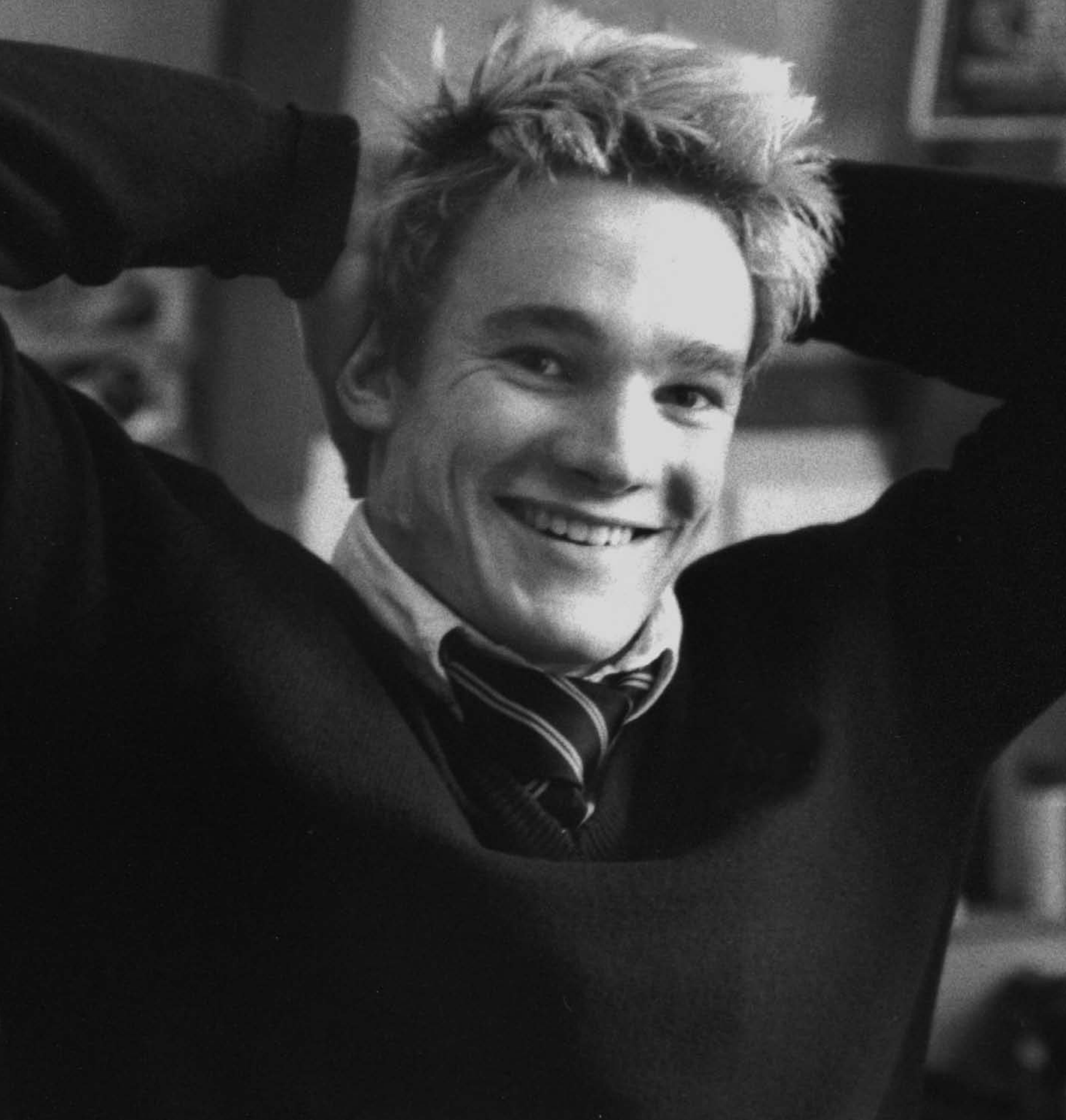


WELLINGTON COLLEGE





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WELLINGTON COLLEGE

Happiness & Confidence

Our Prospectus



What is it that sets Wellington apart?

As you enter the estate through the College gates and drive up the Kilometre,

the immediate impression is one of space; calm and secure.



But it is not until the first meeting with the pupils themselves that Wellington's true distinguishing features emerge.

If you were to encounter them on their way to lessons; to listen to them go to and from their many activities; to watch them talk in groups; to look closely at their faces, then you would realise the real prizes Wellington has to offer —enjoyment, purpose and wholeheartedness.

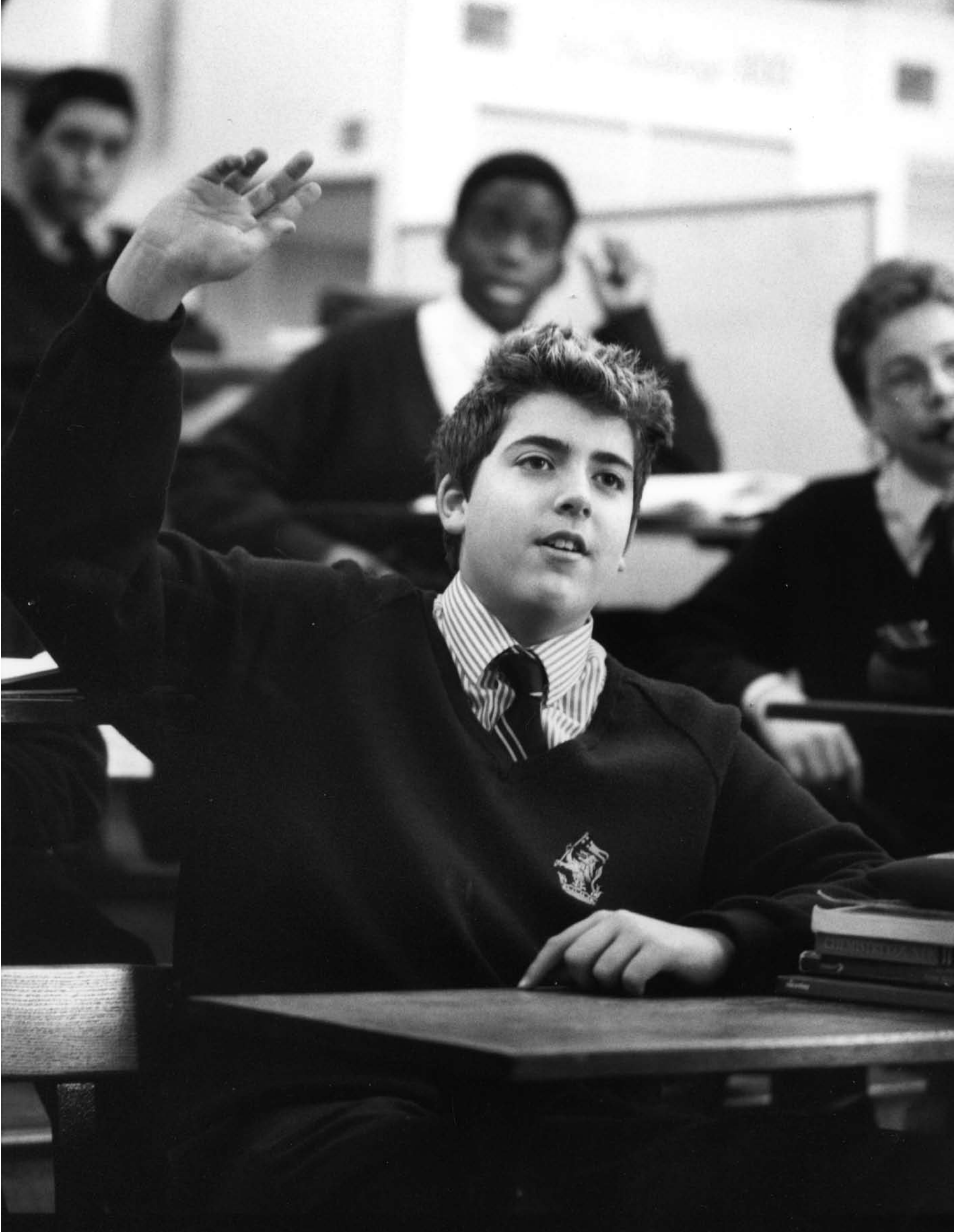
The natural consequence of all this happiness is a young adult who has a delightful, friendly confidence, a sense of self-worth and who is thoughtful, honest and highly employable.

