

GENERAL INFORMATION 2023



Learning for Life in a Community where All can Excel

St Albans Girls' School



Transition into our STAGS Community

Welcome to STAGS! We recognise that any change in a young person's life can seem daunting and transition into secondary school is a critical time in terms of personal development and wellbeing.

At STAGS, we pride ourselves on a thoughtful and tailored transition for all students. We are able to focus on the specific needs of our students as individuals, in a safe and structured environment.

Transition begins long before starting secondary school and your child will receive a visit from the Director of Learning for Year 7 and Student Support Officer in the term before coming to STAGS. Any initial thoughts, worries, or questions will be dealt with in the familiar setting of your child's primary school.

The next exciting event is an invitation to the school which is extended to parents and students and takes place at the beginning of July. At this point, your child will discover which form they are in and meet with their form tutor. They will also be given the opportunity to visit their form room and meet with other students.

After this, students are invited to visit STAGS during the school day and become involved in team building exercises that will establish new friendships. It is also an opportunity to make the routines of lunch and movement from place to place a little more familiar.

In September, as well as support from a form tutor (who will replace your child's current 'class teacher' in terms of a point of contact), the Director of Learning and Student Support Officer will be available to guide and lead your child through Year 7. An induction programme runs for the first half term of your child's career at STAGS and includes development of personal, resilience and social skills as well as information about school and what to do if things go wrong!

In addition, we have Sixth Form student leaders who will be assigned to each new Year 7 form as well as Year 8 mentors who will assist in lesson changes to different venues. This is to support students in general organisation and the practicalities of finding classrooms and staff members.

The more formal aspect of the induction programme concludes with confidence and team building activities with plenty of time for fun! Our aim is to establish students on the road to academic and personal success through staff and student leadership, support and guidance. At STAGS we have a real commitment to, and enthusiasm for, the development of the whole child.

The personal development and wellbeing of our students is central to all we seek to achieve. Skills such as leadership and communications are the gateway skills to a successful and happy adult life. Our aim is to create, in partnership with parents, students who are caring, responsible and socially aware young citizens.

To facilitate growth and development, we have a team of form tutors led by the Director of Learning and Student Support Officer who craft our pastoral care - ensuring that students have access to high quality care and guidance throughout the teaching day and that parents have speedy access to a point of contact within the school, as necessary.

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Form tutors should be your first point of contact with the school as they have a special and unique relationship with students and can offer continuity and in-depth knowledge similar to that of a class teacher in a primary school setting.

Students at STAGS receive guided support from transition into secondary school. During this time, and throughout Years 7, 8 and 9, there is a focus on the development of social and emotional skills, resilience and self-esteem. Additionally, all students engage with Blended Learning, fluently using technology to support all aspects of learning in all subjects across the curriculum.

Our renowned anti-bullying programme, self-esteem groups, social awareness groups and restorative work mean students are open to sharing the issues facing young people today and are skilled in working to constructively resolve issues. One to one work includes peer and staff mentoring of students and may include extra provision for young carers or other students who may need that additional support to guide them successfully through secondary education and beyond. Attendance awards are presented termly. Individual students and whole forms are recognised for positive behaviour and their contribution to the school.

Directors' of Learning also track and monitor progress across subjects and will support and intervene, when necessary, to ensure students are able to perform to their maximum potential. Parents are kept fully informed and involved in helping students to make the most of the opportunities available at STAGS.

Strong student leadership is actively encouraged in our young people, with student prefects, peer mentoring, a sixth form counselling service and a commitment to our 'student voice'. Students' views are welcomed and provide the school student community with opportunities to share in leading the school forward. Students have been involved in consultation groups, school surveys, student councils, charity involvement, working parties and individual contribution.

In a world driven by academic attainment and success, we at STAGS also recognise the need to foster independent learners who can speak and listen, manage their own behaviour and conduct – even in difficult situations, negotiate, represent their point of view articulately and possess the intrinsic self-management and motivational skills required for success. As such, expectations of student behaviour, engagement and participation in school life, are high and it is wonderful to see our students setting their own challenging expectations.

