

An Invitation to Explore

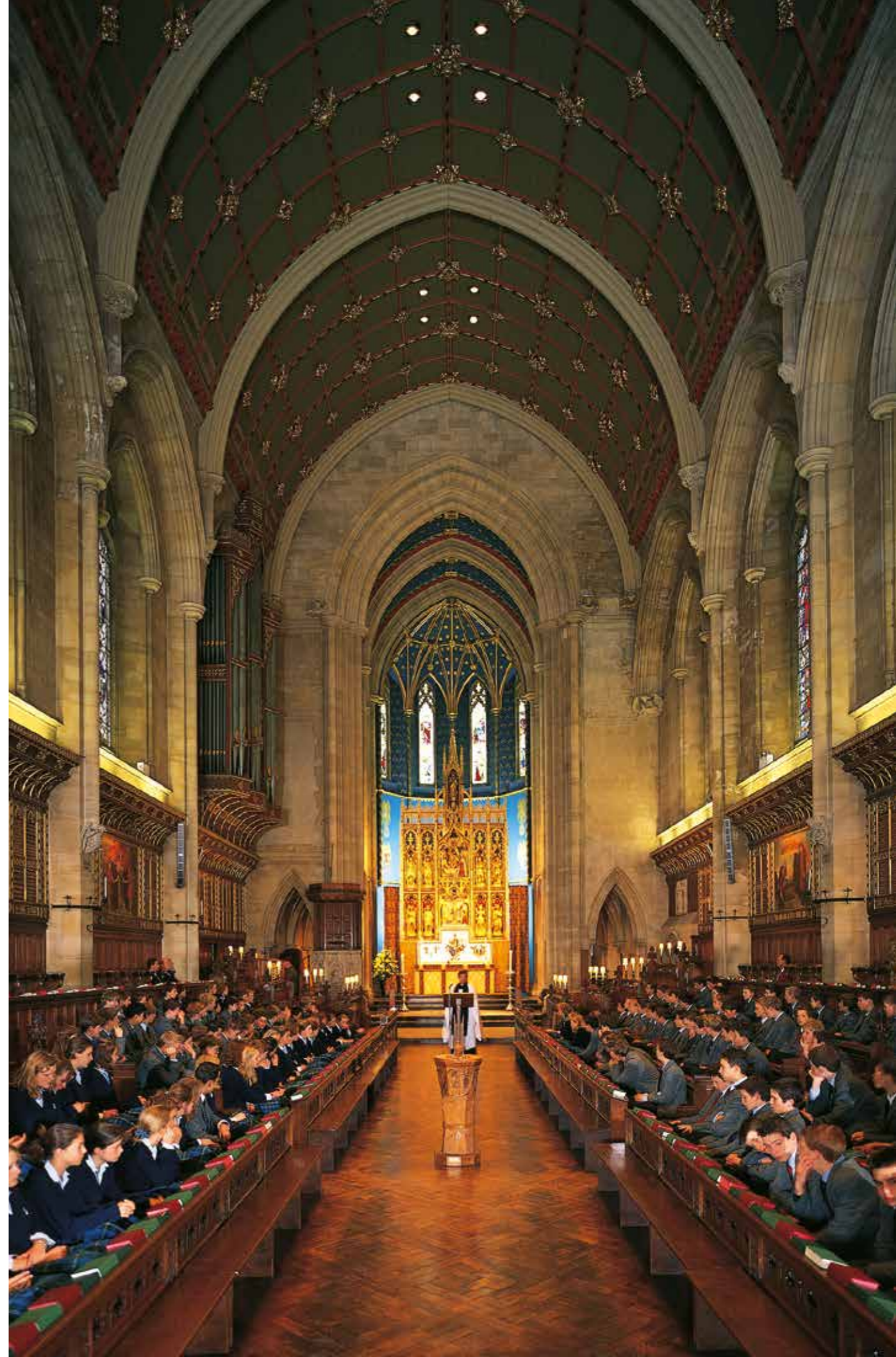


THE MARLBOROUGH COLLEGE PROSPECTUS



OUR MISSION

IS TO BE THE FIRST CHOICE
OF PARENTS WHO ARE SEEKING
FOR THEIR CHILDREN
AN EXCELLENT, MODERN EDUCATION
IN A COEDUCATIONAL ENVIRONMENT.
THIS IS A COMMUNITY WHERE
SCHOLARSHIP IS CHERISHED,
CREATIVITY IS CELEBRATED,
DIVERSITY IS EMBRACED,
AND CONVERSATION—THE MEANS
BY WHICH KNOWLEDGE
IS ELEVATED INTO WISDOM—
IS PARAMOUNT





An Invitation to Explore

✝ MARLBOROUGH COLLEGE is a remarkable school.

Set on the edge of the town we are surrounded by the beauty of the downs. Almost by osmosis our surroundings promote our vision. It represents true co-educational boarding with sincere 'renaissance' breadth. It is firmly rooted in a sense of service. Outstanding academic, artistic and athletic qualities underpin the promotion of our educative values.

The Marlborough College motto is *Deus dat Incrementum*, 'God gives the increase'. Opportunities abound from the heart of the boarding houses through the clearly recognized strengths of the school; these are outstanding facilities and the central spiritual pillar of the foundation, represented by the Chapel.

It is our duty to align the international and local position of Marlborough. Enhancing high academic potential and a will to harmonise and diversify pupils as they graduate around the world is fundamental to being a Marlburian. Infinite opportunities are available to all who develop the sensitivity of the wisdom given to King Solomon, in the Old Testament, of 'an understanding heart'.

Marlborough educates through a landscape where high expectations are mixed with humanity, integrity and humour, a sense of enjoyment and fun.

LOUISE MOELWYN-HUGHES

The Master



The greatest strength of the school
is the quality of the *human relationships*
throughout the community.

We believe that true education can be built upon a triple foundation of compassion, companionship and conversation.

Compassion

—the willingness and ability to see the world through the eyes of others is a value which springs from our Anglican foundation and acknowledges our duty to continue to build a fair and just society.

Companionship

—the sharing of life with friends and colleagues—both anchors us as individuals and strengthens us as contributors to joint endeavours and enterprise.

