject sometimes select the course alongside a more Science based curriculum.

As part of the course, we visit Parliament and the Supreme Court. Students also have the opportunity to hear from guest speakers, including elected representatives, to widen their knowledge and understanding.



**Unit 1**  
**Government and Politics**  
**of the UK**



**Unit 2**  
**Government and Politics**  
**of the USA**



**Unit 3**  
**Political Ideas**



## Mathematics

We are an established Faculty of teachers who are dynamic, diverse and dedicated to delivering mathematics lessons which are engaging and challenging, with the aim of equipping students with the skills to be ambitious and numerically literate in an ever-changing world. We embrace technology in our teaching and home learning, and are reaching into the ever-changing world of AI.



### Curriculum

#### Key Stage 3

We follow the National Curriculum enhanced by a mastery approach and teach students in groups created to focus on their individual strengths and areas that need further development. While groups are created following the induction period in Year 7, movement between groups happens throughout the year where appropriate for the students. Stretch and challenge is important to us and is present in all lessons to maximise student potential. We have invested in Sparx Learning to enhance the home learning experience.

#### 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 will follow the Edexcel GCSE course in Mathematics. For our aspirational and inquisitive students, we offer the GCSE Edexcel course in Statistics and AQA Further Mathematics course. For the small number of students who find Maths particularly challenging we also offer the AQA Entry Level Certificate alongside their GCSE studies, ensuring that all students leave school with a mathematics qualification. Students at Key Stage 4 will continue to use Sparx Learning for their home learning.

#### Key Stage 5

We follow the Edexcel specification, which enables students to look at Pure Mathematics, Mechanics and Statistics. We also offer Further Mathematics for students who are keen to study mathematics to a higher level. We have invested in Up Learn to further support independent learning for our older students.

### What will Lessons Look Like?

In Year 7 students will be taught using a combination of Chromebook and exercise book work. We use a range of strategies and resources such as manipulatives and visual representations familiar from their primary experience, to ensure lessons are well taught and all students are suitably challenged. Lessons are personalised to each class to play to the strengths and support the weaknesses of each individual within the group. Oracy, particularly listening skills for understanding, are a key part of the teaching, and the use of technical language is explicitly encouraged to make our youngest mathematicians confident enough to discuss and exchange ideas to solve the problems presented in lessons.

Home learning is set using Sparx Learning which responds to the needs of the student, and this is communicated to students and parents through Edulink. Edulink is also used to share information about examinations and support materials in the lead up to end of year examinations. We offer support for home learning on a Thursday lunch time during which all members of the teaching team are available.

### Extra-curricular

Our extra-curricular provision includes:

- UKMT Maths Challenge (top mathematicians in all year groups, Junior, Intermediate and Senior)
- Primary School Maths Quiz (Year 7/8 students support with running the event)
- Herts For Learning Maths Challenge for Year 7 and 8 students
- Pi Club for lunch time enthusiasts
- Bright Sparx for home learning support
- *In Year 11 we offer after school revision sessions, intervention classes and Milk'n'Cookies pre exam sessions plus breakfast and support on the day of exams.*

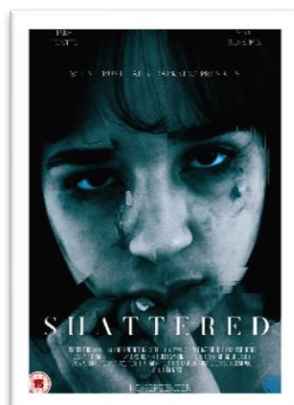




## Media

### 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 account for 70%.

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

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

### Achievements

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

### Extra-curricular

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





## Modern Foreign Languages



### Curriculum

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

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

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

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



**Year 9** – Most students will begin their three year French or Spanish GCSE course. Dual linguists can choose to study French and Spanish although the second language is run as a twilight course after school.

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

**Post 16** – AS and A2 Levels are available in French and Spanish.





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 MFL 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
- GCSE/A level Lectures/Conferences
- Theatre visits

### Current trips/events include:

- Year 8 Paris Disneyland
- Year 10 Visiting Speakers – Languages in the Workplace
- Key Stage 4 language immersion 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 and Technology Faculty.