Please ask us about any aspect of our provision. We are always enthused to describe our brilliant school. We look forward to working in partnership with you to support the next seven years of your child's learning journey.

With all good wishes

Margaret Chapman
Executive Head Teacher

Paul Kershaw
Head of School

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The School Curriculum

Our curriculum is designed to fulfil the school's aims of enabling all students to achieve their potential. We encourage each student to develop their intellectual, physical and personal qualities to the full through relevant and enjoyable learning activities. The curriculum is broad and balanced and enables each student to appreciate their cultural heritage and the needs and opportunities of society today.

At STAGS, most students follow the same subject based curriculum in Years 7 - 9. The lessons in different subjects provide opportunities to develop skills for learning and the knowledge base required for success in GCSE and A level examinations.

Timetable Arrangements

The school operates a two week timetable. In each week there are 25 one hour lessons. In Year 7, your child's timetable will be as follows:

Subject	Hours per 2 weeks	Subject	Hours per 2 weeks
Art	2	Maths	7
Design & Technology	2	Music	2
Drama	2	PE	4
English	7	PSHE	2
French	3	Religion, Ethics & Philosophy (REP)	2
Geography	3	Science	6
History	3	Spanish	3
Computing	2		

The English Baccalaureate (EBacc) is a combination of subjects that the government thinks are important for young people to study at GCSE. It includes:

- English Language and Literature
- Mathematics
- The Sciences
- Geography or History

These lessons ensure that the National Curriculum is covered and is provided. Details about what this means can be found at www.gov.uk. Other areas covered include the following:

- PSHE (Personal Social Health Education) - This is a programme of study which includes careers information, advice and guidance, Relationships and Sex Education (RSE) and Relationships Education
- Design & Technology – These lessons will operate as a carousel to include Food, Textiles and Product Design
- The REP course covers the statutory requirement for the teaching of religious education.

Student Grouping

Curriculum: The Year 7 curriculum has been carefully designed to develop core skills, knowledge and understanding, whilst introducing students to a broad range of subjects and specialisms.

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During Science, students are introduced to elements of Biology, Chemistry and Physics and our focus on Languages enables students to access and learn both French and Spanish. All other subjects ensure the balance of curriculum content whilst in PE the promotion of healthy lifestyles and physical exercise signals the importance of the personal development journey from adolescence, through the seven year learning journey at the school and beyond. An extra lesson in Maths and English has been incorporated into the Year 7 curriculum. This ensures that all Year 7 students are supported to further develop numeracy and literacy skills so they are secondary ready and able therefore, to access the curriculum fully as they progress year on year.

Organisation of Teaching Groups: The Year group is split into two equal half years, to support breadth of opportunity. All students are taught in mixed prior attainment form groups with the exception of Maths and Computing. Students undertake CAT Tests in early September and coupled with baseline tests in all subjects, as well as information from Year 6 outcomes against national expectations, targets are set. For Maths and Computing, given the hierarchical nature of their subject content, students are placed into three prior attainment bands by the end of the autumn term to support their learning.

Targets and Assessment

Students joining STAGS will have reached different stages in their learning. In Year 7 they are set targets, and learning experiences are designed to ensure that every student makes as much progress as possible. Progress towards targets is monitored closely and parents are kept informed by regular reports being sent home. A reporting and assessment calendar and further information will be provided for all parents and is available on the school website.

Admissions

Transfer into Year 7 from the primary school takes place at 11 years of age. All admissions to the school are in accordance with the Local Authority's admissions criteria. The standard admission number for the school is 240. The admission of older students moving into the area is, once again, organised according to Hertfordshire admissions criteria ensuring fair access for all.

Child Protection

The school works in partnership with parents to support children in every way possible. Government legislation places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. The school and staff follow statutory legislation outlined in Keeping Children Safe in Education 2023.

Absence Information

It is the policy of the school that students should attend school regularly to ensure the full benefit of the educational opportunities available to them. We ask all parents to co-operate in this.

Number of students on roll in September 2023 of compulsory school age	1496
Number of students in Year 12 (September 2023)	159
Number of students in Year 13 (September 2023)	143
% of pupil sessions missed in 2022/23 through authorised absence	6.86%
% of pupil sessions missed in 2022/23 through unauthorised absence	0.96%

Full details of the curriculum are available on the school website.

