

St Albans Girls' School



GENERAL INFORMATION 2025



Shaping Tomorrow, Today

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 all 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 enjoyment! 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 day and that parents have speedy access to a point of contact within the school, as necessary.



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 is celebrated, valued and rewarded. 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 encourage and develop 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 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 your child's learning journey over the next seven years - and beyond!

Best wishes always,



Paul Kershaw
Head Teacher



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, rich in knowledge as well as being broad and balanced. Our curriculum also 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 Year 7 Curriculum Plan ensures that the National Curriculum is fully covered and provides an excellent foundation in key subjects. Details about what this means can be found at www.gov.uk. The curriculum has been carefully designed and sequenced to develop core skills, knowledge and understanding, whilst introducing students to a broad range of subjects and specialisms.

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.

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



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 these, coupled with baseline tests in all subjects, as well as information from Year 6 outcomes against national expectations, provide key data to support teachers to ensure students make appropriate progress. For Maths, given the hierarchical nature of the subject content, students are placed into three flexible, 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 own curriculum. This and our assessment, reporting and feedback processes as well as the key dates for each year are explained more fully on our website. Broadly, there are 3 points across the year when parents and/or carers receive communication about their child's attitude to learning and attainment as well as an opportunity to talk with teachers in an online parent/carers evening. Teachers provide continual feedback to students throughout the year in lessons as well as in response to in class assessments.

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 2025 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	1,187
Number of students in Year 12 (September 2024)	112
Number of students in Year 13 (September 2024)	130
% of pupil sessions missed in 2023/24 through authorised absence	7.1%
% of pupil sessions missed in 2023/24 through unauthorised absence	1.2%

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



GCSE Results
For students completing Key Stage 4 in 2025 – 235 students

GCSE 9-1										
Subject	9	8	7	6	5	4	3	2	1	Total Grades
Art	6	8	15	13	4	5	0	0	0	51
Biology	16	18	12	6	0	2	1	1	1	57
Business	12	9	6	14	9	12	4	4	1	71
Chemistry	19	14	8	8	3	1	0	0	0	53
Computing	5	4	2	4	3	1	2	0	1	22
Dance	0	1	5	5	3	0	0	0	0	14
Drama	0	2	7	9	9	4	3	0	0	34
Design and Technology	7	9	6	10	3	3	1	0	0	39
English Language	14	25	45	53	42	32	14	5	1	231
English Lit	13	26	42	50	60	23	6	4	4	229
Food Technology	4	2	5	12	9	0	3	4	1	40
French	12	8	14	9	8	1	2	0	0	54
Geography	12	19	19	30	23	16	14	5	1	139
History	21	20	16	9	10	9	8	4	3	100
Latin	2	1	3	2	2	0	0	0	0	10
Mathematics	13	28	18	41	71	34	13	8	4	231
Media Studies	6	7	4	13	2	3	4	0	1	40
Music	4	6	5	4	0	0	1	0	0	20
PE	5	7	6	4	4	3	2	0	0	31
Physics	15	17	8	10	2	1	0	0	0	53
Sociology	6	5	11	17	14	14	1	0	2	70
Spanish	14	19	15	18	18	17	10	4	2	117
Summary	206	255	272	341	299	181	89	39	22	1706

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	4	6	11	6	19	16	18	25	24	14	12	3	9	171

Level 2 Certificate								
Name	D*	D2	D1	M2	M1	P2	P1	Total Grades
Child Development	2	3	3	8	0	3	1	20

