



WELLINGTON COLLEGE

Realise the Potential

Wellington College discovers, nurtures and develops all aspects of a child's faculties, recognising that what is not awakened at school may not be awakened later in life. By the time the young adults are ready to leave College, they are equipped with a clear idea of who they are and what they want to do with their lives. They possess a confident personality capable of enjoying all of life's opportunities and taking on its responsibilities

to the very full.

THIS PRELIMINARY INFORMATION about Wellington College serves to introduce you to our historic school, thriving under the inspirational leadership of the Master, Dr Anthony Seldon. Wellington College is a vibrant and challenging co-educational boarding and day school which truly opens the minds and hearts of its pupils, teachers, parents and all other members of its community. It provides a transformative experience, developing each pupil's intellectual, artistic, sporting, spiritual and social aptitudes, while ensuring that each grows to understand that serving and caring for others brings the highest rewards in life and the greatest likelihood of long term happiness and fulfilment.

Wellington College is a Christian foundation, though remaining open to and respectful of children from all religious faiths. A commitment to leadership, service and an international outlook lies at the heart of its values. Selection is not only on academic merit, but on all-round contribution to school life.

We believe that full co-education provides an ideal environment for both boys and girls in which to learn and to develop into rounded and balanced adults. The school is small enough for each pupil to be known as an individual and a distinctive human being.

The academic, extra-curricular and pastoral life at Wellington is shaped by our belief that everyone has eight principal aptitudes or gifts, which if not developed at school can remain undiscovered. One of Wellington's distinctive contributions in education is the pioneering of classes in well-being (colloquially called 'happiness' classes) in association with Cambridge University's Well-being Institute. These classes help pupils learn how to look after their minds, bodies and emotions better, develop relationships and pursuits which will nourish them through life, identify their priorities and fulfil their own goals and aspirations for their lives.

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A photograph of two young women sitting at a wooden table in a library. They are both wearing dark blazers over light-colored collared shirts. The woman on the left has long blonde hair and is looking towards the woman on the right. The woman on the right has long brown hair and is looking down at an open book on the table. They are both holding yellow pencils. The table is cluttered with several open books and papers. In the background, there are wooden bookshelves filled with books. A window with green curtains is visible behind the bookshelves. The lighting is warm and natural, coming from the window.

Academic Excellence. We ensure that every child realises their academic potential to the full. We do not believe in achieving this by merely instructing or by boring pupils, but rather by offering challenging, demanding and exciting lessons, put across by passionate, learned and dynamic teachers.

Learning & Openness. Everyone at Wellington is a learner. The philosophy is one of openness to new ideas combined with a determination to seek out the new and innovative around the world and bring it into Wellington College. The Parents' Forum meets one facet of our desire to communicate with and to learn from our parent body.

International Outlook. Wellington is very aware of the increasingly global environment in which our pupils will live and work. The College is forging links with schools in China, United States, India and the Middle East. Every pupil, we hope, will spend a period at a school in the developing world during the course of their five years with us. We will expand still further our links with Round Square.

Educational Debate. By expanding the programme of conferences and seminars, and by using the freedom of an independent school to be creative, the College is establishing a reputation for being a centre of educational innovation and debate in Britain.





The Arts. Wellington has become one of the outstanding schools for arts in south east England, offering the finest art, creative writing, dance, music and photography. The pupils' work culminates in annual arts' exhibitions at the end of the summer term.

Service. Looking after others is at the very heart of the mission of the school. This applies to caring for others within the school itself, our local community and abroad. The Combined Cadet Force, Community Service, Round Square and the Duke of Edinburgh's Award provide just some of the opportunities for the pupils to learn about service.

Community. We have active partnerships with our neighbours, and forge mutually beneficial relationships with local state schools. The College does not wish to be an ivory tower, removed from the local community in Berkshire, or indeed from the 93% of the country educated in state schools.

Spirituality. The commitment to developing the spiritual awareness and depth of each person in our community lies at the heart of our school. We believe the life of the spirit is too easily neglected in schools in favour of the life of the mind and the body.





Discipline. We believe in being a warm, supportive, orderly, courteous and civilised community with strong moral values. We achieve this through self-discipline and pride in the school, mutual trust and respect, rather than fear and punishment. We do not believe in long lists of rules and harsh punishments.

Leadership. The school is building on the historic legacy of leadership and its established programme, to offer each pupil real leadership training and opportunities throughout their time at College. We believe that pupils perform best when they are given trust and responsibilities.



Sport. Wellington is already one of the strongest schools for boys' sport in Britain. With the coming of co-education, it will become one of the country's strongest co-educational sporting schools, with girls' sport rivalling the standards of the boys'.