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GCSE Results

For students completing Key Stage 4 in 2023 – 207 students

GCSE 9-1										
Subject	9	8	7	6	5	4	3	2	1	Total Grades
Art	3	11	15	6	7	1	2	0	0	45
Biology	9	17	12	15	2	0	0	1	1	57
Business	5	8	11	10	5	7	7	0	2	55
Chemistry	5	15	18	12	3	2	0	0	0	55
Chinese	1	0	0	0	0	0	0	0	0	1
Computing	2	1	5	7	2	1	1	1	0	20
Dance	1	3	0	4	4	0	1	0	0	13
Drama	4	2	3	7	5	1	0	0	0	22
Design and Technology	3	11	10	7	5	3	0	0	0	39
English	15	34	42	57	23	12	18	3	1	205
English Lit	21	34	38	45	36	13	12	2	3	204
Food Technology	2	2	3	4	1	1	2	1	1	17
French	8	6	12	5	8	6	2	0	0	47
Further Maths	1	6	3	2	1	0	0	0	0	13
Geography	13	25	26	23	19	8	13	1	2	130
History	11	21	19	7	2	7	5	4	1	77
Japanese	0	0	1	0	0	0	0	0	0	1
Mathematics	12	18	38	37	41	30	16	7	4	203
Media Studies	3	7	7	10	9	9	3	1	0	49
Music	5	2	5	1	1	0	1	0	0	15
PE	6	6	3	2	5	4	2	0	0	28
Physics	6	12	11	18	6	2	0	0	0	55
RS	5	4	3	2	1	0	1	1	0	17
Sociology	7	14	16	11	9	8	5	4	1	75
Spanish	8	23	24	12	32	5	2	1	1	108
Summary	156	282	325	303	228	120	93	27	17	1551

Combined Science															
Subject	9-9	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3	3-3	3-2	Total Grades
Science	2	1	12	10	12	14	9	18	19	17	7	6	13	3	143

Level 2 Certificate								
Name	D*	D2	D1	M2	M1	P2	P1	Total Grades
Child Development	2	6	7	4	2	2	1	24

*This data is accurate as at 20/09/2023

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A Level Results For students completing Key Stage 5 in 2023 - 124 Students

Qualification Name	A*	A	B	C	D	E	Total Grades
Art	2	2	1	1	1	0	7
Biology	3	2	13	11	5	3	37
Business	2	4	7	4	1	0	18
Chemistry	0	4	4	8	2	3	21
Classical Civilisation	0	0	0	3	2	0	5
Computer Science	0	0	2	1	1	1	5
D&T (Product Design)	0	0	1	0	0	0	1
Dance	0	1	1	0	0	0	2
Drama	0	0	4	0	0	0	4
Economics	0	4	5	1	0	0	10
English Literature	5	8	11	2	2	2	30
Film Studies	1	5	11	3	0		20
French	0	3	1	0	0	0	4
Geography	1	8	11	4	2	0	26
History	2	6	6	2	0	0	16
Maths	1	4	5	3	3	1	17
PE	0	1	1	2	0	0	4
Photography	0	0	1	2	0	0	3
Physics	0	0	1	0	0	0	1
Politics	2	8	7	5	3	0	25
Psychology	13	8	21	10	3	1	56
Religious Studies	0	5	3	2	2	1	13
Sociology	7	6	18	5	1	0	37
Spanish	4	5	3	5	0	0	17
Summary	43	84	138	74	28	12	379

