

shaping futures 



The Marlborough
Science Academy



Welcome from the Headteacher

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

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

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

“ Good provision is driving improvements in achievement and promoting strong outcomes in terms of students’ personal development. Care, guidance and support ensure that students attend well, feel completely safe and develop attitudes, attributes and essential skills that prepare them well for later life. Behaviour around the school is often exemplary and students’ positive attitudes make a strong contribution to their learning ”

“ Marlborough School makes good provision for its students and achieves some impressive outcomes, particularly in their personal qualities and skills that students develop during their time at school. Students’ personal development is good in every respect and outstanding for spiritual, moral, social and cultural development ”

“ The headteacher, supported by her senior and middle leaders, has been conspicuously successful in establishing a harmonious school community where students of all ages and from different backgrounds mix easily and show respect for one another. ”





Shaping Futures

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

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

Some of the careers/jobs that our students, your sons and daughters, will have do not exist yet; it is our responsibility, crucially with your support as parents, to ensure that all our young people leave at 18 with the qualifications, life skills, technological ability and enthusiasm to excel at all they eventually decide to do.



"The curriculum is broad and balanced"



Curriculum

We firmly believe that 'one size does not fit all', therefore there are a variety of pathways at all key stages designed to ensure best fit for students of every ability.

At Key Stage 3 we have our 'Fast Track' pathway designed for students coming into Year 7 with Level 5's in English and Maths. The students in these groups have access to a curriculum designed to stretch and challenge at every level including 'challenge days' and at a later stage, visits to Oxford and Cambridge to encourage aspiration and motivation.

We also have our enhanced pathway providing extra literacy and numeracy for students who may need that little bit of extra support to help them access the curriculum.

Breadth and balance is important, all students receive opportunities to develop talents sometimes hidden, in a large variety of resourced faculty areas including Drama, Dance, Photography and Classical Civilisation with the opportunity to develop these Post 16.

At Key Stage 4 there are also a variety of pathways carefully crafted to meet individual needs, including the English Baccalaureate and an alternative

curriculum offering opportunities to explore a more vocational route providing links with college and work related learning.

Our curriculum at all key stages is delivered to a very high standard with staff having excellent subject knowledge and a passion for their craft.



"Quality of learning was good or better"



“ An excellent range of extra-curricular clubs and enrichment activities ”



Enrichment

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

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

There are many clubs happening both within school and after school including Chess, Mandarin, Latin, Cheerleading, Dance, Reading Club, Duke of Edinburgh, a Comic Club and of course a huge selection of PE activities involving our participation in competitions at local and County level.

Why not try your hand at being involved in our Radio Station? It broadcasts every lunchtime and includes news items, music and information about what's going on, on a daily basis.



Trips

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

Bi-annually we run the World Challenge trip which can take you to anywhere from Mongolia to Vietnam. Students who go on this trip see how young lives are different to theirs and are encouraged to do charity work or practical work to help improve the quality of living in some small way.

Trips have gone as far afield as China whereby students have scaled the Great Wall and admired the wonders of the Terracotta Army. Close to home there is our PGL Year 7 'Getting to Know You' trip, sailing trip, skiing trip, theatre trip, trips to French markets, art galleries and many, many more.



“ Students' wider personal development is a notable strength ”





Ruaridh Macphee
Student 2000-2007, Head Boy 2006/7

Student Voice

Student Voice underpins much of what we do here.

Our Head Boy and Girl take a lead role in presenting key events and have been instrumental in policy making decisions including our decision to go down the Academy route and the design of our school uniform.

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

In the five years since I left Marlborough, I have not only started to establish my future but I have also done and achieved things I could only have dreamed of when joining the school as an 11-year-old, and Marlborough played a major part in making that happen.

The staff at Marlborough realise that every student has different talents and capabilities, and that is what they aim to draw out in every student. They didn't sit back and wait for me to seek opportunities, they actively provided them for me to go and explore. From competing for the school in several sports, to performing in the West End and taking part in a World Challenge expedition, I had the chance to do it all, and to discover myself.

The skills I acquired here have helped me to go on to enjoy new challenges and new success. Travelling to Mongolia after my GCSEs opened up a desire to discover the world, leading to a gap year spent travelling across three continents. My academic success saw me accepted into Newcastle University, and later onto an accelerated graduate scheme with the renowned professional services company, PriceWaterhouseCoopers.