Parents and alumni. The school aims to be second to none in its activities for and openness to parents. The Wellington College Association offers an ever-increasing range of intellectual, social and cultural events and trips for parents to enjoy in Britain and abroad. We seek similarly to embrace our alumni warmly into a host of activities at the school and outside.

learning

Wellington College's aim is to get the very best out of every student academically and to that aim, five guiding principles underpin academic achievement:

- The point of learning is to acquire skills and knowledge that will be useful for life, both in the workplace and outside it
- We aim to produce children who question, think and who learn independently
- Children will achieve their personal best at their academic studies and we will have high expectations of them, expressed through encouragement and support. The academic atmosphere will be calm, allowing everybody to work in a relaxed yet purposeful manner
- We employ highly qualified teachers who are excited about teaching and passionate about their subject, adopting new techniques
- Academic success is very important to Wellington but is only one of the important criteria upon which we will base our success with each individual girl or boy

First-year students follow a rich and broad curriculum, then at 16+ pupils take between nine and twelve GCSE (or iGCSEs in certain subjects). In the Sixth Form, we offer a full range of A Levels and, from September 2008, the alternative of the International Baccalaureate, with its six subjects. Pupils are taught about their individual learning styles and teaching takes these into account. Lessons are imaginative and challenging, and based on active learning, where pupils discover for themselves, rather than on passive learning, where they are told the answers.

Universities tell us they need students who can study independently. Businesses also tell us that they want young people who can think for themselves. However, there is a fine line to walk between encouraging teenagers to take responsibility for their own study and ensuring that they do so. At Wellington, this is managed through a regular and detailed tutorial process, designed to support the needs of each student.

The school's appraisal system, regular lesson observation and informal feedback via Housemasters and Housemistresses and students ensures the continued high quality of the teaching. There is in-service training for teachers, where techniques are refreshed and new ideas are introduced to help teachers develop their skills further. It is essential that teachers continue to be learners and at Wellington this is strongly encouraged.

All academic activities are organised in departments which are teams of dedicated teachers working together to instill enthusiasm for their subject in every student. Departments meet regularly to share good practice and to focus on how they can work together to improve the teaching and learning that happens in their department. The facilities required to teach the curriculum are extensive and include data projectors and other IT equipment in every classroom. All teachers set very high standards for themselves and for their students so that together, they can achieve the very best outcomes.

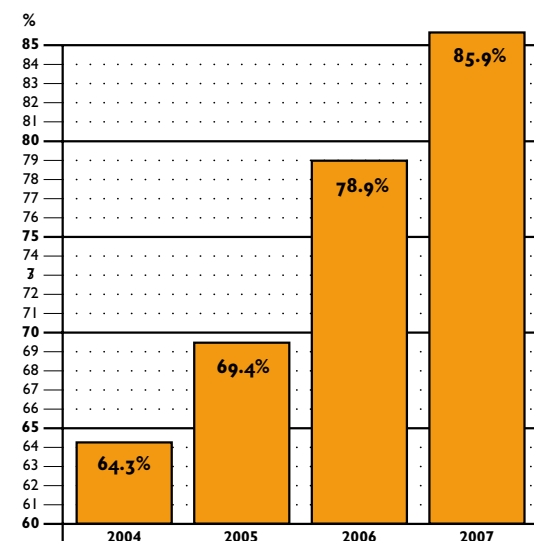
Wellington College has recently seen a dramatic improvement in its academic standing. The 2007 exam results were the finest on record and the summary of these can be seen on the following page.

university

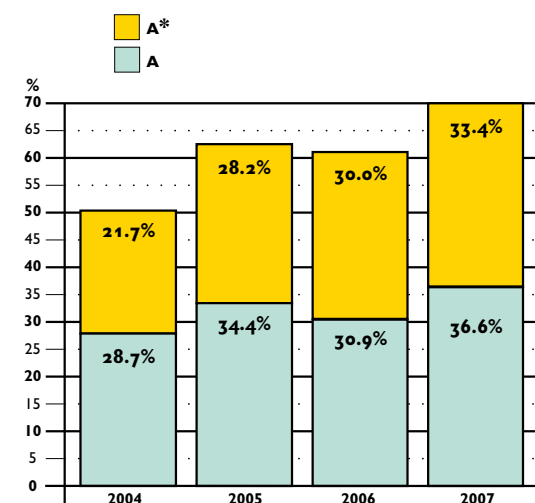
entrance total for 2001–2006
total number of pupils: 904

Aberdeen	1	London—King's College	20
Aberystwyth	1	London—LSE	9
Bangor	1	London—Queen Mary	4
Bath	16	London—Royal Holloway	1
Bath Spa	4	London—School of Pharmacy	1
Birmingham	8	London—University College	26
Birmingham College of Food, Tourism & Creative Studies	1	London Institute	1
Bournemouth	3	Loughborough	9
Bradford	1	Manchester	20
Brighton	2	Napier	1
Brighton and Sussex Medical School	1	Newcastle	70
Bristol	76	Northumbria	7
British Institute, Paris	1	Nottingham	52
Brunel	4	Nottingham Trent	9
Cambridge	21	Oregon, USA	1
Cardiff	15	Oxford	40
City	4	Oxford Brookes	46
Coventry	2	Plymouth	3
Dublin—Trinity College	2	Portsmouth	3
Durham	53	Reading	4
East Anglia	1	Reading College of Art and Design	1
Edinburgh	41	Regent's Business School	1
European Business School, London	1	Roehampton	3
Exeter	33	Royal Agricultural College	5
Falmouth College of Art	1	Royal Veterinary College	1
Greenwich	1	Salford	1
Guildford College of Further Education	1	Sheffield	7
Heriot Watt	1	Sheffield Hallam	1
Hertfordshire	1	Southampton	15
Hull	1	St Andrews	2
John Moore's Liverpool	1	St Andrew's	6
Kent	1	Surrey	6
Kingston	4	Surrey Institute, Farnham	1
Lancaster	3	Swansea	7
Leeds	71	Teeside	1
Leeds Metropolitan	7	Warwick	17
Leicester	4	West of England	70
Liverpool	3	Westminster	7
London—Goldsmiths College	2	Wisconsin, USA	1
London—Imperial College	18	York	11