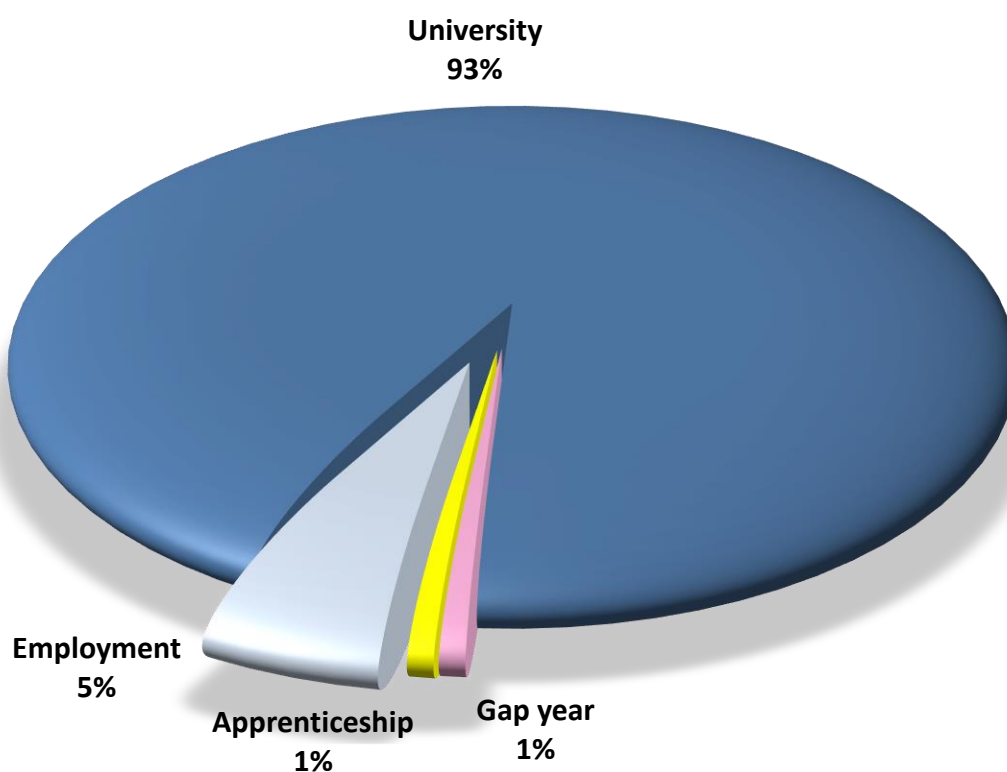
Qualification Name	D*	D	M	P	Total Grades
BTEC Health and Social Care	2	8	6	0	16

Other Level 3 Results for students completing Key Stage 5 in 2023

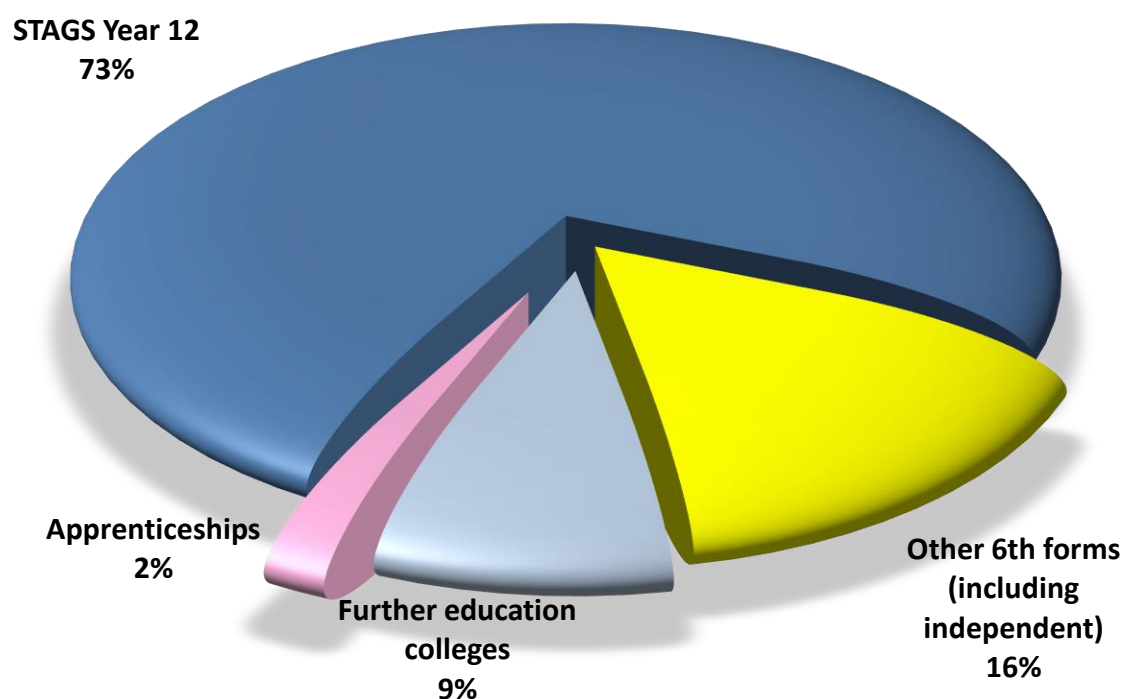
Qualification Name	A*	A	B	C	D	E	Total Grades
EPQ	1	2	5	3	0	1	12