These valuable and sought-after qualities do not come about by chance. They are achieved by the careful influence of five well-managed forces.

I would like to briefly explain how these forces create a happy and confident Wellingtonian.

Hugh Monro THE MASTER





Academic

John Ruskin said that 'Education is leading human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means; the training which makes men happiest in themselves also makes them most serviceable to others.'

It is one thing to lead a child to what is best, it is quite another thing to make the best out of them. This is achieved at Wellington by staff who truly give of themselves. More than just convey excellent understanding and insight on their specialist subject, they are concerned with each pupil, how they will individually benefit from this knowledge and how this brings out the best in them. This forms the basis for very special relationships that develop between staff and students. These relationships ensure that the students are anxious to perform academically, contribute positively and imaginatively in class and stretch themselves further than they thought possible. As a result, both staff and students genuinely look forward to this academic interaction. This is why Wellingtonians consistently perform above expectations in public exams.





Another contributor to this success is the way in which boys and girls are encouraged to take academic initiative. This may develop from the infectious enthusiasm of a teacher but is equally likely to come from within. I am at particular pains to stress the need for each individual to take responsibility for their own academic achievement. The development of academic curiosity and the ability to set personal academic targets combine to prepare students thoroughly for education beyond Wellington.

Of course this promotion of all that is best is conducted in the finest up-to-date facilities. I thoroughly recommend a tour of the different departments and see the investment we have made in what is best.







Pastoral & Spiritual Care

The House system is the dominant element in our pastoral care. The fifteen Houses provide a unique mix of locations in the knowledge that different children thrive under different boarding conditions. There are eight Houses within the main college buildings and seven are located around the Grounds no more than five minutes walk from the classrooms.

The numbers in each House are kept small allowing individual attention to be maximised. Housemasters who preside over each House make a particular point of developing close relationships with each pupil and parent. During term-time, the Housemaster or, in his absence, his Assistant Housemaster is always accessible to the pupils of his House.



From the second year onward the great majority of boarders take possession of their own personal study-bedroom. We believe that this rare feature amongst boarding schools contributes a great deal to the Wellingtonian's special independence of spirit. There in the evenings in this personal and intimate environment, while the whole school is quiet, he or she can privately and thoughtfully prepare for the next day's classes. But it is also a perfect place for small gatherings of friends whether peaceful or lively.

Whilst at school, it is the House which most closely identifies the pupil; outside school, it is the College.

As time passes after leaving Wellington, it is the Chapel, the only location able to contain the entire school, to which Old Wellingtonians most frequently gravitate.

The pastoral and spiritual care bestowed generously upon every student ensures a sense of security and belonging, a correct perspective on self and an understanding of right and wrong.

Spiritual development is encouraged and not forced. Events in Chapel vary from small evening Communion services to larger Sunday morning gatherings.

The Chaplain is available for counsel at all times.

Those of all faiths attend Chapel and, if desired, provision is made for attending other places of worship.

Teenagers arrive at Wellington in the throes of adolescence.

The care and attention they enjoy here explains why it is that so many leave as well-rounded, confident and engaging young men and women.



Service

Wellington is justifiably proud of its tradition of leadership and service. The present day Wellingtonian is immediately introduced to the concept of personal and social responsibility. House groups follow a programme of Personal and Social Education throughout their first year. In the next two years this is timetabled in groups from a number of Houses.

The Combined Cadet Force is obligatory in the second year; thereafter pupils may engage in Community Service as an alternative. In the third year, most boys take part in a 48-hour course around Exmoor which focuses on communication and team-building. An overnight course for the Sixth Form, in the splendour of Cumberland Lodge in Windsor Great Park, completes the formal aspect of the Personal and Social Development programme.

That so many students understand what is meant by leadership and service is due in part to these activities. However, since these qualities are inherent in the fabric of the place it gives Wellingtonians a significant advantage over their contemporaries.

SHORTLY AFTER THE DEATH OF THE DUKE OF WELLINGTON IN 1852, QUEEN VICTORIA, HER CONSORT, PRINCE ALBERT, AND LORD DERBY, THEN PRIME MINISTER, DECIDED THAT A FITTING MEMORIAL TO THE Great Duke would be the foundation of a new boarding school, to educate, among others, the orphan sons of army officers. The school was granted a Royal Charter in 1853 and Prince Albert became the President. He personally led the public subscription for funds to set up the school and oversaw its design and building. The school opened in 1859 under the Mastership of Edward White Benson, later to become Bishop of Truro and Archbishop of Canterbury. In fourteen years he made Wellington into the great national school which it remains to this day. ¶Many people still think of Wellington as the ‘Army School’ and certainly in the early days there were strong connections with the Army, because Foundationers, the orphan sons of army officers, were in significant numbers and because serving officers were allowed reduced fees for their sons. A large number of distinguished army officers had their education at the College and the record of service to the nation in war is impressive: over 1200 Old Wellingtonians died for their country in the two World Wars. Fifteen old boys have been awarded the Victoria Cross and one the George Cross. The Army connection was at its peak between 1880 and 1920 when nearly 50% of Wellingtonians joined the services on leaving. Today it is much less strong with less than 8% of leavers joining the services and with only about 10% of parents having a service background. Wellington is no longer the ‘Army School’. ¶We are proud of our heritage of service and our close associations with the Royal family. Apart from a two year period after the untimely death of Prince Albert, a Royal Prince or Duke has always been our President. Currently this post is filled by His Royal Highness The Duke of Kent who takes a close personal interest in the school. Her Majesty The Queen is our Visitor and each year the Queen’s Medal, a gold medal struck at the Royal Mint and the personal gift of the Sovereign, is awarded to the outstanding pupil of the year. ¶The Governing body, of whom two are ex-officio, the Duke of Wellington and the Archbishop of Canterbury, seek to represent among their number as wide a variety of skills and interests as possible. Nominations to the Governing Body require the assent of the Sovereign and no Governor may serve beyond the age of seventy.



Cultural

Our impressive new Art School, purpose built in 1997, nurtures an astonishing depth of creative talent. There is great freedom of expression here. This bears testimony to the fundamental delight students at Wellington take in being part of an exciting and creative atmosphere.