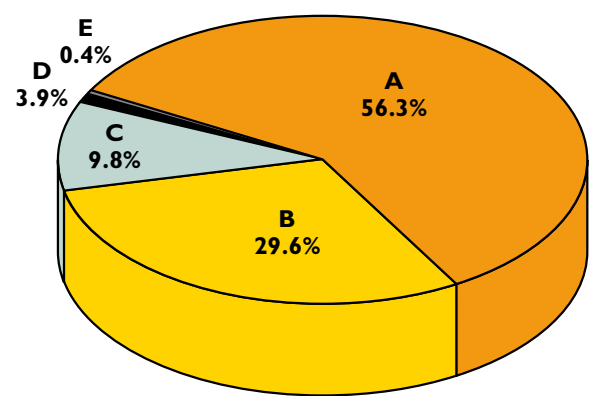
A LEVEL RESULTS 2004–2007 % A/B



GCSE RESULTS 2004–2007 % A*/A



A LEVEL GRADES 2007



A SELECTION OF SUBJECTS 2007

A LEVEL %ABC		GCSE %A*AB	
Art.	85.2	Art.	92.6
Biology	92.3	Biology	100.0
Chemistry	96.8	Chemistry	100.0
Economics	93.3	English Lang.	95.9
English Lang.	100.0	English Lit.	78.7
English Lit.	96.9	French	84.5
French	83.3	Geography	89.6
Geography	96.8	German	91.7
History	100.0	History	93.8
Latin	100.0	Maths	93.4
Maths	95.8	Physics	100.0
Physics	90.9	RS	100.0

A LEVELS

- 85.9% A/B grades. The best results ever and 8% better than last year which was itself over 14% better than in 2005
- From third division to second division to first division by Daily Telegraph standards in two years
- 56% A grades, up almost 15% on last year
- Top 80% of pupils achieved over 91% A/B grades
- 100% pass rate for third time and second year in succession
- 51 candidates got exclusively A grades
- The girls achieved 91% A/B grades

GCSE

- 70.0% A*/A grades, the best set of results on record and over 12% better than last year
- 33.4% A* grades, almost 9% better than ever before
- 5 boys achieved at least 10 A*
- 23 boys got A* and A grades exclusively
- All 122 candidates got at least 5 A*–C grades
- 118 candidates got at least 8 A*–C grades

the week

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08.10		Junior Chapel	Senior Chapel	Voluntary Eucharist	I	Congregational Pr
08.30 – 09.10	I	I	I	I	I/Tutor Period	I
09.15 – 09.55	2	2	2	2	2	2
10.00 – 10.40	3	3	3	3	3	3
10.40 – 11.10	Break	Break	Break	Break	Break	Break
11.10 – 11.50	4	4	4	4	4	4
11.55 – 12.35	5	5	5	5	5	5
12.40 – 13.20	6 LVI & VI only	6	6	6	6 LVI & VI only	12.30 – 13.30 Lunch
13.20 – 14.15	Lunch Junior Music Rehearsal	Lunch	Lunch	Lunch	Lunch Junior Music Rehearsal	Games Major Sports Minor Sports
14.15 – 14.35	Whole School Assembly	Games Major Sports Minor Sports BIMS	CCF Community Service 3rd Form Activities Jazz C.S.	Games Major Sports Minor Sports	Year Group Assemblies	
14.40 – 15.20	7				7	
15.25 – 16.05	8				8	
16.30 – 17.45	Enrichment Chapel Choir (Sectionals) 1st/2nd Team practices Academic Workshops Clubs	Academic Workshops 16.45 – 17.45 Silver D of E Training	Enrichment Orchestra (Sectionals) Academic Workshops	Games Academic Workshops 16.45 – 17.45 Gold D of E Training	Enrichment Orchestra Concert Band Academic Workshops Clubs	
17.50	House Meetings					
	17.40 Junior Chapel	16.45 – 17.45 D of E Gold/Silver Training	17.40 Senior Chapel	16.45 – 17.45 D of E Gold/Silver Training		
18.00 – 19.00	1st Prep Informal Concerts	1st Prep/ Lecture	1st Prep Chapel Choir	1st Prep/ Lecture	1st Prep	Free Time Socials Trips
19.00 – 19.45	Dinner	Dinner	Dinner	Dinner	Dinner	
19.45 – 21.00	2nd Prep	2nd Prep 19.30 – 21.00 Play Rehearsals	2nd Prep 20.30 Jazz Band	2nd Prep 19.30 – 21.00 Play Rehearsals	2nd Prep 20.00 Concerts	
21.00 onward	Quiet in House	Quiet in House	Quiet in House	Quiet in House	Quiet in House	

enrichment

The aim of educational enrichment is to learn, think and pursue interests across and beyond the curriculum. For example:

- Special interest & cross-curricular societies
- Performances & exhibitions:
Music, Art, D&T, Drama
- Outing & expeditions
- The Master's Lecture series
- Special events & theme days
- Problem solving competitions & challenges
- Publications:
The Wellingtonian, e-wellingtonian, South Front
- Amnesty International
- Bardophile
- Book Club
- Chess Club
- Creative Writing Group
- Debating & Public Speaking
- Epicureans
- European Club
- Expedition Society
- Food For Thought
- Model United Nations
- Natural History
- Round Square
- Theatre Club

For Oxbridge applicants we provide guidance, support and administration as part of Academic Extension in conjunction with the Careers Department. The main strategies of our programme are to:

- Raise aspirations early
- Ensure students have excellent knowledge of Oxbridge courses and colleges
- Support students through each stage of the application process
- Liaise between Wellington and Oxbridge colleges

As part of the programme we work with applicants throughout the year and maintain a comprehensive intranet website that guides students, staff and parents through the preparation and application process.

more

Sports. Our sporting prowess is premier league and our sports facilities are extensive and impressive, including 16 rugby pitches, two floodlit astroturf pitches, a state-of-the-art Sports Hall, 22 hard tennis courts, 12 cricket pitches, an athletics track, two lacrosse pitches, six netball courts, a gym, dance studio, basketball/volleyball courts, a recently refurbished rackets court, squash courts, badminton courts, a climbing wall, a shooting range and a nationally acclaimed nine-hole golf course in the grounds.

Music. We want music to inspire and enrich pupils' lives, with every student fulfilling some sort of musical achievement and some reaching the highest levels. We provide opportunities to explore the many facets of music making, from being a song writer/composer to being a performer in a musical. Pupils discover their musical niche through the environment we create. Our facilities are excellent and we have a wealth of musical instruments available for use, a professional recording studio, a number of concert venues and an increasing investment in music technology and software.

Arts. We want to embed a love of art in all its forms in our pupils. The calibre of creative talent amongst our students has taken groups to the Edinburgh Fringe, national exhibitions and prize-winning events, but we celebrate artistic effort at every level. Regular exhibitions of students' artwork bear testimony to their creativity and technical ability. With drama, as soon as one production has finished, another is begun. Creative writing, debating and design & technology also play an important part in the daily life of the college.

Activities. We don't do boredom at Wellington. When students have had their fill of drama, art and sport, there are clubs and societies for just about every popular hobby and interest. These include master chef, creative writing, climbing, film, canoeing, mountaineering, skiing, photography, chess, debating, Open Door (Christian forum), Duke of Edinburgh's Award and many more.

pastoral

Wellington's magnificent buildings and estate offer facilities on a scale that only a large school can provide. However, our pastoral care welcomes children into 17 comparatively small Houses for boarders and day pupils. The focus is on the well-being of the individual within carefully managed tutor groups. We encourage close parental involvement with the school and visits by families and friends.

Almost 20 per cent of our students are day pupils and we expect this proportion to rise slightly over the next few years following the opening of two dedicated day Houses.

The House is the centre of a pupil's life. Houses vary in terms of size, location and character, but in each the Housemaster or Housemistress, supported by assistants, tutors and a house matron, has responsibility for looking after the students in his or her care and for monitoring their academic and social development. Staff set a strong framework for behaviour, but apply sanctions fairly, knowing that these are young adults experiencing the mood swings and turbulence of adolescence.

Each House is a self-contained community, organising its own musical events, plays, sports teams and similar. Each House is either an 'in-house' or an 'out-house', with in-houses located within the main school buildings and quads, and out-houses located in the grounds. Each House has aspects which distinguish it from other Houses, such as its own colours, emblem and a defined House spirit.

At Wellington, there are 12 Houses for boys and 4 Houses for girls with 1 in transition:

Anglesey, Apsley (6th Form), Benson, Beresford, Blücher, Combermere, Hardinge (6th Form), Hill, Hopetoun, Lynedoch, Murray, Orange, Picton, Stanley, Talbot, Wellesley (day), White Cairn (day)

applying

In summary, the admission process involves the following steps:

- ▣ **A visit to the school**
- ▣ **Registration (with registration fee)**
- ▣ **Pre-testing**
- ▣ **Confirmation of entry (with entrance fee)**
- ▣ **Assessment; attainment of required standard; offered firm place**
- ▣ **Confirmation of place**

Registration forms and information about our various scholarships and exhibitions are available from the Admissions Office or from the website.

We recommend that families apply for a place at least three to four years ahead of the year of joining. For those wanting a place at age 13+, this will be when your child is in year 4 or 5 (aged 9 or 10).

Most families visit us before applying, by attending one of our regular Open Days or a Master's Lodge reception or by arranging an individual visit.

