



GENERAL INFORMATION 2024



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 form captains, 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

Paul Kershaw
Head Teacher

Margaret Chapman
Executive Headteacher

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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 ambitious, 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. 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, given the hierarchical nature of the subject content, students are placed into three prior attainment bands by the end of the autumn term to support their learning.

Assessment and Feedback

Students joining STAGS will have reached different stages in their learning. We use prior attainment information as well as our own internal assessment to ensure students are able to make sustained and rapid progress in the curriculum. During Key Stage Three, students are focused on developing their foundational skills and knowledge and are assessed against our curriculum. Our assessment, reporting and feedback processes and the key dates for each year are explained more fully on our 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 2024 and Working together to Safeguard Children.

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 2024 of compulsory school age	1,424
Number of students in Year 12 (September 2024)	111
Number of students in Year 13 (September 2024)	130
% of pupil sessions missed in 2023/24 through authorised absence	6.1%
% of pupil sessions missed in 2023/24 through unauthorised absence	1%

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

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GCSE Results For students completing Key Stage 4 in 2024 – 230 students

GCSE 9-1										
Subject	9	8	7	6	5	4	3	2	1	Total Grades
Arabic	0	1	0	0	0	0	0	0	0	1
Art	1	4	11	13	7	6	0	0	0	42
Biology	11	16	9	5	4	1	5	2	0	53
Business	10	10	10	12	7	5	10	6	3	73
Chemistry	8	16	10	8	2	1	0	0	0	45
Computing	2	2	0	2	6	0	0	0	0	12
Dance	0	0	2	2	3	3	4	1	0	15
Drama	6	0	5	2	2	3	0	0	0	18
Design and Technology	9	10	5	11	5	2	0	0	0	42
English Language	13	21	42	62	31	31	23	4	3	230
English Literature	16	31	34	45	39	45	10	5	2	227
Food Technology	0	6	3	6	4	2	1	0	0	22
French	11	7	9	7	9	6	5	0	0	54
Geography	7	18	25	16	23	17	14	12	2	134
History	16	16	12	20	13	6	9	1	1	94
Latin	0	0	0	1	0	0	0	0	0	1
Mathematics	9	25	30	30	55	33	33	10	3	228
Media Studies	3	5	3	4	7	13	4	1	1	41
Music	3	0	3	1	2	1	0	0	0	10
PE	5	6	11	10	9	5	3	1	0	50
Physics	7	17	9	7	3	2	0	0	0	45
RS	7	12	10	7	4	3	2	2	1	48
Sociology	1	3	9	14	6	6	4	5	1	49
Spanish	12	16	20	11	20	14	13	3	1	110
Summary	157	242	271	297	261	205	140	53	18	1644

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	4	6	6	13	11	8	12	17	21	15	16	21	11	4	165

Level 2 Certificate								
Name	D*	D2	D1	M2	M1	P2	P1	Total Grades
Child Development	4	5	3	8	3	5	1	29

**This data is accurate as at 06/09/24. Any amendments will be updated on our website as they happen*

Updated versions when all remarks are completed will be available on our website

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A Level Results For students completing Key Stage 5 in 2024 - 119 Students

Qualification Name	A*	A	B	C	D	E	Total Grades
Art	2	2	2	2	0	0	8
Biology	1	6	4	5	1	2	19
Business	4	2	5	4	3	0	18
Chemistry	2	2	3	3	3	2	15
Classical Civilisation	1	2	5	3	0	0	11
Computer Science	0	4	3	1	0	0	8
D&T (Product Design)	0	2	4	1	1	0	8
Drama	0	0	0	1	3	1	5
Economics	0	1	3	3	1	0	8
English Literature	5	4	13	4	1	0	27
Film Studies	2	3	11	2	0	0	18
French	3	3	1	0	0	0	7
Geography	3	12	10	3	0	0	28
History	2	3	6	3	0	0	14
Maths	5	4	5	3	4	4	26
PE	0	2	0	0	2	0	4
Photography	3	1	4	1	2	0	11
Physics	1	0	1	2	1	2	7
Politics	3	4	2	3	1	0	13
Psychology	8	8	11	3	0	0	30
Religious Studies	1	3	3	8	4	0	19
Sociology	6	3	7	5	1	0	23
Spanish	6	3	1	0	0	0	10
Summary	58	73	105	63	28	12	339