We have a specialist music room which contains a suite of iMac computers and keyboards. In addition, the department has three practice rooms. The music department is very well stocked with three electric pianos, guitars, ukuleles, a modest stock of orchestral instruments, and excellent instruments and resources for aspiring musicians.



Year 7 and 8 students each receive two sixty minute lessons per fortnight. Students learn to play and perform confidently in a range of solo and ensemble contexts, using their voice and instruments. They are given opportunities to compose, using software such as band lab education and garage band; extend and develop musical ideas, by drawing on a range of musical structures, styles, genres and traditions. Students develop their understanding of traditional music notation appropriately and accurately in an engaging and user friendly manner. Students learn to listen, with increasing discrimination, to a wide range of music from great composers and musicians. Students are given the opportunity to continue with or take up instrumental lessons. Currently we offer instrumental and vocal lessons in:

Flute, Clarinet, Saxophone, Electric and Bass Guitar, Drum-kit, 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 lessons are set by our local music hub the Hertfordshire Music Service, who provide the lessons. If students continue to take music as a GCSE option, they qualify for a 50% subsidy from the school towards their lessons.

### Achievements

Music is a popular subject at GCSE. Our recent productions of "Matilda" and "Grease" were stunning and really showcased the incredible talent we have in the department! We are currently preparing for a new production, which will take place in December. We even have our own music festival each Summer - M Festival, which is a fantastic platform for our students to perform at. We have a vast array of music extra-curricular groups, with something for everyone! Groups we currently run include choir,



a pop and rock bands, and a wind/jazz ensemble. There are many opportunities for students to perform in public aside from what has already been mentioned such as prize giving, open evening, Christmas carol concerts, end of term reviews and World Theatre Day.

To keep up to date with developments in the Music Department please follow us on Instagram on [tmsa\\_performing arts](#).



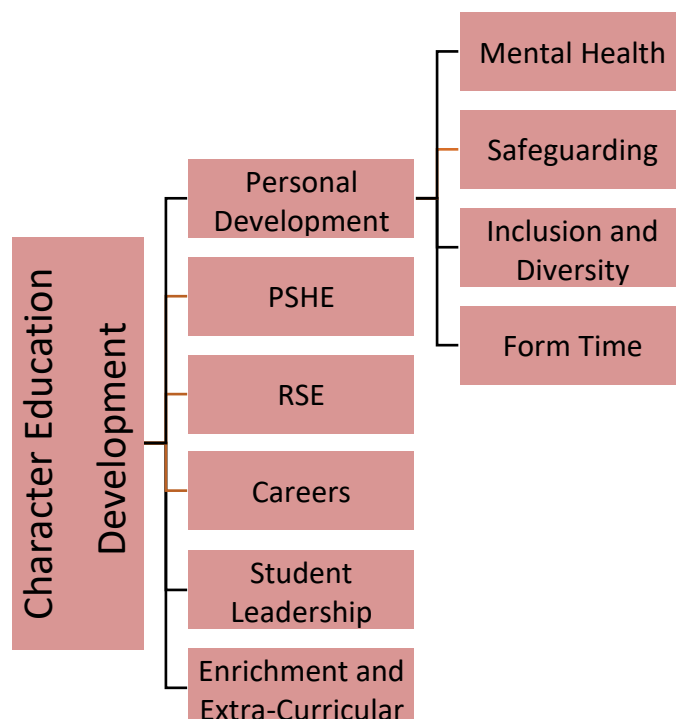
## Personal Development at The Marlborough Science Academy

The holistic education students receive at The Marlborough Science Academy is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain. This will help shape their future in preparing them for their next steps in education or employment with a thirst for lifelong learning. We ensure that every member of our school community knows that we are committed to supporting their character development, physical health, safety, and emotional wellbeing throughout their journey with us. We believe this is rooted in our values of **Kindness, Compassion, Courage, Endeavour and Dignity**, which in turn underpins our vision of *Shaping Futures*.

We are proud to have been awarded 'School of Character' Quality Mark status from the Association of Character Education, as a mark of our commitment to the delivery of an explicit, planned and reflective approach to the cultivation of positive character qualities in our students in the interests of human flourishing.