A firm place is offered when a student has achieved the level required by the school, either through Common Entrance, Scholarship or the College's own examination, and on receipt of a satisfactory reference from the pupil's previous Head. Sixth Form admission is based upon an entrance examination, interview and Head's testimonial.

fees

Registration Fee. A non-refundable Registration Fee of £100 is payable when a pupil's name is first registered for entry.

The Entrance Fee. An Entrance Fee of £1,000 is required by the College when a boy or girl is offered a place at Wellington College, in order to confirm definite candidature. For successful candidates, £500 of this sum will be returned with the second term's account and a further £375 will be credited to the final account.

£875 will be refunded only if a boy or girl is unable to come to the College for bona fide medical reasons or fails to come up to any entry standard to which they may remain subject. (Offers for entry at age 13+ are made after Pre-testing and remain subject to success in Scholarship, Common Entrance or the College's own entrance examinations. Offers for entry at age 16+ are made after the College's entrance examinations and remain subject to published criteria for success at GCSE.)

College Fees. Fees are charged termly in advance and for 2007–2008 are as follows:

Boarders	£8,540 per term in advance
Day Boarders	£7,000 per term in advance
Day Pupils	£6,405 per term in advance

The fees are inclusive of all the normal maintenance and recreational requirements of the pupil. They include the provision of linen (except towels), laundry, maintenance and reasonable repair of clothes (but not marking, dry cleaning or shoe repair), games, physical education, swimming, normal medical treatment in the College Medical Centre, and personal accident and dental insurance cover. So far as is possible 'extras' are kept to a minimum. Information is available on request about our Fees in Advance scheme.

finding us

By Road: For the only entrance to the College grounds, please set any 'Sat Nav' to include Duke's Ride, Crowthorne. (The entrance from Byron Drive/Sandhurst Road is gated and restricted.) We are very conveniently set between motorways, but final navigation is 'intricate'.

From the M4: Exit at junction 10 and take the A329M to Bracknell. Continue to the traffic light-controlled roundabout and turn right following signs for the A3095. At a sequence of roundabouts follow signs for Crowthorne, eventually turning right onto the B3348 [signposted: Crowthorne B3348].

**On entering Crowthorne, go straight on at the first roundabout [signposted: Finchampstead B3348] and then bear right at the second (mini-) roundabout onto Duke's Ride [signposted: Finchampstead, Eversley, Station & Shops]: follow Duke's Ride for approximately 1 mile and the gates to the College are on the left. (Easiest access for coaches is to continue past gates, over railway bridge, double back at roundabout and turn right into grounds.)*

From the M3, Junction 3: Take the A322 towards Bracknell (under the A30 and then keep left to follow sign for Bracknell). Turn left (first exit at roundabout) onto the B3430 [signposted: Crowthorne (A3095), Finchampstead & Arborfield B3430] and please observe greatest care and all traffic signs along this infamous stretch of road. At the next roundabout turn left (first exit) onto the A3095 [signposted: Crowthorne A3095 & Sandhurst]: a short stretch of dual-carriageway; along this, move into the right-hand lane in order to turn right at the next roundabout onto the B3348 [signposted: Crowthorne B3348]; then see above **on entering Crowthorne*.