There is a wide range of musical talent and opportunity for every child within that range. Whether it is an orchestra, ensemble, informal group, band, choir or solo performance there is a joy in participating and a desire for excellence. Concerts and recitals are more than weekly events and the standard achieved is exceptional.

No longer is there a single 'School Play', but the Theatre is in constant use with many pupils involved in creating productions that are full of passion and skill.





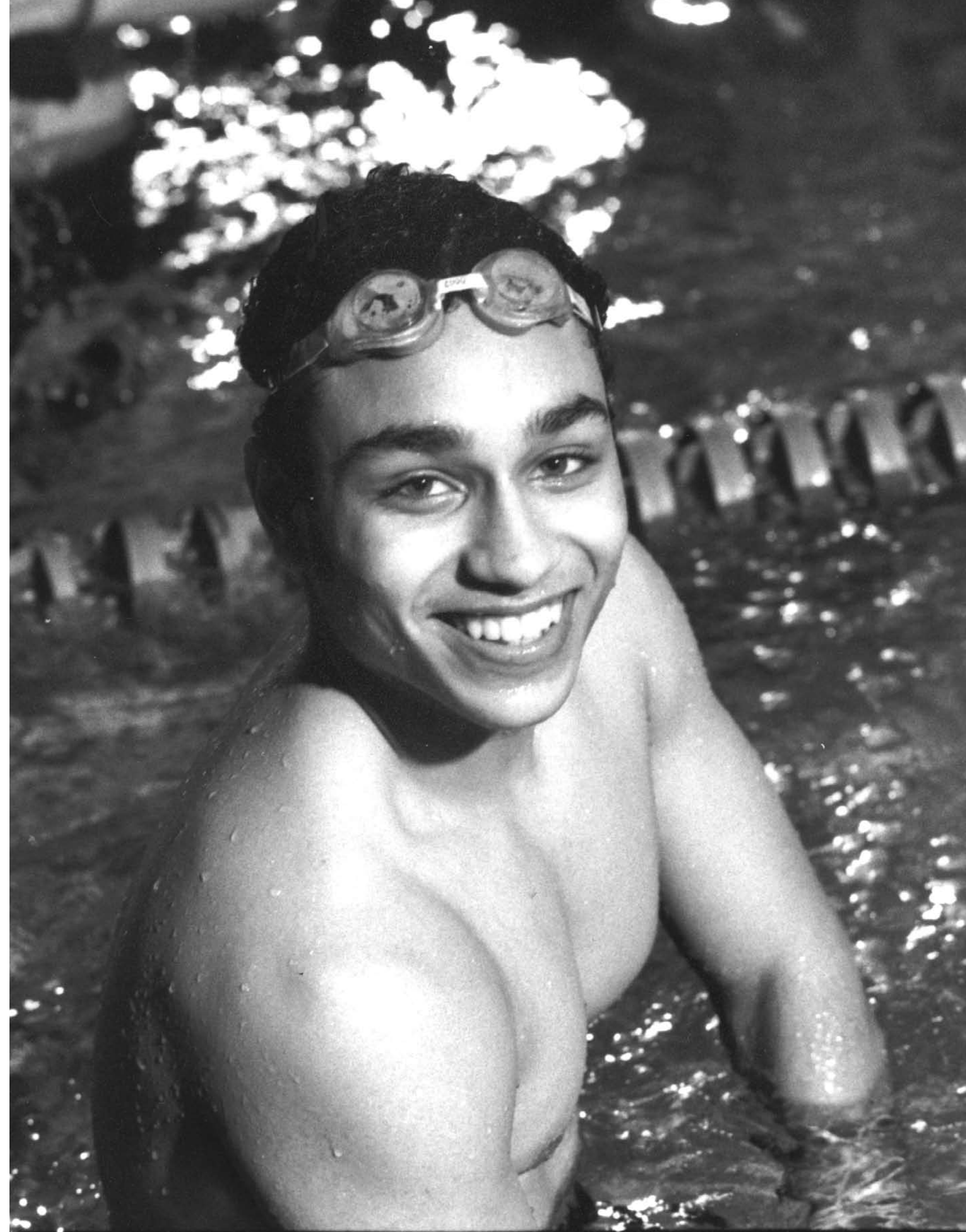
Art is offered at GCSE and A level with a history of outstanding results. Music too, can be studied for public exams, either in pure form or as Music Technology. Theatre Studies is the newest of the examined arts courses from 2002.

It is not just the facilities and the range of cultural activities that count at Wellington. More than these it is the commitment of the staff and the special bond that is forged between teacher and taught, which form the unique atmosphere of togetherness and sheer fun characteristic of all that is achieved. This joy of participation in a myriad of different cultural events develops the Wellingtonian's confidence in personality and presentation.

Physical

Wellington possesses sports facilities which are the envy of many schools. Games take place on most afternoons and inter-school fixtures on almost every Saturday. Our major sports are rugby, hockey, cricket, athletics and rackets. The list of other sports is almost encyclopædic: badminton, basketball, canoeing, cross-country, fencing, fives, football, golf, polo, rock-climbing, tennis, sailing, shooting, squash and swimming. Our girls also play lacrosse, rounders and netball.

The playing fields are extensive with ample space for 17 rugby pitches in the winter and 13 cricket squares in the summer. The recently opened nine-hole golf course is both scenic and challenging. Most other games are centred in and around the our modern Sports Hall complex.







Everyone has the opportunity and is encouraged to get involved and represent Wellington at some sport. With 21 regular rugby teams, 17 hockey teams, 10 football teams and 18 cricket teams there is a place for every level of ability. This enjoyment of taking

part develops the responsibility of team work in addition to individual skills.

The Rewards

‘A comprehensive survey of 15,000 company directors conducted for The Sunday Times by Hemscott, a London information firm, reveals a predictable picture of the people who have their feet on the pedals of power. We have charted the top 10 schools... The business community is still dominated by public-school-educated men.’

The Sunday Times (14th October 2001)

Wellington is in this top ten. This confirms the employability and drive with which Wellingtonians are endowed. Employers are obviously impressed with their honesty, reliability, application, enthusiasm, strength of character and leadership potential.

The challenges with which we confront our pupils, be they in the classroom, on the games field, in the theatre, on an expedition, or during our Leadership and Team-Building training programme, aim to ensure that Wellingtonians leave school with the confidence, flexibility, flair and integrity to take their place in society and play their part in determining the future.



APPENDIX

this section contains articles on the following subjects

Academic Organisation	Housemaster
Academic Tutors	Houses
Art	Information Technology
Boarders	Leadership Training
Buildings, The	Leave-outs & Weekend Leave
Calendar	Library
Careers	Master, The
Chapel	Mission Statement
Clothes	Music
Combined Cadet Force	New Boys
Conferences	Newsletter
Day Pupils	Old Wellingtonian Society
Drama	Open Days
Duke of Edinburgh Awards	Oxford & Cambridge
Eagle House	Public Speaking
E-mail	Reports
Entrance to College	Round Square
Estate, The	Scholarships & Exhibitions
Exeat	School Matches
Fees	Societies
Finnis Bookshop, The	Speech Day
Food	Sport
Foundationers	Telephones
Girls	Website
Grubbies	Wellington College Association
Heads of Department	Workshops
Health	

Words in italics indicate a relevant article in the appendix under that (or a closely similar) heading

A

Academic Organisation (see also Academic Tutors)

The school is divided for teaching into: the Lower School (Blocks III and II), the Middle School (Block I), the Upper School (Lower Sixth and Sixth). Lessons are organised on an 8 day cycle for all year groups. This allows a more balanced curriculum. New boys in Block III study a wide range of subjects to give them as broad an introduction as possible; as well as the core academic subjects, they all study Art, Music, Information Technology, Design and Technology and Drama. Most boys take Latin, but a few take Classical Studies instead. Some boys are able to start Latin even if they have not done it before, and others continue or start Greek. Provision is made for boys to start either German or Spanish.