We have a whole school approach to our Personal Development and Character Education provision. We combine several areas of school life including our whole school Personal Development programme, Personal, Social, Health and Economic Education (PSHE), Philosophy and Ethics, which includes Citizenship, the promotion of SMSC (Social, Moral, Spiritual and Cultural), British Values, and Careers Education.



We ensure students are effectively educated and can demonstrate a well-rounded understanding of Equality and Diversity, Mental Health and Wellbeing and are equipped to champion the needs of others as they prepare to take on their role as active citizens within our community. Our extensive Enrichment Programme ensures students have opportunities to experience real world learning, extend their experience of cultural capital and engage in enriching and character developing experiences. Each area of the Personal Development curriculum delivers all aspects of the statutory guidance and reflects our specific needs as a school community.



## Personal Development – Personal, Social, Health and Economic Education (PSHE) including Relationships and Sexual Education (RSE)

### Curriculum

PSHE is taught at The Marlborough Science Academy through discrete lessons at Key Stages 3, 4 and 5 by a specialist team. At Key Stages 4 and 5 the curriculum is also delivered through whole day workshops and presentations from outside agencies.

PSHE 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. Marlborough is fully compliant with the new statutory requirements for RSE and students will take part in a full programme of health, relationship and sex education. If parents do not wish their child to participate in the sex education programme they are able to withdraw them from this. 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 PSHE. We believe that PSHE plays a significant role in ensuring all our students are confident, self-aware and well-rounded citizens.



### Achievements

At the end of each year students are assessed 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.

### Post 16 Enrichment Programme

The Post 16 Enrichment Programme for Year 12 and 13 students continues to build on key topics and prepares students for life after Marlborough. Students have designated lessons and regularly attend workshops and presentations delivered by outside speakers. There is an expectation that all Post 16 students contribute to the school and/or local community through volunteering and leadership roles.







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## Personal Development - Careers



Our Careers programme supports, provides advice and guides students in making informed choices regarding their next steps and opportunities for the future, supporting our vision of *'Shaping Futures'*. Our programme is based on fully implementing the 8 Gatsby Benchmarks of good careers advice. It is delivered through a combination of workshops and presentations, as well as discrete lessons within the PSHE curriculum.

Students have access to impartial careers advice through our strong links with Hertfordshire Services for Young People. In both Year 11 and 12 every student has a one-to-one interview with a fully trained advisor to discuss their next steps.

**Services for  
Young People**

All students also have a Unifrog account which enables them to collect evidence of their careers education and experiences as well as inform them about opportunities that are age appropriate throughout Key Stages 3, 4 and 5.

Students will engage in formal experiences of the workplace. Year 8 enjoy a work shadowing placement and Year 10 and 12 students undertake a formal one week placement.

Throughout the course of the year all Year groups are involved in a variety of employer engagement experiences, workshops for the future and mock interview processes.

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

## Physical Education



### Curriculum

We provide all students with a wide range of experiences in Physical Education. Our aim is to allow students to gain enjoyment and satisfaction from their performances as well as develop a life-long love of being physically active and leading a healthy lifestyle.

### Key Stage 3

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, handball, athletics, rounders, tennis, cricket, table tennis, softball and trampolining.



### Key Stage 4

At Key Stage 4 students take part in activities that will help prepare them for being active through the key stage and beyond. These will include water based activities in the swimming pool (personal survival/water polo/water fitness/team activities), fitness development and understanding, advanced skills development in team sports and individual sports and leadership in sport.

At Key Stage 4 students can choose to study GCSE PE or the Cambridge National Sport Studies course. Students can also choose to study GCSE Dance. These courses involve both practical and theoretical elements. At Key Stage 5 students can choose to study A level Dance and/or a BTEC National Extended Certificate in Sport.

### Extra-Curricular

Extra-curricular sport includes inter-schools and inter-house matches in a range of activities that include netball, football, rugby, badminton, basketball, tennis, cricket, rounders, athletics, cross-country and swimming. After school clubs are run each week in all team sports as well as gymnastics, dance and trampolining. We enter district and county competitions in all sports and some students go on to District, County and National Trials.