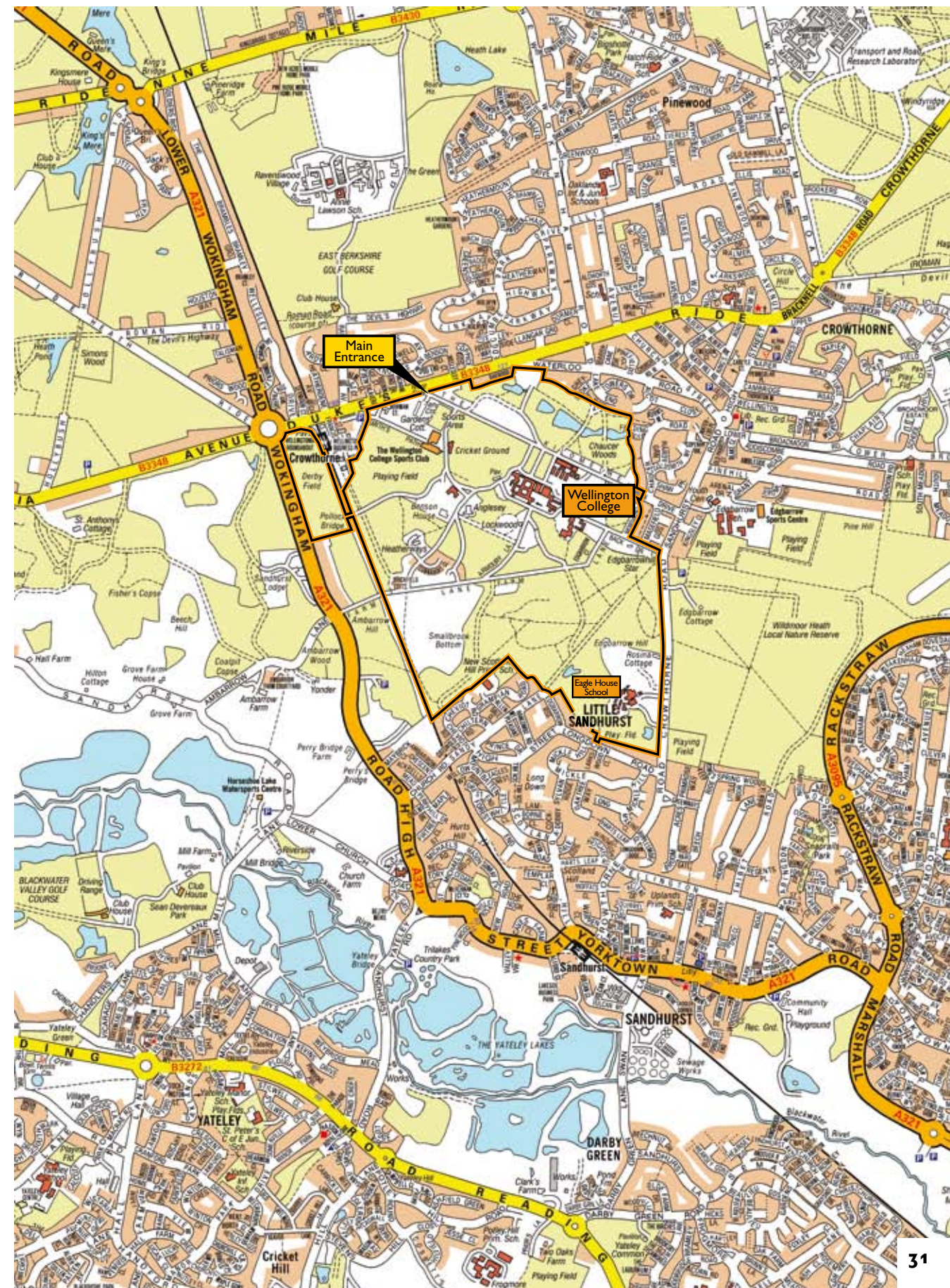
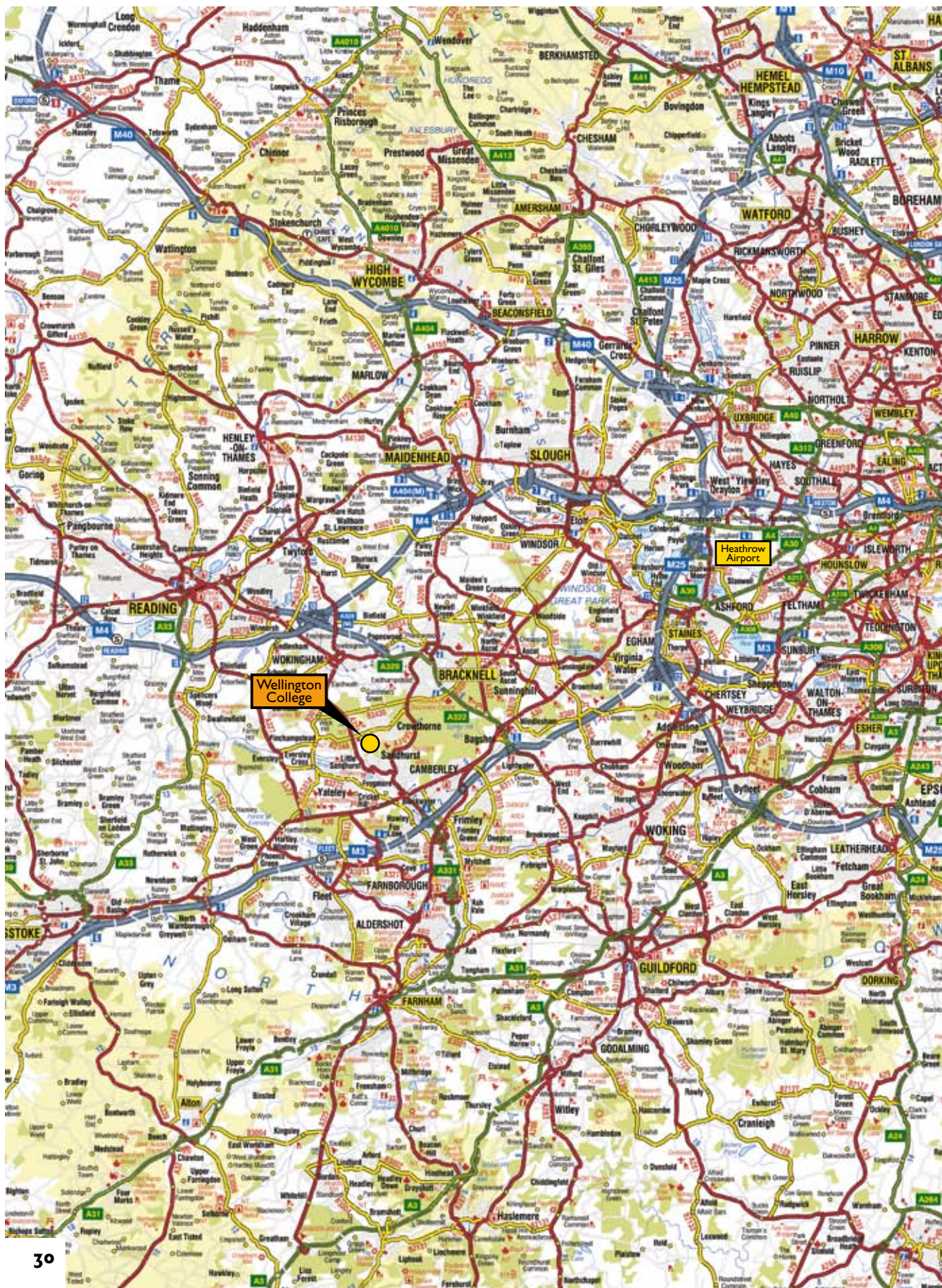
From the M3, Junction 4: The simplest of complex and busy alternatives is to follow signs for