Conversation

—is the means by which great teachers develop intellectual curiosity and encourage pupils to enjoy academic enthusiasm. Learning is not a passive process, and conversation involves both listening and speaking and demands the gradual taking of responsibility for one's own ambitions.

Through conversation we transmute information into knowledge and elevate knowledge into wisdom. This conversation requires an exploration and recognition of the moral context within which we operate.

The fact that nearly all of our pupils are full boarders enables us to offer a rich programme of primary and creative experience in, around and beyond the academic curriculum. Young people at Marlborough thrive through their interaction with adults and peers in a variety of undertakings; this valuable, humane activity builds both character and an understanding of other people. Contemporary life is full of passive and received experience: we are able to offer genuinely formative opportunities which require patience, rehearsal, practice, teamwork and self-discipline.

How can the performance of a great school be judged? Some important elements of education can be measured and we enable young men and women to gain impressive examination results and pleasing places at university. We believe that Marlburians are equipped not only to reach university but also to flourish there and beyond.

Other aspects of our work are more difficult to assess. We would like to be judged by the contribution made by past, present and future generations of Marlburians to the health of wider society throughout the course of their lives.



Academic

Our rigorous academic programme and outstanding teaching, aim to instil a *love of learning for its own sake* amongst pupils.

The first, or **SHELL**, year offers the opportunity to explore intellectual possibility. Within the Shell curriculum a coherent, integrated course in the humanities asks pupils to think for themselves. It embraces English, History and Religious Studies and seeks first of all to give our pupils a sense of their cultural identity and then lead them to explore new horizons and to question themselves and their teachers. It is a course not to fill minds but to excite them. It sparks the youngest Marlburians to think for themselves, to risk an opinion, to listen to the voice of others.