## Post 16 Learning



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

We work with each student individually to achieve this. Plenty of guidance and support is provided on a planned and regular basis through tutorial groups and PSHE. Post 16 students from Marlborough are now studying at universities countrywide, at Bristol, Cambridge, Leeds, Birmingham, London, Oxford, Southampton and Exeter to name but a few places. Budding industrial chemists, psychologists, engineers, software designers, linguists and translators, pharmacologists, 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 "Staff in the sixth form teach students the specific skills needed to be successful. Teachers have strong subject knowledge. Through skilled questioning, they encourage students to combine a range of knowledge and more complex ideas in their responses. Consequently, students acquire an exceptional understanding of the curriculum." Ofsted, November 2023.

We work within a consortium of St Alban's Schools called the Alban Learning Partners comprising of St Albans Girls, Loreto, Nicholas Breakspear, Samuel Ryder and Townsend. 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. Post 16 students receive a significant amount of enrichment opportunities including working with 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 through the Extended Project Qualification.



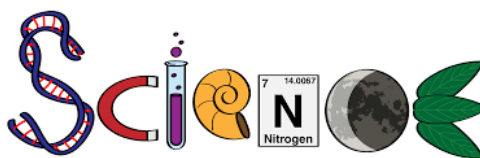
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In previous years there have been a number of residential trips to support the learning in subjects; Media and Photography students travelled to New York, Film students to Berlin and our World Challenge/Camps International programme is well established, recently visiting Kenya and climbing Kilimanjaro. 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 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 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 subject, 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.

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 previous years we have offered Year 9 and 10 students the opportunity to experience a forensic science day, Year 7 explored the surface of Mars with virtual headsets and Year 8 visited the Mars Rover development centre at Airbus in Stevenage. Students were also encouraged to take part in National Science Week. We are expanding our enrichment to provide a wide range of opportunities for all students including trips to local Science centres and museums, visiting science speakers, a planetarium dome and an exciting family science event led by the Royal Institution.







## Specialised Learning

*The School is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). .... The school identifies the needs of pupils with SEND quickly. Staff across the school provide precise support to overcome the specific challenges they face. Teachers adapt learning as necessary so that these pupils can achieve well, which they do. Ofsted, November 2023*

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 ensure 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 adapted to the learning needs of the student
- the desired outcomes for the student are the priority



Assistant Teachers provide support to students during lessons and provide regular monitoring across curriculum subjects to ensure access to learning, positive attitudes and engagement, and recognition of achievement and attainment. 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. The aim is to enable confidence, resilience and independence so that students can gain their ambitions.

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 directly involved with the LRC Manager in Home Learning Club. This provides an ideal opportunity to support students with home learning assignments and encourage students to revise for examinations. Additional learning sessions also run afterschool in the Brooks Suite.

### 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. Our goal is to help raise the achievement of ethnic minority students. Liaison with parents is an important part of the work and the bilingual members of our team school staff may be able to communicate with many parents in their home language.





## 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. Food Technology, Metal work, Woodwork, 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, Design Technology, Engineering, Fashion and Textiles, Food Preparation and Nutrition and Graphics 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** (A level) students follow the AQA Product Design course with the option to specialise in 3D Product Design and Graphics Communication.



### 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 2025

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 students from Year 13 have gone on to study the courses of their choice or employment.

#### Point Scores

	Points
A level	27.98 (C-)
Academic	27.08 (C-)
Applied General	24.11 (Merit)
Value Added (2024)	0.05

#### Year 13 A level (percentage at each grade)

	Entries	A*	A	B	C	D	E
Art	7	43	29	14	14	0	0
Biology	17	0	12	12	29	29	12
Business Studies	22	0	5	32	18	23	18
Chemistry	11	0	9	27	9	18	9
Classical Civilisation	9	0	11	56	22	11	0
Computer Studies/Computing	7	0	0	43	43	14	0
D&T Product Design	10	0	20	10	20	20	10
English Literature	15	7	7	20	13	40	13
EPQ	8	13	0	38	0	50	0
Film Studies	14	0	14	21	7	14	36
Geography	19	0	5	26	32	32	5
History	11	9	9	0	73	0	9
History of Art	1	0	100	0	0	0	0
Mathematics	14	14	21	14	29	21	0
Mathematics Further	3	0	33	33	33	0	0
Media Studies	22	0	0	9	50	41	0
Photography	12	0	8	33	42	17	0
Physics	8	0	13	25	25	0	13
Politics	11	0	18	36	9	18	9
Psychology	45	0	0	11	18	16	42
Sociology	19	0	11	16	37	21	11
Spanish	2	50	0	0	50	0	0