The hunger for sport I established at Marlborough saw me take up rowing at University; four years on I'm a three-time British Universities champion and a medallist from the European equivalent. Marlborough gave me the confidence to go and search the world for opportunity, and I found that the world had a lot to offer me in return.

However it won't be all plain sailing. Marlborough will challenge and stretch you both academically and socially to help you achieve all you can in what is ultimately a short but pivotal period in your life. But when you need support or guidance there will always be someone there and willing to help you through your difficulties, whether academic or personal.

Leaving Marlborough was hard, but I was ready to step out into the big wide world because I left with friends, broad horizons, and a thirst to enjoy life and to start fulfilling my full potential.



Parents in Partnership

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

The Headteacher holds a parent surgery every week whereby parents can book appointments to meet and discuss any issue. There is also a parent 'Think Tank' which runs every half term giving parents the opportunity to meet with a senior member of staff to engage in discussion about policy, development planning and self-evaluation.

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

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

Ofsted





Academic Excellence

All our students are equipped with the tools needed to encourage organisation with a bespoke student planner designed for the students by the students.

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

Home learning is set according to the cycle visible on our website and is monitored by tutors and senior teachers through the planner.

Our comprehensive virtual learning environment extends and enhances teaching and learning opportunities by providing additional academic support and access to curricular resources and information both in school and at home.

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

Communications with parents regarding academic ability are complimented with regular consultation evenings and learning evenings which focus on transition periods to ensure that parents are as equally informed as their sons/daughters about progress and systems in place to support learning.

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

“ A large majority of lessons are either good or outstanding ”

“ The school can point convincingly to a clear trajectory of improvement at each key stage ”



Behaviour and Uniform

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

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

Our rewards system motivates success and once again parents are involved in this process as we send pinkies home to let you know what any reward is given for. There are no raised voices in the school, visitors comment as did Ofsted on the warmth and friendliness of our students, all conducive to successful learning.

“ Teachers have high expectations of how students will behave ”

“ Students’ good behaviour and attitudes make a strong contribution to the positive climate for learning in lessons ”



“ Students feel very well supported, and display mature attitudes to their own and others’ well-being ”

“ Students value their safe, supportive and cohesive school community and appreciate the strong contribution that they make in maintaining it ”



Caring for Our Students

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

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

We have a creative approach to ensure we equip students with the skills necessary for learning including, for example, accessing appropriate support from external agencies and using other tried and tested support mechanisms such as fishing or small group work.



We have a school counsellor, our own outreach worker and are proud that Ofsted have highlighted our excellent work in the care of our students as being of a very high standard.

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



Year 6 into 7 Induction

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

The process starts with visits to every child in their primary school to ensure that we get to know all we can about your sons and daughters including special talents, likes, dislikes, friendship groups etc. There are two opportunities in the summer term for new parents to familiarise themselves with their new secondary school including breakfast with the PTA to settle new parent nerves.

We have a summer school for all students in the first week of the holidays, a great way for students to get to know the school and each other. This is followed by a full induction programme tutor based in September, which once again is designed to settle nerves making room for all to embrace exciting learning opportunities. During the first term there are numerous events/opportunities for parents to meet with tutors, new staff and attend informal evenings such as ‘wine and cheese’.



“ Excellent transition arrangements, including a summer school for new Year 7 students, ensure that students feel welcome, settle quickly and are confident that the school will provide support if they need it ”





Post 16 Learning

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

Operating within our consortium there are over 30 AS/A2 subjects to study from, including a variety of vocational pathways that can also lead to tertiary study.

Sixth form students play a big part within the school community in terms of supporting and mentoring younger students receiving community points which support UCAS applications and CVs.

As with other transitions parents are also supported as students move from GCSE into the rigours of AS/A2 teaching. Study evenings are in place to support all, and there are also regular information evenings to provide clarity around the university application process and financial implications.

Should you have any further questions regarding our post 16 provision, please feel free to contact our Head of Sixth Form.

“ Sixth form students make good and sometimes outstanding progress ”

“ The sixth form is a notable strength because good provision is already impacting in the results that students achieve ”

“ The school enjoys an affirmative ethos based on tolerance, consideration and mutual respect ”



The Marlborough Science Academy
Watling Street, St Albans, Hertfordshire AL1 2QA
Telephone: 01727 856874 | www.themarlbroughscienceacademy.co.uk

Headteacher: Ms A F Thomson
The Marlborough Science Academy is a registered company limited by guarantee. Company no. 08003969

Designed by CRB Associates | www.crb-associates.com