The **REMOVE** (second) and **HUNDRED** (third) years at Marlborough involve GCSE courses. We require a core commitment of English Language, English Literature, Mathematics, Science, Religious Studies, and a modern language. Beyond these, pupils have free choice from an exciting offering which includes Computer Science, Mandarin Chinese and Astronomy. Many departments have moved to offering the IGCSE course in their subject.

Pupils choose at least four courses in the **LOWER SIXTH** from a range which guarantees rigour, depth and the choice of continued breadth or specialisation.

In addition to these main courses, pupils have the opportunity to indulge their academic interests further, or discover new ones through courses such as Psychology, Astronomy, Arabic, Photography and the hugely successful and highly prized Extended Project Qualification.

Pupils of all ages are expected to develop a spirit of scholarly enthusiasm through making the most of the many cultural and academic opportunities available to them beyond formal lessons.

At all times they are supported by a dedicated team in our Guidance Department who offer expert advice on the choice of school subjects, on Gap Year placements, on proposed university degrees, and —not least— on the world of work.





Coeducation

Our coeducational character allows us to prepare boys and girls for lives and careers in a world in which *men and women will work together*. Academic debates are enhanced by the combination of male and female sensibilities.

Single-sex activities, such as sport, offer a different set of opportunities and challenges. Above all, the Houses provide pupils with secure and supportive pastoral care.

Our community is complex and kaleidoscopic: our boys and girls, men and women, form a society unafraid to ask important questions about life, scholarship, service and values.





Boarding Life & Pastoral Care

We believe that the boarding Houses of Marlborough provide the traditional strengths of supported independence and of youthful fellowship. From each member of our community we look for kindness and respect for others.

Our fifteen Houses provide *an unrivalled system of pastoral care*. They are staffed by teams of adults who are prepared to work generously to sustain and uphold the health and happiness of young people in their care. We seek a partnership with parents, based upon agreed values which will work to elevate the prospects and well-being of young Marlburians. Housemasters and Housemistresses are

supported by Resident Tutors, Dames, Tutors and other members of pastoral and support teams.

The House is a home: it provides an intimate and safe anchorage from which to voyage out into the sometimes testing currents of life in the College. Houses vary tremendously in character, composition and location but they all share the central ethos of our community.

The working week at Marlborough is full and weekends also offer a rich programme of structured activities, social occasions and other opportunities.



As a boarding school, we are privileged to have much greater influence over the lives of our pupils than that enjoyed by day schools. We see the character of a pupil in the round and our experience offers direction throughout the occasionally difficult and testing journey of adolescence. Members of the College learn to differ, and to reconcile differences, in the context of a loving and caring community. Pupils question, enquire, converse, form views, test the boundaries of ideas and actions, establish values and develop the honesty, confidence, courage and integrity to stand for them. Marlburians come to appreciate the creative tension between independence and interdependence and they do so with dynamic effervescence and a palpable sense of fun.

The Setting



Marlborough College is a beautiful school. Founded in 1843, the College is situated at the western end of the small market town of Marlborough and occupies 200 acres of rolling and historic land. The school is built around the former mansion of the Dukes of Somerset and around the Marlborough Mound, a neolithic edifice where some say Merlin is buried and whose Norman castle saw medieval kings hold court.

Our buildings complement the countryside and include some stunning facilities. The Chapel (1886) is a Gothic Revival masterpiece.

The Memorial Hall (1925) is unique in being a theatre and assembly space built in the neo-classical style. The Hony Centre (2001) provides Drama and Music with the most modern of facilities for teaching and performance, and the Art School (2005) offers a light and distinctive contemporary home to the visual arts. Our sports grounds must be some of the most striking venues in the country. Recent years have witnessed impressive investment in our built environment and the College campus possesses a collegiate atmosphere which many universities would envy.

Spirituality

Education cannot be complete without a considered approach to spiritual life.