**Year 13 Vocational Qualifications (percentage at each grade)**

	<b>Entries</b>	<b>Dn*</b>	<b>Dn</b>	<b>Mt</b>	<b>Ps</b>
<b>Acting (RSL)</b>	4	0	100	0	0
<b>Business (Applied) Ext. Cert.</b>	15	0	0	27	73
<b>Sports Studies BTEC</b>	10	20	20	60	0

NB: Vocational grading is as follows:

Dn\* = Distinction\*

Dn = Distinction

Mt = Merit

Ps = Pass



## Key Stage 4 Results Summary

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

	2025
Basics 4+ ( <i>Standard Pass</i> )	60%
Basics 5+ ( <i>Strong Pass</i> )	36%
Attainment 8	42.74
Progress 8 (2024)	-0.04

## Year 11 GCSE (percentage at each grade)

	Entries	9 to 7	9 to 5	9 to 4	9 to 1
Art and Design	47	40	89	98	100
Biology	52	39	81	98	100
Business Studies	48	4	25	50	100
Chemistry	52	40	81	100	100
Classical Civilisation	29	14	48	62	100
Computer Science	29	3	24	38	100
Dance	6	0	0	50	100
Design & Technology	12	42	42	75	100
Drama	22	0	50	68	100
English Language	214	14	49	69	100
English Literature	214	13	47	66	97
Food Preparation and Nutrition	28	43	86	93	100
French	49	16	63	69	100
Geography	89	15	42	64	99
Graphic Communication	14	21	50	93	100
History	116	17	36	50	97
Mathematics	214	14	41	67	100
Media Studies	33	15	46	82	100
Music	15	7	67	87	100
Philosophy, Religion and Ethics (Religious Studies)	10	30	60	80	100
Physical Education	31	13	48	68	100
Physics	52	40	89	98	100
Spanish	40	25	45	63	100
Science (Double Award)	324	2	22	49	93
Further Mathematics	3	100	100	100	100





### Year 11 Vocational Qualifications (percentage at each grade)

	Entries	Dn* - Dn	Dn* - Mt	Dn* - Ps	Dn* - Lv1
<b>Creative iMedia (CNAT)</b>	18	33	39	61	100
<b>Engineering (CNAT)</b>	24	0	0	21	75
<b>Health and Social Care (BTEC)</b>	15	7	27	40	100
<b>Sports Studies (CNAT)</b>	26	0	12	39	100

NB: Vocational grading is as follows:

Dn\* = Distinction\*

Ps = Pass

Dn = Distinction

Lv1 = Level 1 Pass

Mt = Merit



## Learning and Research Centre

The Learning and Research Centre (LRC) is a wonderful space at the centre of our school. It contains seating for 90 students, 16 desktop computers, a colour printer, a bank of Chromebooks and a Careers Hub. The Reprographics Department is also located in the LRC so students can ask to have work photocopied, laminated or bound.

*'The LRC is a great place for all students. It's wide range of clubs offers something for all!'*

Beau, Year 8

Students can visit the LRC during break and lunchtime. Board games, jigsaws and craft activities are available as well as quiet areas for students who wish to sit and read.



Classes are held throughout the day in the LRC, giving students the opportunity to complete more detailed research into the topics they are working on as well as time to dedicate to finding new books to read. Post 16 students also have access to work spaces in the LRC at all times of the day. A Home Learning Club, supported by a member of staff from our Specialised Learning team, runs every day after school. Any student who wishes to use the resources available to help complete their home learning tasks can attend until 4.10pm Monday to Thursday and until 3.45pm on Friday.

### Accelerated Reader

All students in Years 7 and 8 have an English lesson in the LRC once every two weeks for reading. We use a scheme called Accelerated Reader which involves students taking a comprehension test three times a year to assess their reading ability and help them to select appropriate reading material. Students then complete short quizzes on the books that they read.



### The Big Read

Every year we choose one book and encourage the whole school community to read and discuss it. Everyone who reads the book receives a customised pin badge. Our Big Read for 2025 is Mohinder's War by Bali Rai and a new Big Read will be announced soon for 2026.

