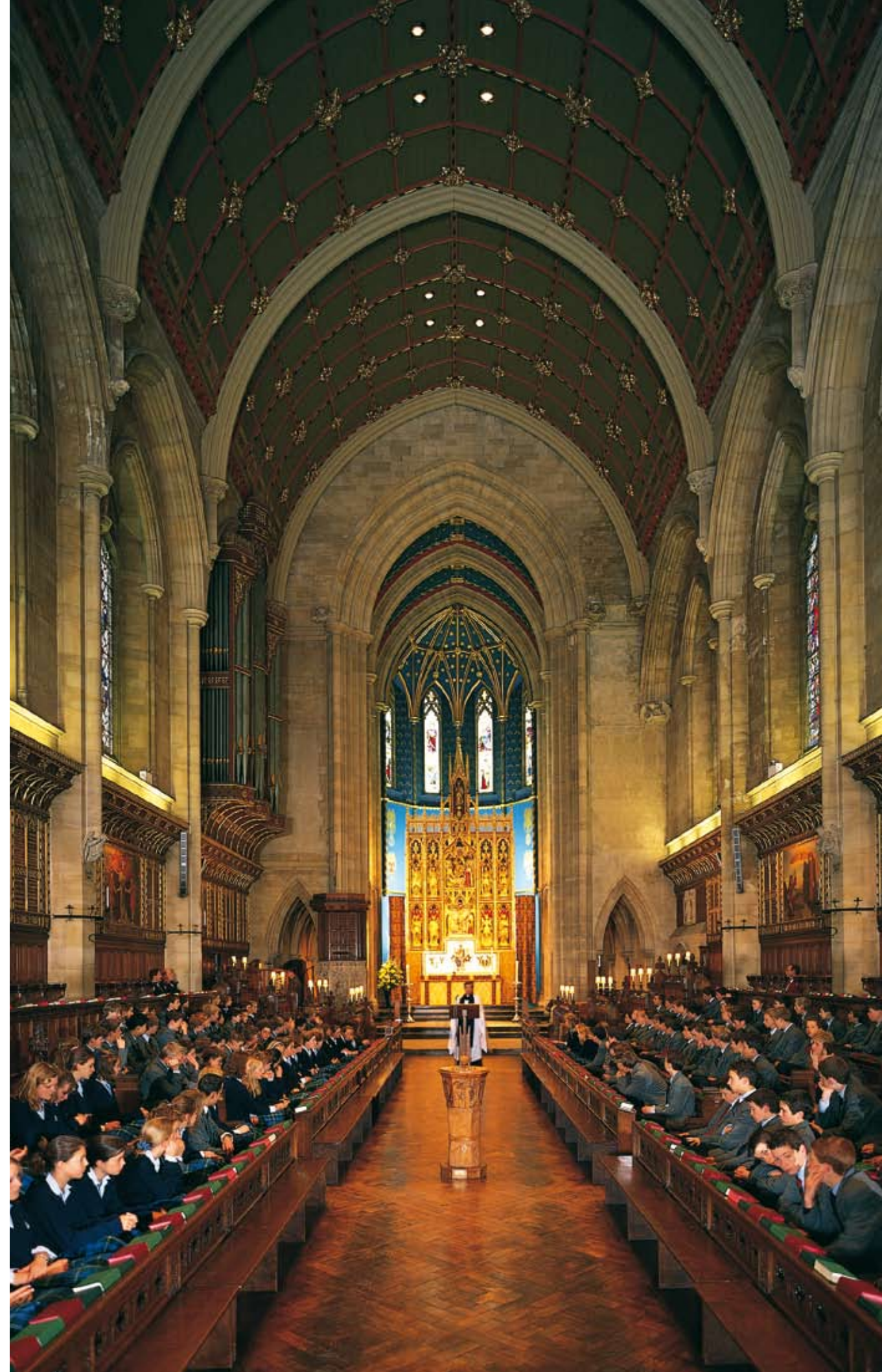




*An Invitation to Explore*

**THE MARLBOROUGH COLLEGE PROSPECTUS**









## *An Invitation to Explore*

✝ MARLBOROUGH COLLEGE is a remarkable school in an evocative and unique setting.

Our roots lie deep in England's past: our vision, our sense of duty, our outstanding academic and cultural qualities call us to play an influential and beneficent role in the world of tomorrow.

The spiritual heart of the school is the Chapel, a place of consolation, of inspiration and of hope for the future. It is built alongside the Marlborough Mound, whose history embraces mythology and mystery and which stands as an emblem of the past.

The Mound and the Chapel. Together they challenge each generation of Marlburians to cherish and to embrace the values of a humane and cultured society.

Around the "wrinkled red-capped town" that lies beyond our gates there rises the beauty of the Downs. Marlburians of today, no less than Sorley, Betjeman or MacNeice, can take a deep delight in the green and rolling aspect of the landscape that surrounds them.

*The charm of this countryside and the warmth of College life have conjured for many the happiest of memories.*





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 another 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.

Conversation is the means by which 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*

Rigorous academic programmes and high quality teaching will, it is hoped, instil a *love of learning* for its own sake amongst pupils.

The first, or Shell, year offers the opportunity to explore intellectual possibility. A coherent, integrated curriculum in the humanities asks pupils to think for themselves, regardless of previous school or system. It is important too that pupils make informed choices for their GCSE courses and, therefore, Shell pupils are encouraged to try unfamiliar subjects.

The Remove (second) and Hundred (third) years at Marlborough involve GCSE courses. We require a core commitment of English Language, English Literature, Mathematics and dual-award Science at this level. In addition, all pupils take our own externally certified Religious Studies course and a number of optional subjects, which must include a modern foreign language. Some departments offer pupils the chance to sit GCSE examinations before the end of the Hundred year and to begin relevant extension courses, such as AS level.







Our Sixth Form curriculum is varied and rich. Pupils are asked to undertake at least four AS level courses in the Lower Sixth and may reduce to three A2 courses in the Upper Sixth. The College will introduce the International Baccalaureate as an optional alternative to A levels in the near future.

Across the five years of study other options for academic enquiry are also offered and courses in Arabic, Japanese, Chinese, Italian and Astronomy are available.

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 of careers teachers 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 fourteen 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 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 masterpiece of its time.

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.

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





## *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.

A planned innovation in the lower school curriculum is a humanities course which embraces English, History and Religious Studies. It 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.

We also seek actively to develop and extend the learning opportunities of our older pupils, and so while some of these in the Sixth Form will continue to follow subject specialisms at A level, others will soon to be able to choose the broader discipline of the International Baccalaureate.

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.



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





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is the quality of the human relationships  
throughout the community.*





✚ Marlborough College is a joyous and colourful community where scholarship is cherished, creativity is celebrated, diversity is evidenced and conversation is paramount. We are a fine school but we know that we cannot stand still and that we have yet more to do. A prospectus can easily sound or look generic; I hope that this publication will invite you to explore us further.



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