Religion has arguably been the most creative, and destructive, force in modern history and *young people need to acquire a spiritual vocabulary which will enable them to explore the world* beyond the prison of selfhood and which will enable them to make their own way towards faith. We are a Christian community. We are an Anglican foundation and many of our pupils opt to be confirmed as members of the Church of England; we are also proud of the pupils who belong to other denominations and religions or who wrestle with philosophical questions. Discussion of these matters is lively, important and, at times, passionate.



Energy & Enrichment

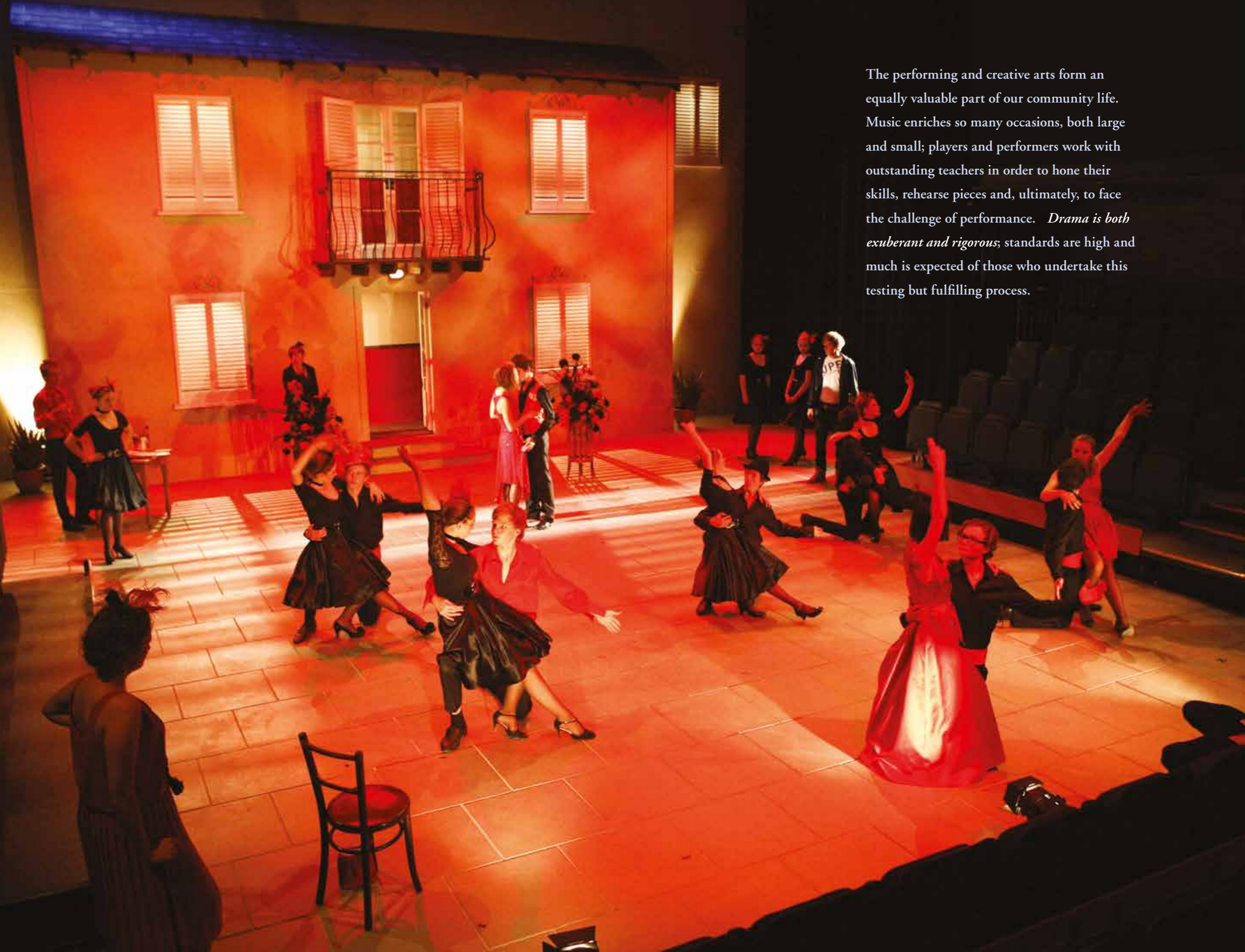


Pupils gain so much from sporting involvement: teamwork, *the willingness to commit wholeheartedly to a contest*, the challenges of handling victory and defeat with grace, the disciplines of training and the opportunities to represent others in a fitting manner.

Our facilities are modern and our venues beautiful.

We are also fortunate in the calibre of our coaching staff.

Results have, in recent years, been strong.



The performing and creative arts form an equally valuable part of our community life. Music enriches so many occasions, both large and small; players and performers work with outstanding teachers in order to hone their skills, rehearse pieces and, ultimately, to face the challenge of performance. *Drama is both exuberant and rigorous*; standards are high and much is expected of those who undertake this testing but fulfilling process.

Opportunities for pupil-led initiatives are many. *The Art School and the Design Centre hum with creative energy*, and the quality of the work of our young artists is extremely impressive.

The College's successful and popular Combined Cadet Force and a vigorously aspirational Outdoor Education Department provide many chances to develop valuable skills and to grow through challenging experiences.