Other Level 3 Results

Qualification Name	D*	D	M	P	Total Grades
BTEC Health and Social Care	0	4	10	1	15

For students completing Key Stage 5 in 2023

Qualification Name	A*	A	B	C	D	E	Total Grades
EPQ	1	2	3	3	0	0	9

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Year 13 University Destinations 2024

Destination	Subjects being studied
Arts University Bournemouth	Costume, Textiles Design
Bath	International Management, Mathematics
Birmingham	Biological Sciences, English Literature and History, Geography
Birmingham City	Photography
Brighton	Business Management, International Business Management
Bristol	Ancient History, English
Cambridge	History, Human, Social and Political Sciences Modern and Medieval Languages Natural Sciences
Central Lancashire	Bioveterinary Science
City University	Communication, PR and advertising, English, Communication, PR and advertising, Optometry
Durham	Psychological and Behavioural Science with Foundation, History, Theology and Religion
Edinburgh	Spanish and Politics, Spanish
Exeter	Business and Management, Economics
Glasgow	Ancient History/Archaeology
Harper Adams	Agriculture
Hertfordshire	Advertising and digital marketing, Computer Science, Computer Science, Computing Technologies, English Literature and Creative Writing, Primary Education with QTS, Psychology
Huddersfield	Music
Imperial	Chemistry
Kent	Politics and International Relations
Kings College	Biomedical Science
Leeds	Architectural Engineering, Business Management, English Literature, Pharmacology, Physics
Liverpool	Business Management, Law with Chinese, Media and Culture
Liverpool Hope	Criminology with Foundation Year
London South Bank	Occupational Therapy, Baking Science and Technology
Manchester	Classical Studies, Geography, Sociology and Arabic
Manchester Met	Fashion Buying and Merchandising, Philosophy
Middlesex	Business Management, Interior Design Cardiac Physiology
Newcastle	Ancient History, Geography Journalism, Media and Culture
Northampton	Early Childhood Studies
Norwich University of the Arts	Interior Design
Nottingham	History, Philosophy
Oxford	History, Materials Science
Oxford Brookes	Computer Science
Reading	Economics
Royal Holloway	Film Studies
Salford	Fashion Image Making and Styling
Sheffield	BioMedical Science, Business Management and Marketing, Music and Korean Studies, Psychology

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Destination	Subjects being studied
SOAS	Politics and International Relations
Southampton	Marine Biology
St Georges	Clinical Pharmacology
St Mary's University	Computer Science
Sussex	Media and Journalism, Social Work
UCL	Media, Sociology, Spanish and Latin American Studies, Urban Planning, Design and Management
UEA	English Literature
University for the Creative Arts	Film Production, Fine Art,
University of the Arts	Photography, Acting and Performance
Warwick	Media and Creative Industries, Psychology
Westminster	Architecture and Environmental Design, Criminology, Economics and management
York	Human Geography and Environment, Psychology in Education, Social and Political Sciences
Arts University Bournemouth	Costume, Textiles Design
Bath	International Management, Mathematics
Birmingham	Biological Sciences, English Literature and History, Geography

Year 13 Alternative Destinations 2024

Destination	Subjects being studied
Apprenticeships:	
Organisation	Apprenticeship specialism
BAM	Commercial management
Hicks	Accountancy
Computacenter	IT

Year 11 Destinations 2024

Destination	Number of Students
STAGS Sixth Form	94
Other Sixth Form	66
College	67
Employment/Apprenticeship	4

Year 13 Destinations 2024

Destination	Number of Students
University	101
Oxbridge/Russell Group	39
Employment/Apprenticeship	7
Gap Year	12



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Head of School: Mr P Kershaw

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