In Block I and II the core subjects are: English (both language and literature), Maths, French, and any two sciences from Biology, Chemistry and Physics. In addition, most pupils select four subjects from a long list of Options, including the third science, Geography, Latin, History, Greek, Classical Civilisation, German, Spanish, Art, Pottery, Design, IT (see Information Technology), Electronics, Divinity, Music and PE. Boys will usually take ten subjects at GCSE.

When pupils join the Lower Sixth, they specialise usually in four main subjects to Advanced Supplementary level, though pupils of marked ability may study five AS levels. The AS levels we offer are: English Literature, English Language, French, German, Greek, Latin, Spanish, Biology, Chemistry, Design and Technology, Electronics, Maths, Further Maths, Physics, Classical Civilisation, Economics, Business Studies, IT (see Information Technology), Geography, History, Religious Studies, Politics, Art, Music, Pottery, History of Art and Theatre Studies. Pupils are advised carefully on what combinations would be suitable and sensible for them, both in terms of what the universities require and also what they need for their careers. In the Sixth Form pupils usually progress to 3 A2 levels but pupils of marked ability may study 4 subjects. There are about 360 boys and girls in the Upper School.

To supplement the specialist work of AS and A2 levels, there is a varied programme of lectures and seminars; celebrated

men and women from the outside world come in to talk about subjects of academic and other interest.

In the Lower and Middle School, classes are never more than 24, and often smaller than that. In the Upper School, the size of classes varies according to the popularity of a subject, but should never exceed 16, and is generally much smaller. Teaching in classes is often supplemented by workshops and individual support under the Academic Tutoring Scheme. An exception is made for pupils who are properly diagnosed as dyslexic, since we provide additional linguistic help for them in our Learning Support Centre.

We expect between fifty and sixty pupils to try for Oxford and Cambridge each year, though the numbers who are successful vary. Teachers are committed to excellence and to their pupils' success, in examinations as elsewhere. One of the prime characteristics of Wellington College is the close relationship between teacher and taught, which we think friendly yet properly courteous. In the context of this kind of relationship the best teaching is done.

Academic Tutors All pupils have an Academic Tutor with whom they meet every week, either individually or in groups. The aim of the Academic Tutor is the help each pupil with their academic progress and to consider all aspects of performance—past, present and future. Academic Tutors provide guidance on study skills, organisation, exam technique, use of time, management of Prep, subject choices and UCAS applications etc., as appropriate. Academic Tutors write reports on their tutees each term and will meet parents at year group conferences. They support and liaise closely with Housemasters to help maximise the academic potential of each individual.

Art Wellington has a modern, purpose built Art School. This includes a painting studio, a print-making area, a large ceramics and sculpture department and an IT networked classroom. All boys when they first come to Wellington do Art in their school periods, after which it becomes optional; many boys in the Middle and Upper School continue either in school periods or in their free time to enjoy the facilities.

About thirty pupils a year take ‘A’ levels in History of Art or Art , and many more take Art at GCSE. The Art School is open regularly during out-of-school hours for those who want to develop their interest. Pupils’ paintings are exhibited all over the school, and there are more formal exhibitions three or four times a year. There are regular visits to exhibitions in London and elsewhere, and to places of



Boarders (see also House) Parents of new boys may choose one of the fourteen Houses, either one of the eight in-College Houses (Beresford, Blücher, Combermere, Hardinge, Hill, Lynedoch, Murray, Orange), or one of the six out-of-College Houses (Anglesey, Benson, Hopetoun, Picton, Stanley, Talbot). All the girls are accommodated in one House, Apsley. The Houses are more like each other than unlike, but there are differences of style and character, partly dependent on the style and character of the House-masters, and partly on the boys in the House.

Preparatory School Headmasters, other parents and past and current pupils usually have advice on which are the best Houses but parents are the best judges of which would most suit their sons, though the Master is always happy to offer advice.

The out-of-College Houses, each under a Housemaster who lives in the building with his family, consist of about 55 to 60 boys. In addition to the boys’ individual rooms, there are bathrooms, changing rooms, House library or Common room and a games’ room and, in three Houses, dining rooms, kitchens and gardens. The in-College Houses have 50 to 55 boys each of whom has access to a House common room, kitchen, bathroom and changing room as well as all the main facilities in the central part of College.

Buildings, The (see also Chapel, Microtechnology Centre) The original buildings, a remarkable Victorian version of French Grand Rococo, were designed by John Shaw in 1854. The Chapel, designed by Gilbert Scott,

architectural interest. An Art Scholarship is offered among the Entrance Scholarships.

There is a regular Artist in Residence (a sculptor, an actress, a writer, and so on). There are regular visits by artists to the school, and encouragement to boys and girls to see themselves as potential artists of all varieties.

was completed in 1863. Steadily increasing numbers led to further additions both to the Chapel and to the main College buildings.

The main buildings contain eight in-College Houses, as well as the Chapel, Great School, Old Hall, the Library, the Dining Hall, the Senior Common Room, the Music School, the Junior Common Room, and a variety of other rooms.

Outside the main buildings, but within easy walking distance on the estate, are six boys’ boarding Houses, the girls’ House (Apsley), the Sanatorium (see Health), the School Shop (see Grubbies), the Old Gym (now a studio theatre), the Armoury, the Observatory, the Sports Centre (see Sport), the playing fields, and the teaching areas. The Science Block has twenty laboratories, prep rooms and a lecture theatre, and caters for Physics and Chemistry. The Kent Building, opened in 1987, houses a superb Design and Technology Centre, a Microtechnology Centre with a Computer laboratory and extensive facilities for practical Electronics, and Biology Laboratories. The other main teaching area is Queen’s Court, a complex of theatre, departmental offices and classrooms. In the Resources Centre in the Lower Combermere Quad, video tape and audio programmes are recorded and distributed, charts, diagrams and slides are made, and desk-top publishing facilities provide excellent reprographic services.

Bursaries see Scholarships & Exhibitions



Calendar The College Calendar, which is published each term, is an important document; all parents are recommended to keep the current copy close to hand. The Calendar lists all the events of the term, up-to-date telephone numbers and e-mail addresses and contains other useful information, including future term dates.

Cambridge See Oxford & Cambridge

Careers The Careers Department works closely with House-masters provide pupils and parents with advice on careers, university courses and applications and GAP schemes.

Parents may receive advice over the telephone, by e-mail, fax or letter or in personal meetings. The service is still available after a pupil has left; indeed, the week after ‘A’ Level results come out is a particularly busy time for the Department.

Chapel The spiritual aspect of life is crucial to the well-being of the community of Wellington College. Our aim is to teach the pupils the essentials of the Christian way of life; to give them experience of Christian worship; to encourage them to commit themselves fully as Christians and to help them to work out the implications of that commitment while they are still at school.