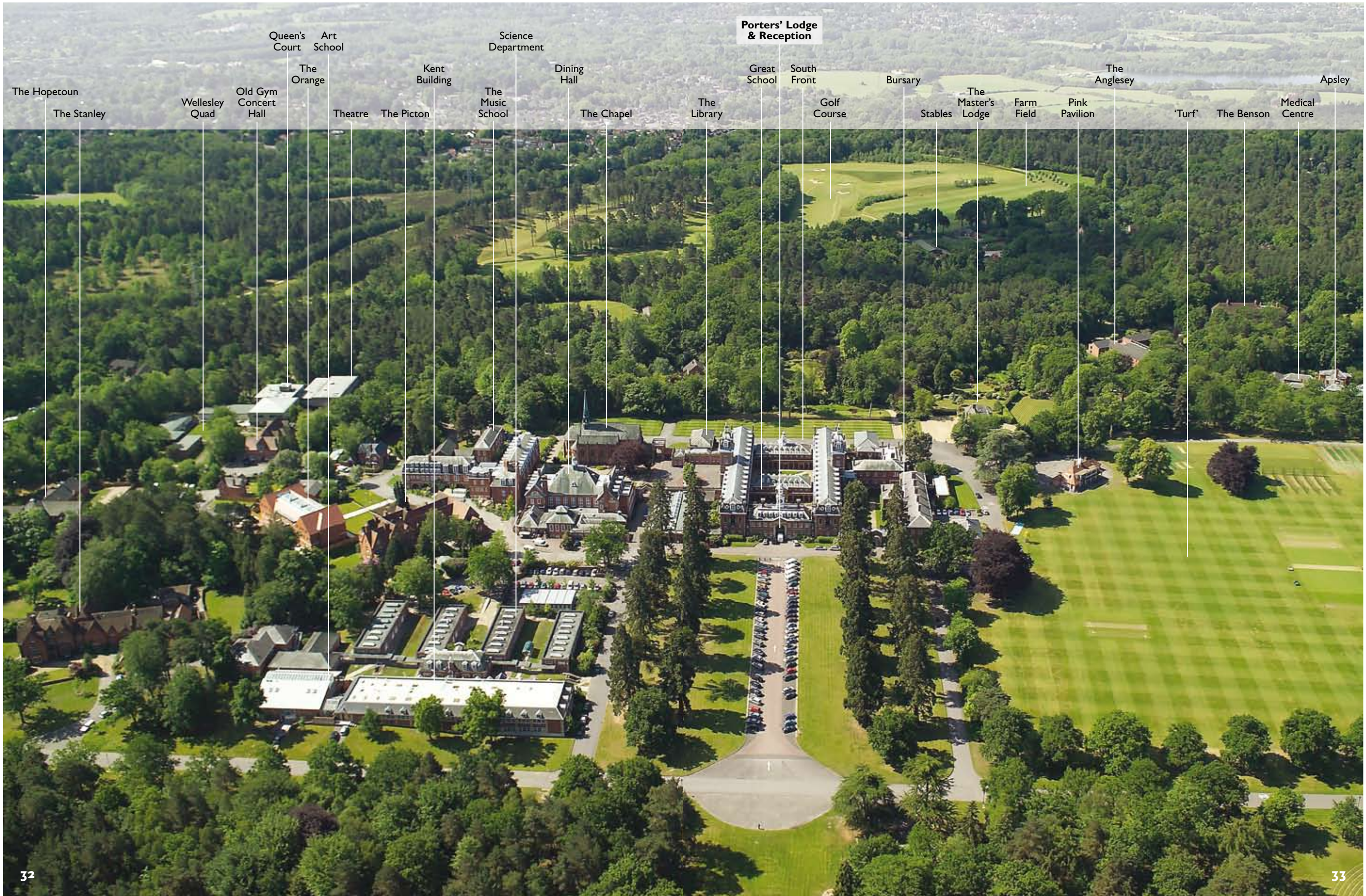
A331 to Blackwater [also signposted Camberley] and then continue straight through onto A3095 for Bracknell, straight on at a series of roundabouts, onto the by-pass and then turn back left at the roundabout onto the B3348 [signposted: Crowthorne B3348]. Then see above **on entering Crowthorne*.