### Events and Trips

The LRC hosts regular book fairs, charity events and house competitions as well as running both student and staff book clubs. Students also take part in the Reading Champions quiz and the What on Earth! Magazine Schools Quiz Challenge each year. We are members of the Hertfordshire testing group for the annual Children's Book Award and have hosted and attended discussion mornings with other local schools. Last year we hosted author visits from our Big Read author Bali Rai, storyteller Sarah Loyd-Winder and non-fiction writer John Gordon Reid from What on Earth! magazine. We hold our annual celebration of reading, Book Fest, for two weeks around World Book Day in the spring term.

## 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

The dropping off of students at the start of the day and the collection on school grounds at the end of the school day has been prevented for some time now and is only permitted for health reasons or in exceptional circumstances. Please do not arrive exceptionally early to avoid this restriction. If you get a lift to school, please ensure that you are dropped off/collected in Watling Street (away from the school) or in Watford Road. Please do not park on any zigzags or cause an obstruction to our neighbours' properties and also drop off and collect your children in a safe environment.

### 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.

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







Innovate has long been considered the most inventive school caterer and that's because we're very clear about our food. All our dishes are prepared every day using quality, fresh and seasonal ingredients that are responsibly sourced. As well as ensuring the food on the plate is healthy, we want our customers to understand the importance of eating the right foods and help them with their food and nutrition journey.

Every day we have available a selection of 'grab and go' items, freshly prepared healthy, tasty main meals and a salad bar bursting with homemade healthy salads.

	WEEK 1	Classic Favourites MONDAY	SOUTHERN STYLE TUESDAY	Great British Roast WEDNESDAY	CURRY THURSDAY	Fish & Chips FRIDAY
		CHICKEN STROGANOFF Rice	BEEF LASAGNE Homemade Garlic Bread	SALT & PEPPER ROAST CHICKEN LEG OR HONEY MUSTARD GAMMON Potatoes, Gravy	CHICKEN DOPIAZA Rice	CHIP SHOP 'FRYDAY' FISH/PIZZA/SAUSAGE OR SALMON FISHCAKES Chips
VEGETARIAN MEAL		MUSHROOM STROGANOFF Rice	VEGETABLE & BEAN LASAGNE Homemade Garlic Bread	MACARONI CHEESE	PANEER & CHICKPEA CURRY Rice	CHIPOTLE QUORN TORTILLA Chips
VEGETABLE		STEAMED BROCCOLI	GARDEN SALAD	SEASONAL VEGETABLES MIXED SALAD	CORIANDER & ONION SALAD	TOMATO SALSA PEAS
PASTA POTS		TOMATO & BASIL	CHEF SPECIAL	TOMATO & BASIL	CHEF SPECIAL	TOMATO & BASIL
JACKET POTATO		TOPPED WITH A CHOICE OF CHEESE, TUNA OR BEANS				
DESSERT		BERRY & APPLE CRUMBLE Custard	CORNFLAKE CRISPY CAKE	PEAR & COCOA SPONGE Custard	APPLE & CHOCOLATE PINWHEEL	CHEF SPECIAL
FRUIT		SELECTION OF FRUIT DAILY				
YOGHURT POTS		SELECTION OF YOGHURT POTS DAILY				
TRY OUR HOME-MADE SOUP WITH FRESHLY BAKED BREAD		LOOK OUT FOR AMAZING BLUE DOT MEAL DEALS	PIZZAS, WRAPS & PANINIS FRESH OPTIONS EVERY DAY	TAKE HOME A TAKEAWAY Collect Before You Go Home	LUNCH MEAL DEAL Check out what's on offer today!	WATCH OUT FOR OUR POP UP & STREET FOOD PROMOTIONS
		All of Our Deli Range, Sandwiches, Salads & Desserts are FRESHLY MADE HERE DAILY				





Welcome to  
*Innovate*

**FRESHLY MADE EVERY DAY**



**street**  
VIBES

**EXPLORE GLOBAL  
STREET FOOD**

**BLUE  
DOT**

**4 ITEMS FOR**



*Christmas*

**THEME DAYS**  
Every Other Week!