The service of Holy Communion is central to worship in College. There is a Communion Service every Sunday during term, either at 8.45 a.m. before Sunday Matins or at 10.00 a.m. when there is a College Eucharist. There are, in addition, weekday celebrations at different times of the day. During the week, all pupils attend one of the three short morning services held for the different age groups.

The Chapel is a fine building and its interior, though large, is warm and welcoming. Next to the main Chapel, there is also the small Crypt Chapel of the Epiphany which was opened in 1985; celebrations of Holy Communion are held there, but it is primarily set apart for private prayer and meditation.

There are two Chaplains who are responsible for conducting services, pastoral work, preparation for confirmation, and the teaching of Religious Studies. Confirmation takes place annually, usually in the Lent Term.

Some pupils are members of denominations other than the Church of England or belong to faiths other than Christian. Where possible, worship or instruction in their own faith is arranged. Roman Catholics may go to the local church on Sundays and the local priest comes one or two evenings each term to celebrate Mass in Chapel, with a social held afterwards.

Chaplain see Chapel

Clothes A full list of dress regulations is published separately. Everything possible is done to keep clothing regulations simple: sartorial extravagance and fashionable scruffiness are discouraged, and the regulations aim at tidiness and clothes which are serviceable, relatively inexpensive and acceptable in holidays as well as term. Special House or school colours for games are kept to a reasonable minimum, though boys and girls like the distinction of House colours and rugby jerseys.

Combined Cadet Force We are affiliated to the 1st Battalion of the Duke of Wellington’s Regiment. Service in the contingent is compulsory for three and half terms and is voluntary thereafter. There are four service sections: Royal Navy, Royal Marines, Army and Royal Air Force. A Block III boy will join either the RN or the Army or the RAF at half term of his first Summer Term. A cadet is expected to attend a camp at the end of the compulsory period and to pass a proficiency examination. The training is designed to develop qualities of endurance, resourcefulness, self-reliance, leadership and responsibility, and a sense of public service. In the RN section, training is given as nautical a slant as possible, with sailing, canoeing and sea-going priorities. There is an affiliation with HMS Iron Duke. The Royal Marine section,

which is open only to Middle and Upper School cadets, follows its own syllabus. In the Army section, all cadets take part in orienteering, camp-craft and self-reliance training as well as shooting and Field Craft. Flying, both powered and gliding, is available to members of the RAF section.

Cadets volunteer to stay on in the C.C.F. after their compulsory period of service. Services candidates are given strong support and are expected to stay on in the C.C.F. All those who remain in the contingent are given the opportunity to undertake specialist courses to include Sub-Aqua, First Aid and Life-Saving, as well as more specific training relevant to their particular section, (Navigation and Chartwork in the RN, Advanced Infantry and R.E.M.E. within the Army Section, for example). Those who continue in the contingent in the Upper School undertake Leadership Training.

C.C.F. Training is one afternoon a week in term time. More challenging training takes place on Field Days and at weekends and in the holidays, at annual camps and adventurous training camps; areas used include South and North Wales, the Lake District, Scotland and the South Coast.

Conferences Conferences are arranged for the parents of each year group (“Block”). Their main purpose is to give parents a chance to meet their child’s teachers but they also

usually involve an address from the Master and an opportunity to meet Heads of Department, Academic Tutors and the Housemaster. Some of the Conferences—the ones for Block III, I and LVI—are also useful for gathering information prior to making important decisions.

Details of our routine Conferences for parents are given below; timings and dates are subject to some change.

Block III Conference—In May; prior to decision regarding GCSE options; finishes with a centrally organised buffet in the Dining Hall.

Block II Conference—In May or June; finishes with a centrally organised buffet in the Dining Hall.

Block I Conference—In March; prior to decision regarding AS Level choices.

Block LVI Conference—In January; prior to decision regarding university applications.

Block VI Conference—In early October; finishes with a centrally organised buffet in the Dining Hall.

GAP Exhibition—In mid-March; for upper school pupils and their parents; some 30 to 40 organisations advertise GAP year opportunities.

to come to College even on a Sunday.

Every effort is made to accommodate day pupils who subsequently want to become boarders, but pressure on boarding places means that requests for a transfer should be made well in advance.

Dining Hall see Food

Doctor see Health

Drama In a normal year, there are between seven and ten school productions, and sometimes plays are presented by visiting professional companies. Each term sees a major play and occasionally a musical, and all members of the school are encouraged to take part in, direct and write for, our

productions. Our splendidly equipped theatre is designed to accommodate a wide variety of work, including films, lectures, concerts, drama workshops and master classes. There is also the studio theatre in the Old Gym, which offers a marvellously flexible space for all kinds of production.

A full range of technical work with video recording, stage lighting, sound and make up, is available.

Duke of Edinburgh Awards There is a successful and

Eagle House Eagle House Preparatory School is owned by Wellington College. It is, however, run independently with its own Board of Governors. About 30 Eagle House boys come on to College out of an annual intake of 150.

Details about Eagle House may be obtained from the Headmaster.

Address: Eagle House, Sandhurst, Camberley, Surrey

Telephone: 01 344 772 134

Facsimile: 01 344 779 039

e-mail: info@eaglehouse.demon.co.uk

www: eaglehouse.berks.sch.uk

E-mail Contact may be made by e-mail direct to any pupil or member of staff. Pupils make considerable use of the facility and an increasing number of parents, especially those living abroad, are using e-mail to contact Housemasters or other members of staff. College e-mail addresses can be found in the back of the Calendar.

Entrance to College Registration for entry may be made from birth. Applications should be made to the Registrar on the form provided. Entry is usually in the September after a boy’s thirteenth birthday, though special circumstances are always considered. A small, non-returnable fee is payable on registration, though early registration does not bind the parent if it is decided later that the boy is to be educated elsewhere. About two years before he is due to enter College, a process of consultation begins, culminating in a decision whether or not he is to be a firm

popular Duke of Edinburgh Award Scheme at College. Boys and girls are able to achieve Awards at Bronze, Silver and Gold levels. The Scheme is professionally administered on site by qualified leaders who are able to offer the necessary advice and support.

We believe the main strength of the Scheme is that it is voluntary; pupils manage their own Award and, through the Scheme, develop their initiative, organisational skills and sense of responsibility.

candidate for admission and thus take the Scholarship or the Common Entrance for Wellington as his first choice. At this stage, if a boy’s candidature is confirmed, an entrance fee is payable: a large proportion is repaid if he fails to reach our standard in the entrance exam or is unable to come for bona fide medical reasons; the same proportion is credited to a pupil’s final account.

The Master and Registrar liaise very closely with prep school Headmasters and with parents themselves to try to ensure that boys who would neither enjoy nor respond to Wellington, or who could not cope with its academic demands, are not kept on the entry lists at 13+. Common Entrance is thus a qualifying exam, rather than a competitive one, and is used mainly to confirm what prep school Heads have already said about boys. (Currently 55% average is expected, preferably with at least 55% in Maths, English and French).

Boys and girls may be admitted to the Upper School provided they have good references from their previous schools, and have achieved sufficiently good results in the GCSE (currently six grades at grade C or above, with Bs in any subjects which they wish to study to ‘A’ Level, or in comparable subjects where they want to study subjects that they have not studied at GCSE). Applicants are also required for interview with the Master, and the Heads of Department of their proposed ‘A’ Level subjects.