From the M3, Junction 4A: Take the A327 [signposted: Reading A327, Blackwater (A30) Yateley] past Minley Manor and Gibraltar barracks. At roundabout turn right (second exit) [signposted: Reading A327, Blackwater (A30) Yateley] and keep in the left hand lane, in order to go straight across the A30 at the roundabout which follows almost immediately [= second exit, signposted: Cricket Hill, Yateley & Sandhurst]. Descend into Yateley and, at the roundabout at the bottom of the hill, turn left [= first exit, signposted: Eversley B3272 & Yateley] then almost immediately filter right, to turn right [signposted: Sandhurst & Crowthorne]. Continue to T-junction: there turn left [signposted: Wokingham A321]. Continue to roundabout and turn right onto B3348 towards Crowthorne and into Duke's Ride, and from there the College gates are on the right in almost half a mile.

By Air: The main London airports are all within easy reach of the College, Heathrow: 40 minutes, Gatwick and Luton: 1¼ hours by road. All have regular scheduled flights from all UK, European and international destinations.

By Rail: The nearest main line station is Crowthorne, which is on the Reading to Guildford line and is only a 5 minute walk away.

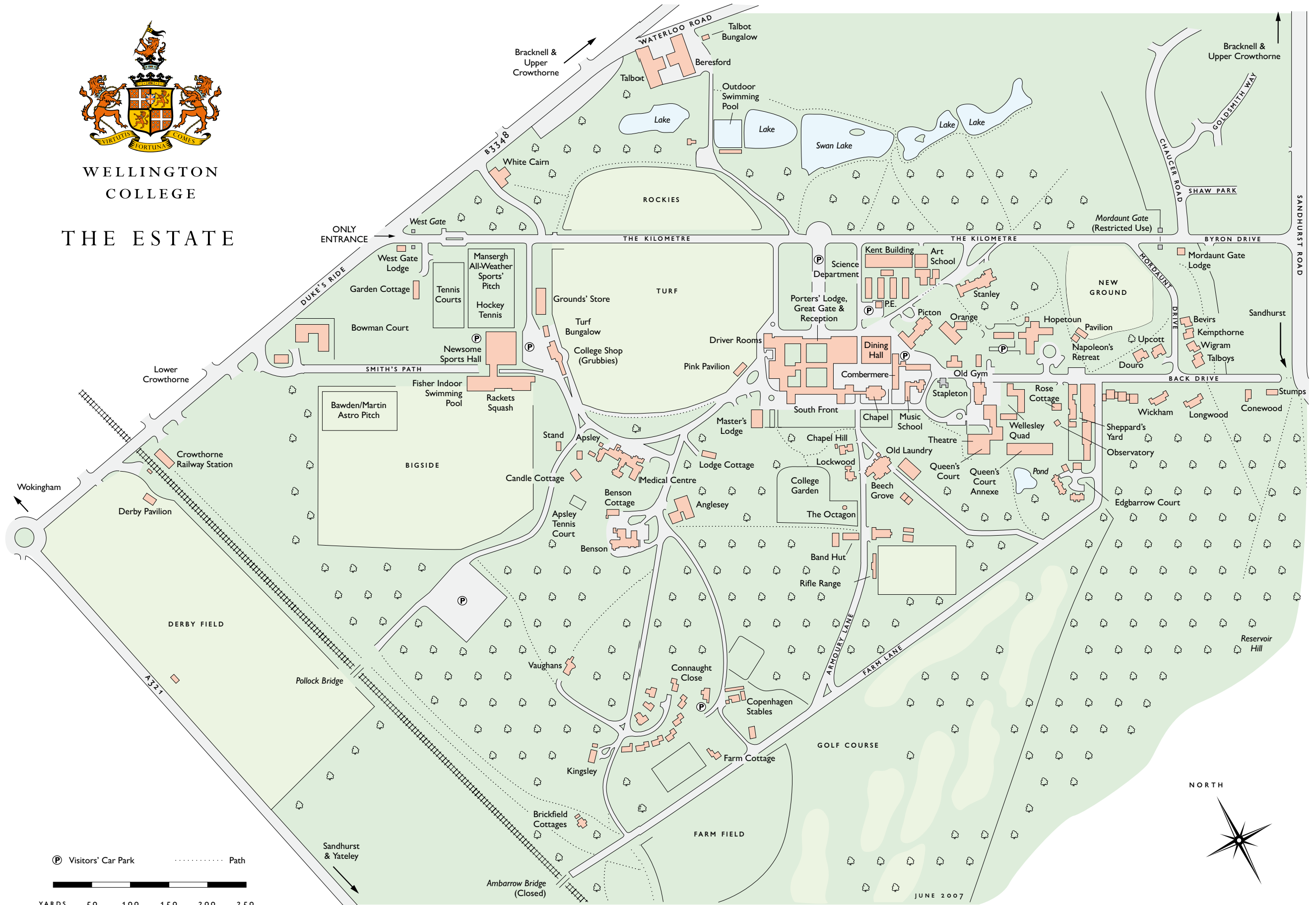






WELLINGTON
COLLEGE

THE ESTATE





Admissions Office

wellingtoncollege.org.uk

admissions@wellingtoncollege.org.uk

Wellington College, Crowthorne, Berkshire RG45 7PU

telephone: +44(0)1344 444013; fax: +44(0)1344 444115