Marlborough believes in enabling and encouraging young people to reap the benefits of training and preparation, and we prize the fulfilment that comes through performance and self-expression. Friendship and the appreciation of the talents of others are deepened by teamwork and by individual achievement, and they are supported by skilful coaching. Sport, Art, Design, Drama, Music, Outdoor Activities and CCF—all these work to foster confidence, to broaden horizons, to offer opportunities for healthy enjoyment and to help pupils to grow both as individuals and also as members of a community.



Friendship

Companionship is one of our greatest strengths.
Pupils develop friendships which will enrich and sustain their lives beyond the College.

The chance to live and work alongside people from varied backgrounds and countries is a genuine privilege. Pupils work with teachers and other members of the adult community in ways that go beyond the formulaic relationship imposed by the classroom or laboratory.





Our disciplinary expectations are high:
our policies aim both to protect individuals and also to foster self-discipline.
Pupils are encouraged to treat each other and all members of the community
with kindness, sensitivity and respect.

Responsibilities



We recognise that we form a privileged community and that privilege entails responsibility. Our pupils are expected to be ambitious to develop their potential as fully as they can as scholars, artists, actors, musicians, athletes, friends, neighbours and citizens. They are encouraged to make the most of the opportunities open to them and to accept responsibility for their own progress. They are asked to *look beyond Marlborough and to understand their responsibilities to broader communities and a wider society.*

Leadership

We are conscious of our duty to equip young people to exercise leadership not as an expression of personal ambition but as a form of service to others. Marlburians across generations have *a strong record of leadership in many spheres of human endeavour*. Current pupils are offered opportunities to prepare themselves for these responsibilities through community service, the Combined Cadet Force, captaincy of teams, debating, public speaking, positions of leadership within boarding houses and school-wide roles as prefects, sacristans, charity representatives and in running societies. We also value quiet leadership: living and working within the College community as an example to others.