**This data is accurate as at 20/09/2023*

Year 13 Leavers' Destinations as of September 2023



Year 11 Destinations as of September 2023



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Year 13 University Destinations 2023

Destination	Subjects being studied
Aberystwyth University	English Literature
Birkbeck University	Geography and International Relations
Bristol, University of the West of England	Primary Education, Psychology
Canterbury Christ Church University	Occupational Therapy
Cardiff Metropolitan University	English and Creative Writing
Cardiff University	Biological Sciences, Midwifery, Law and French
City, University of London	Law and Introduction to Health Sciences
De-Montfort University	Policing
Durham University	Geography History
Kings College, London	Biomedical Science, Dentistry, History and Modern Languages
Lancaster University	Fine Art, International Relations and Psychology with a year abroad
Loughborough University	Design (with placement year)
Manchester Metropolitan University	Biomedical Science, Criminology, Film and Media Studies, Digital Media and Communications
Middlesex University	Education Studies
Newcastle University	Computer Science with Industrial Placement
Northumbria University	Applied Sciences Foundation Year
Nottingham Trent University	Fashion Management, Law with Business, Psychology, Forensic Psychology, Sociology and Criminology
Queen Mary University of London	Politics and International Relations
Queen's University Belfast	International Relations and Spanish
Royal Holloway, University of London	Management with Marketing
University College London	Philosophy
University of Bath	Psychology, Politics and International Relations
University of Birmingham	English Literature, Geography with year abroad, Law with Business Studies, Modern Languages and History of Art
University of Brighton	Politics, Sexuality and Gender, Psychology and Sociology
University of Chichester	Childhood with Therapeutic Play, Dance Education and Teaching
University of Derby	Creative Expressive Arts, Health and Wellbeing
University of East Anglia	Sociology, Speech and Language Therapy
University of Essex	European Studies
University of Exeter	Geography, Medicine, Philosophy and Politics, Philosophy and Theology
University of Glasgow	Common Law

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University of Hertfordshire	Criminology and Criminal Justice, Early Childhood Education, Biomedical and Healthcare Science, Pharmacy, Psychology, Sports Studies
Destination	Subjects being studied
University of Leeds	Medicine, Modern Languages and Business
University of Leicester	Psychology
University of Liverpool	Chemistry with a Year abroad, Communication and Business, Criminology and Sociology, Geography
University of Manchester	Biosciences, Criminology, Psychology and Public Health
University of Nottingham	Philosophy, Sports and Exercise Science
University of Plymouth	Marketing, Mechanical Engineering
University of Portsmouth	Criminology and Forensic Studies, Criminology with Psychology
University of Reading	Real Estate
University of Sheffield	Psychology
University of Southampton	Biochemistry, Nursing Adult and Child, Physical Geography, Psychology
University of Surrey	Biological Sciences, Law with Criminology, Psychology
University of Warwick	Biomedical Science, Law, Psychology
University of Westminster, London	Biomedical Science, Law
University of Winchester	Physiotherapy
University of York	Physics with Astrophysics, Film and Television Production

Year 13 Alternative Destinations 2023

Destination	Subjects being studied
Apprenticeships:	
Organisation	Apprenticeship specialism
KPMG	Business Services
Employment:	
Harrods	Visual Merchandiser



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Head of School: Mr P Kershaw

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