Estate, The The site chosen for the College was in what were then the deserted heathlands of Berkshire, between

Camberley, Wokingham and Bracknell. Alterations have been made to the original estate at various times over the past hundred years, but we now have some 400 acres (170 hectares) of freehold land. Playing fields (see Sport) occupy over 80 acres of the grounds, and much of the rest is natural woodland. There are many fine trees, four lakes and an area of wetland designated as an area of special scientific interest. The pupils are encouraged to take an interest in the estate and in the activities of the National Trust nearby.

F

Fees (see also Foundationers, Scholarships & Exhibitions) Details of current fees and other charges are given in a separate document. Fees are reviewed annually in June for application in the following September. Parents with capital available may wish to take advantage of the Payment in Advance Scheme, details of which are also enclosed.

Finnis Bookshop, The The College bookshop is located near the Lower Combermere Quad. Pupils may open an account here. Of course all books required for course work are supplied separately.

Food Most pupils take their meals in the central Dining Hall though boys in the Talbot, Stanley and Benson have some meals in their Houses. The food is regarded generally

Exeat Exeat is HalfTerm. The College closes and all pupils either go home or stay with guardians. The Michaelmas Exeat is about ten days at the end of October, the Lent Exeat five days in February and the Summer one four days at the end of May.

Exhibitions see Scholarships & Exhibitions

as excellent, plentiful and healthy, and even the boys do not complain much!

Foundationers The College's original charter admitted the children of deceased Army officers as Foundationers. A supplementary charter of 1952 widened the Foundation to include the children of deceased officers of the Royal Navy, Royal Marines and Royal Air Force, although there are limitations on the numbers admitted in these categories.

Applicants are normally elected to the Foundation by the Governors two years before they are due to come to Wellington. Fees payable by a Foundationer are dependent upon the means of the candidate's family and are assessed individually in each case. Full particulars of the rules for admission to the Foundation may be obtained from the Bursar.

G

Girls All girls at Wellington enjoy the benefits of their own House named Apsley after the Duke of Wellington's London residence. The House offers a secure and comfortable environment, near to the main College buildings and facilities.

There are vacancies each September for about 24 boarders and 4 day girls who study four subjects to AS Level from a wide range of choices (see Academic Organisation).

Entry is competitive; selection is made after a written

examination and interviews, all of which are held at Wellington. The girls most likely to be successful will have high academic ability and be suitably qualified to study for the AS Levels of their choice; they will want to play a full part in school life and are likely to be 'all-rounders'; they will have sufficient poise, confidence and resilience to adapt readily to the life of a predominantly boys' boarding school. Girls come to Wellington for a first-class all-round

education which will enable young women to be full and equal members of society, well prepared for the realities of life and quite capable of standing up to the strongest competition.

A major Scholarship (50% fees) and two lesser Scholarships (30% fees) are available for girls who show outstanding academic potential; Music Scholarships are also available for girls with the necessary musical ability.

Apsley is the centre of a girl's life at Wellington, and the Housemaster, supported by his wife, is directly responsible for her academic and pastoral welfare. In addition each girl is appointed an Academic Tutor with whom she meets regularly to discuss academic progress and other issues. Parents are welcome to visit the House and regular communication between Housemaster and his wife, girls and parents is encouraged.

Each year a senior girl is appointed head of House (fre-

H

HalfTerm see Exeat

Heads of Department In some circumstances (for example, where specialist knowledge is needed), Housemasters may recommend that parents make direct contact with a Head of Department who will be pleased to help. Telephone numbers may be found in the back of the Calendar.

Health The College Medical Officer is a local doctor providing general medical services within the National Health Service, and every boarder is automatically included in his National Health Service list. He attends the Sanatorium most days and supervises medical treatment as well as advising the Master on matters of health.

The Sanatorium is administered by a resident Sister-in-Charge and experienced nursing staff. The inclusive school fee covers the cost of ordinary medical treatment, and close links are maintained with local hospitals to cover any emergency. Physiotherapy is available on a private basis, covered by most health insurance plans.

Housemaster (see also Houses) The Housemaster is the

quently she is a College prefect too). Both in the House and in College, there are a wide range of opportunities for girls to take on positions of leadership and responsibility.

Girls are accommodated in 44 single and 4 double study bedrooms. Girls can eat breakfast in Apsley but other meals are provided in the College Dining Hall.

Grubbies Far from being just a tuck shop, the school shop carries virtually everything the pupils need, plus much of what they want. The stock ranges from items of uniform (see also Clothes), sports equipment and clothing, to stationery, toiletries and sweets. The shop also stocks a wide range of Old Wellingtonian (see also Old Wellingtonian Society) and College memorabilia. Payment may be by cash, cheque, credit card or by means of prepaid deposit in school shop budget accounts. Forms for these accounts are available from the shop manager.

agent through whom most of the communication between College and parent is channelled—the notable exception being the termly bill (see also Fees). He is also the parents' principal point of contact with College. All important information, requests, complaints, and questions concerning a pupil are channelled to the Housemaster who, if they come from the pupil's parents, has a duty to pass them on to the appropriate person in College or, if they come from the staff, he has a duty to pass them on to the parents. It is very important, therefore, that parents and Housemaster have a good working relationship.

During term-time, the Housemaster or, in his absence, his Assistant Housemaster is always accessible to the pupils in his House and their parents.

Houses (see also Boarders, Housemasters) Preference for a particular House may be expressed from registration onwards, though initially it is in no sense seen as binding. When decisions about firm candidature begin to be made, so too are preferences for Houses taken more seriously, though the school retains the right to direct a boy to a particular House if that is thought best for him or for the balance of

the school. The Registrar can provide parents with more details of the Houses and the current Housemasters, and also the processes of choice.

When there is a large enough number of pupils in a House with the time, commitment and talent, a Housemaster may organise a play, art exhibition, concert or some other form of entertainment to which parents will be invited. Such events are always well attended and much appreciated by both parents and pupils.

Discussion Groups may be arranged for parents of younger

pupils to discuss matters of parental concern: for example, discussion groups concerning health related issues are held each year for the parents of pupils in Block III.

Parents may expect to be invited to several parties (tea, drinks, buffet meal) by Housemasters during their child's career. Such parties are held on Speech Day, before or after some Conferences or and at the beginning or end of Long LeaveWeekends. They are opportunities to talk informally with the Housemaster and to keep in touch with or get to know the parents of other pupils.



Information Technology Information Technology is widely used throughout all academic departments. The Microtechnology Centre and the Rawlence Suite are used for teaching whole classes. These are available for pupil use in free periods and spare time; there is also access to laser and colour printing and to optical scanning. This is connected to clusters of PCs in all the main academic areas, thereby making up a College-wide network. Wireless network nodes are gradually being introduced to all Houses. This will eventually ensure constant access to the College-wide network for every pupil who possesses a computer. Access is thus provided to word-processing, spread-sheets, graphics, data bases, desk-top publishing, CD ROMs, e-mail and the Internet; e-mail is now widely used by both staff and pupils.

All boys, when they arrive, have two periods of formal Information Technology per cycle. The emphasis is on equipping pupils with the necessary skills to use Information

Technology in all areas of their work, as well as introducing them to the network.

There is a policy of development and replacement of computers in all areas of College and all pupils are encouraged to use these facilities as part of their work. In addition, the Microtechnology Centre provides training and expertise, and there is normally a teacher available for help when the Centre is open.