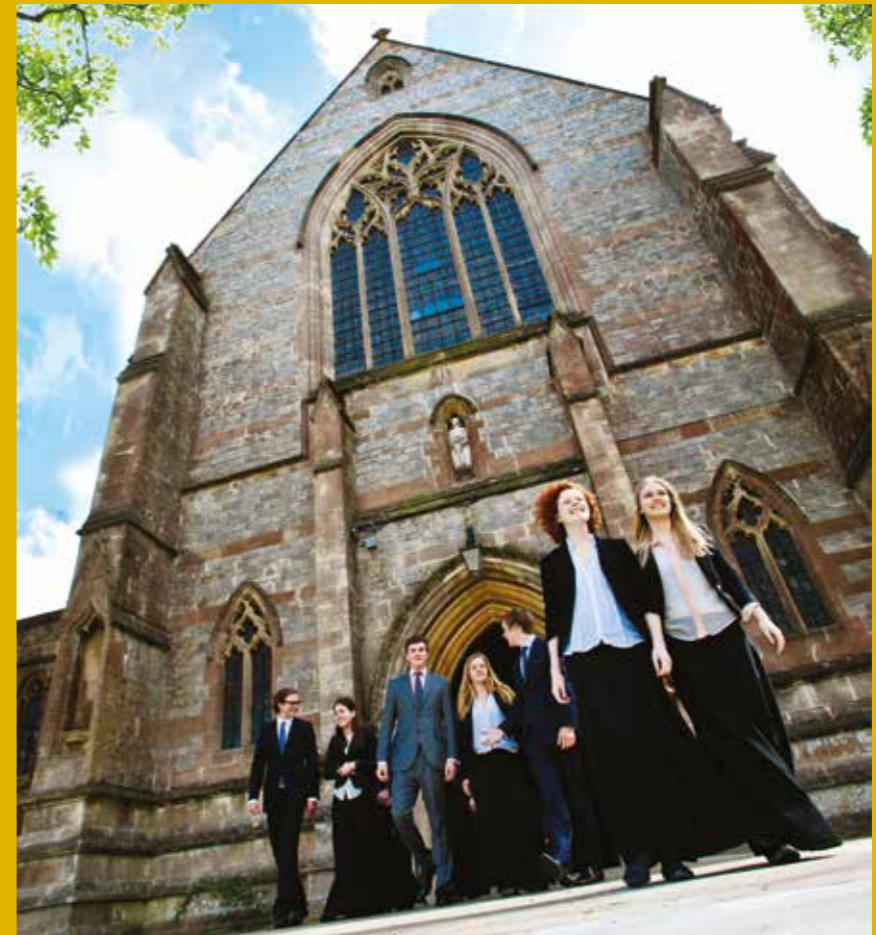
The Future

For all its past glories and present success, Marlborough dare not be complacent. If its boys and girls are to be leaders who will enrich a global society, they will need not only academic and moral strength, but also inventiveness, an open mind and an adventurous spirit.

We look constantly to adapt and improve the ways we bring our pupils to draw on the richness of tradition so that they may meet the challenges of a new century.

Our curriculum is vibrant and ambitious: we trust our teachers to investigate and offer demanding, enriching courses which promote intellectual curiosity and the excitement of rigorous, scholarly engagement. We aim to spark Marlburians to think for themselves, to risk an opinion, to listen, respect and evaluate the voices of others: in the words of Louis MacNeice, we want them to appreciate 'the integrity of differences'.

With the opening of Marlborough College, Malaysia, we are becoming part of an international family of schools, sharing common values and ownership whilst offering exciting opportunities to collaborate with fellow pupils from other backgrounds and traditions. A community such as ours must connect with the wider world in order to prepare our young people to lead professional and personal lives which will transcend borders and boundaries.



We look to foster artistic, cultural and political societies which will promote the rigour and range of our discussions. We aim to attract to Marlborough teachers of promise and ability, and we value those foreign students who join us each year and who bring with them fresh views and different experiences. We welcome scholars and artists of international reputation to speak and perform regularly at the school, and we urge our established teachers to take part in exchanges with colleagues from abroad.

The Old Marlburian Club acts as a centre and resource for the worldwide Marlburian community.

We encourage our leavers to travel the world bravely, answering to that of God in every man.



*The greatest strength of the school
is the quality of the human relationships
throughout the community.*



✠ Marlborough College provides an exceptional contemporary education. I hope that you will see something of the remarkable school that Marlborough is from this prospectus and will choose to pay us a visit.



THE MASTER, LOUISE MOELWYN-HUGHES

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