Over recent years, we have welcomed the large increase in the amount of coursework in many subjects (both at GCSE and 'A' Level) which is produced using Information Technology. We have found that the availability of Information Technology has given many pupils better presentational skills, and encouraged them to take a pride in producing high quality work. It has also allowed them the opportunity to use IT for research from a wide range of electronic sources.



Leadership Training One of the purposes of Wellington College is to train its pupils to be leaders of their professions and in their communities. This is done in ways both

large and small, both informal and explicit, particularly through the smaller scale of the House, and under the kindly supervision of the Housemaster. Leadership will also be

learned on the games field, in the Combined Cadet Force, in societies and in particular the Sixth Forms' annual visit to Cumberland Lodge.

Throughout the College, a conscious effort is made to provide all boys and girls with a deliberate and imaginative programme of leadership training, culminating in a twenty-four hour residential course for every pupil in the Sixth Form. Not everyone in a House becomes a prefect, but everyone is considered for his or her potential. The House Prefects have authority within their Houses; a few are selected to become College Prefects. One boy or girl will be chosen to be Head of College, and another his or her deputy. The Head and Deputy Head of College together with one or two of the College Prefects form the 'Upper Ten' who are to the Master what Heads of House are to Housemasters; they provide not only leadership of the pupils but report on the pupils' ambitions, frustrations and desires. While the organisation of the prefects is inevitably hierarchical, its main purpose is to provide the student body with a voice in its own government, and is widely respected as such.

In addition, there is the Head of College's Committee, which meets to consider pupils' ideas and suggestions for the better running of the College. Each House is represented on this Committee which meets once or twice a term, and which is chaired jointly by the Master and the Head of College.

Leave-outs & Weekend Leave Housemasters grant leave-outs to pupils wishing to leave the College Estate. Leave-outs are given for a wide range of reasons including the following: visits to family/guardian/friends; medical; important family function; recreational; artistic; academic and compassionate. Leave-outs may be granted during the week but are commonly given after Chapel on Sundays when pupils may visit their parents.

Pupils wishing to go on leave-out with friends must have the specific permission of their parents/guardian; Housemasters make a careful note of the address and telephone number of hosts. In the event of a pupil not returning from leave-out, it is essential to know exactly where he or she has gone. It is very easy to be caught out in this respect and parents and Housemasters should always make the arrangements direct with adults concerned and not through the pupils.

The Long Leave Weekend is an opportunity for a pupil

to stay Saturday night at home; the Weekend starts after games commitments on Saturday afternoon and finishes 9.15 p.m. on Sunday evening. There are normally two a term and most pupils avail themselves of the opportunity. The College remains open, however, for any pupils who wish to stay.

Library The College Library is central to the academic life of the school. The emphasis is to provide a quiet place of study for all pupils, together with a positive encouragement of the development of library skills. With the help of a full-time Librarian and assistant, boys and girls are able to make full use of a comprehensive collection of academic books, a wide selection of newspapers and periodicals, and a regularly up-dated selection of works of fiction. Newspaper articles are available on CD-ROMs and are a well-used resource for GCSE and AS A2 level projects and school debates.

The catalogue and issue system are computerised, and the Librarian believes that access to, and familiarity with, computerised information will be of significant help to all pupils both while they are at Wellington and in their future careers.

There are some departmental libraries, for instance in English and History. Gradually, these libraries are being incorporated within the cataloguing system of the main library.

Other parts of the Library, separate but close by, are the Reference Library, the Auckinleck Reading Room and a well-equipped Information Technology room containing a number of networked computers which can access CD-ROMs (of which there is a growing collection); word processing facilities and printers are also available. This room is available to pupils. The Library also houses a photocopier for pupils' use at a small charge.

Long Leave Weekend see Leave-outs & Weekend Leave

M

Master, The This is the title given to the Headmaster. Hugh Monro is the 12th to hold this office.

Microtechnology Centre see Information Technology

Mission Statement Our aim is to enable and encourage all our pupils:

- to acknowledge their responsibilities to others and themselves
- to develop an awareness of and concern for spiritual and moral values
- to honour the College's Christian foundation while respecting the sensibilities of other faiths and of an international community
- to work for the benefit of others
- to foster intellectual curiosity and academic self discipline
- to widen and enrich their cultural experience
- to provide opportunities to develop their varying physical talents
- to leave College ready for university and career with a measured confidence.

Mobile Telephones see Telephones

Music There is an exceptionally well-equipped music school, a separate wind and percussion centre, and a studio theatre and practice rooms in the Old Gym. The main

music school comprises teaching rooms and practice rooms, classrooms and a concert room. Three rooms are audio equipped as electronics and recording studios. A further room is equipped to enable the teaching of Music Technology and the Upper School. The College owns a French two-manual harpsichord, a Harrison three-manual organ and several modern grand pianos. There are twenty-nine visiting and six full time members of staff, and tuition is available in each orchestral instrument plus piano, harpsichord, organ, singing, guitar (classical and electric), bagpipes and kit drums.

A great deal of practical music takes place in a variety of orchestras, four symphonic wind bands, the College and Chamber Choirs and a wide range of small ensembles: string quartets, a jazz quartet, rock bands, brass and woodwind groups. Each year, the Choral Society sings a major work with a professional orchestra. Concerts are regularly staged at other venues, such as the Purcell Room, and there is a tradition of an annual overseas tour by one of the orchestras or choirs.

Music is taught as a class subject in Block III. All boys are taught to play an orchestral instrument in their first year; those who show particular promise are offered free tuition in their second year. Pupils may opt for GCSE and 'A' level music as part of the school timetable. Major scholarships with a number of minor awards, exhibitions and bursaries (see Scholarships & Exhibitions), are awarded each year; details may be obtained from the Music Department's Secretary.

N

New Boys We recognise that for some the move from preparatory school to a big senior school may seem daunting, but we do our best to ease this transition. At the beginning of the Michaelmas Term, new boys are asked to arrive twenty-four hours before the rest of the school. This allows them

to settle in quickly, especially as a selected group of senior boys is here to welcome and guide them. Parents are also given a full briefing about the arrangements at Wellington at the start of their son's career. A handbook providing maps and important information about College is issued to

all new pupils, most of whom are thoroughly and happily settled within the first ten days of arriving.

Newsletter Two editions of the College Newsletter are produced each year: one in December, covering the previous Michaelmas Term, and one in June, covering the remaining

Lent and Summer Terms. Through a selection of articles and photographs of interest to current and prospective parents, the Newsletter aims to inform its readership of important news and give an insight into College life. The Newsletter is also sent to all Old Wellingtonians (see Old Wellingtonian Society).

O

Old Wellingtonian Society The Old Wellingtonian Society is established to further the interests of Wellington College and its past and present members and, in the words of the Society's founder, to keep former pupils in touch with each other and with the school. The Society also maintains a Register of names of all who have past through the College since 1859 and the addresses of all those alive. Reunions and other functions for Old Wellingtonians, both in this country and overseas are arranged by the Society.

Open Days There are a number of Open Days. For prospective parents of boys entering at 13+, these occur in June and September. For girls entering the 161 these are also in June and September. The registrar will be happy to provide dates for future Open Days on request.

Oxford & Cambridge We expect about fifty pupils to try for Oxford & Cambridge each year, though the number who are successful vary.

P

Public Speaking Public Speaking is actively encouraged at Wellington. It is the boys and girls who report on academic, cultural, sporting events at morning assemblies: the ability to stand up in front of hundreds of your peers being seen as excellent preparation for life. These essential traits are also developed in the Debating Society (see also Societies).

Recently rejuvenated, this holds inter-House and interschool debates, the top teams going on to national competitions. In addition there is the yearly Recitation Competition at which students of all ages recite speeches, poems or prose in front of a distinguished judge.

R

Reports At the end of each term parents will receive a subject report from each teacher, a Housemaster's report, an Academic Tutor's report, and usually, though not always, a Master's report. In the event of any adverse comments being made, they will be explained. Housemasters keep a

copy of their report which summarises the pupil's performance during the term. If a Housemaster is worried about a boy's or girl's academic performance, he may well be in touch at other times.

Round Square Since 1995, Wellington has been a member of Round Square, an international group of schools which support the educational philosophies of Kurt Hahn. Member schools focus on three areas: supporting internationalism,

increasing community service and challenging body and mind through international exchanges, community service, fund-raising and overseas expeditions.



Scholarships & Exhibitions (see also Entrance to College, Fees, Foundationers) Each year, about twenty awards are offered to boys who show exceptional ability in one or more subjects. These range from the Wellesley, Benson, Fisher and West Scholarships worth 50% of the fees to Exhibitions currently worth 15% of the fees. Music Scholarships worth up to 50% of the fees, an Art Scholarship of 15% of the fees and a Design and Technology scholarship, also of 15% of the fees, are available. The scholarship examination and music auditions are held in the Lent Term, and are open to boys under the age of 14 on September 1st; boys already at College are eligible, provided that they come within the age limits. A separate leaflet is available from the Registrar.

There are also smaller Scholarships awarded at later stages of a pupil's school career: the Coldwell Scholarship, awarded in the second year to an outstanding boy who did not win a Scholarship in his first year; the Coldwell Scholarships in the Lower Sixth, awarded to boys and girls who have not already got Scholarships or Exhibitions but who have done exceptionally well in GCSE; the Master's Awards in the Sixth Form, to recognise talents late in developing, and Awards for boys and girls entering the Lower Sixth.

In addition to these awards, there are Junior Scholarships and a Music Scholarship of half fees open to boys of 10 to 11 from Local Authority Schools and tenable at Eagle House and then Wellington. Details of these may be obtained from the Headmaster of Eagle House.

School Matches Large numbers of parents enjoy attending school matches, especially on Saturdays and are most welcome. As well as giving support to their child, watching matches is a good opportunity for parents to get to know other parents and have informal chats with staff. Tea is provided afterwards for pupils, parents and staff—together.

Shop see Grubbies

Societies (see also Creative Writing, Duke of Edinburgh Awards, Old Wellingtonian Society, Round Square.) There are a number of clubs and societies, such as Photography, Astronomy, Current Affairs, Bridge, Chess, Sub-Aqua, Debating, Natural History and Opera. Many of the academic departments organise talks and discussion groups of various kinds to supplement classroom work. Christian Forum is an informal opportunity for Christians of all ages to meet and talk about the nature of Christian commitment. see also Chapel.

A well-equipped Video Department in the Kent Building encourages the making of video films, mainly by boys and girls themselves, but with expert assistance.

The Film Society, which meets regularly, introduces the boys and girls to the best examples of films both old and modern.

Expeditions and visits to plays, concerts, museums, industry, and the mountains are a regular feature of every term, while holiday activities range from rugby tours to climbing expeditions in the Alps, from chamber choir concerts in Paris to modern language exchanges throughout Europe. Bursaries are offered by the Trustees of the Bevir Memorial Trust each year to allow leaving boys and girls to travel the world in pursuit of projects of every kind, and the Muir Scholarships encourage boys and girls to undertake exciting projects overseas.

Speech Day This takes place in May. A distinguished visitor presents prizes and speaks to the college. Exhibitions and events continue throughout the day which concludes with the whole school being called over by The Master. Attendance for boys and girls is compulsory and parents,

families and friends are welcome to attend, usually with a picnic lunch.

Sport (see School Matches) Wellington offers superb sporting facilities with 80 acres of well-drained playing fields, synthetic grass areas for hockey and tennis, a large extensively equipped sports hall, stables, indoor and outdoor swimming pools, squash, fives and rackets courts, an indoor shooting range, an indoor climbing area and a landscaped 9-hole golf course. In addition, the shooting and sailing clubs have access to Bisley Horseshoe Lake throughout the summer.

Rugby, hockey and cricket are the major team games played and all three have excellent records both in their normal school matches and in national competitions. Fixture lists are very strong and, in addition, many touring teams from Australia, New Zealand, South Africa, Canada, Spain, Holland, Hong Kong and the USA, while other countries are often entertained at Wellington. Between 14 and 24 teams are fielded every Saturday against traditional rivals.

Besides the major sports of the term, there are a wide range of supplementary sports giving each boy and girl a chance to develop their particular talents. Other sports with competitive fixture lists include athletics, tennis, swimming

and sailing in the summer, rackets, football, cross-country running, squash, basketball, badminton, fives and fencing in the winter, while golf and shooting operate throughout the year. Water polo and polo, although less formally organised, are available with proper coaches. Some pupils stable horses at College to enable them to ride regularly.

The girls have their own full programme of sports each term and turn out hockey, lacrosse, netball, tennis, squash and cricket teams.

There are specialist sports coaches available for cricket, rackets, tennis and golf but the bulk of the coaching and administration of sport is undertaken by members of the teaching staff. On the staff are a number of people who have played a range of sports to high level. Coaching is not confined to the most talented but is available to a range of abilities. The sports hall employs 100 staff.

In the Sports Hall, there is a well equipped Conditioning Room which enables pupils to work on personal fitness programmes.

Wellington College is regarded as a premier games playing school but the role of sport is kept in perspective and games are played in a good spirit with a commitment to traditional sporting values.



Telephones The telephone is the most used method of communication between parents and College. Housemasters can usually be contacted directly by telephone after lunch or in the evening. Alternatively, messages can be left at the Reception Room, the Porters' Lodge, the College Office, the Master's Secretary or on the Housemaster's answerphone.

The telephone numbers of all members of staff can be found in the back of the Calendar.

Pupils are permitted to have mobile telephones, subject to some sensible conditions; (for example, they may not bring them to lessons).



Website The College Web Site is intended for anyone who does not know much about Wellington and is interested to find out more; it is particularly aimed at prospective parents.

The address is: www.wellington-college.berks.sch.uk

Weekend Leave see Leave-outs & Weekend Leave

Wellington College Association Membership of the w.c.a. is open to any parent, Old Wellingtonian (see Old Wellingtonian Society), member of College staff and their spouse and any person wishing to further the interests of Wellington College. The Association encourages contact, cooperation and good relations between parents, staff, pupils and o.w.s by providing periodic social and other functions. It also assists College by providing voluntary help and advice, including that relating to education and careers of pupils and, occasionally, by assisting College in raising funds.

Wellington College Sports Club. see Sport

Workshops Every subject has at least one hour per week set aside for a workshop. During this time a member of staff is available to deal with any problems regarding academic matters. This may involve individuals or groups.