**This data is accurate as at 22/09/2025. 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 2025 - 127 Students

Qualification Name	A*	A	B	C	D	E	Total Grades
Art	3	2	6	0	0	0	11
Art Photography	1	4	2	0	1	0	8
Biology	2	11	8	8	6	0	35
Business	1	5	4	8	1	1	20
Chemistry	0	5	6	7	7	3	28
Classical Civilisation	1	1	3	3	0	0	8
Computer Science	0	1	2	0	0	0	3
Dance	0	0	1	1	0	0	2
Drama	0	0	0	3	0	0	3
Economics	0	2	6	4	0	0	12
English	3	7	14	3	1	0	28
Fashion	1	1	9	3	1	0	15
Film Studies	0	5	9	4	0	0	18
French	0	4	3	0	0	0	7
Geography	2	12	10	7	2	0	33
History	1	4	4	4	2	0	15
Mathematics	3	6	2	4	6	1	23
Maths Further	1	3	0	0	0	0	4
Music	0	1	0	1	0	0	2
PE	0	0	3	2	1	0	6
Physics	0	1	1	1	2	1	6
Politics	5	5	1	2	0	0	14
Psychology	3	6	16	7	4	2	38
REP	0	0	0	1	0	0	1
Sociology	4	7	5	5	0	1	22
Spanish	3	4	3	1	0	0	11
Summary	34	97	118	79	34	9	373

Other Level 3 Results

Qualification Name	D*	D	M	P	Total Grades
BTEC Health and Social Care	1	5	6	0	12

For students completing Key Stage 5 in 2023

Qualification Name	A*	A	B	C	D	E	Total Grades
EPQ	3	2	2	1	0	0	8

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Year 13 University Destinations 2025

Destination	Subjects being studied
Aberdeen	English and International Relations
Aix-Marseille, France	Psychology
Anglia Ruskin	Fine Art [with Placement year]
Apprenticeship at Aon	Client Management wealth solutions
Bath Spa	Business and Management (Marketing) - Professional Placement Year, Fashion Marketing and Management (Professional Placement Year)
Birmingham	Psychology, Modern Languages with Business Management, Nursing (Adult), English Literature and Creative Writing, History and Politics
Brighton	Film
Bristol	Psychology, Law
Cambridge	Classics (including preliminary year)
Cardiff	Journalism and Communications, Criminology and Sociology, Social Science
Chichester	Dance Performance
Edinburgh	Mathematics
Essex	History & Sociology, Speech & Language Therapy (Including Year Abroad) (B631)
Exeter	History
Hertfordshire	Initial Year Science Optometry, Accounting and Finance, Computer Science, Primary Education (with QTS), Pharmaceutical Science
Keele	Biochemistry
Kent & Medway Medical School	Medicine
King's College London,	Politics, Psychology and Criminology
Kingston	Pharmacy MPharm (with Preparatory Year)
Leeds	Fashion Design Innovation, Journalism, Modern Languages and International Relations, Ecology and Conservation Biology, Textile Innovation & Sustainability
Lincoln	Product Design with Arts Foundation Year, Biomedical Sciences
Liverpool	Geography, Marketing with a Year in Industry, Mechanical Engineering, Microbiology and Infection, Communication and Media with a Year in Industry, Marketing, Psychology, Criminology with Sociology, Biomedical Sciences
Loughborough	Sports Technology with a Foundation Year
Manchester	Psychology
Manchester Metropolitan	Business Management, Physiotherapy, Fashion Marketing, Sociology, Fashion Design and Technology
Newcastle	Politics and Economics
Northumbria	Business and Management Foundation Year
Nottingham	Economics and International Economics



Nottingham Trent	Graphic Design
Oxford Brookes	Midwifery
Portsmouth	Physics, Astrophysics and Cosmology
Queen Mary	Politics
Reading	Accounting and Management, Spanish and International Development, Real Estate
Royal Holloway	Electronic Engineering, Psychology, Law
Sheffield	Psychology, Global Sustainable Development, General Engineering with an Industrial Placement Year, Biomedical Science with an Industrial Placement Year
Sheffield Hallam	Biomedical Science
Southampton	Nursing (Child), Medicine
Surrey	Psychology
Sussex	Media Production, Psychology
UCFB	Multimedia Sports Journalism
UCL	Biological Sciences, Global Humanitarian Studies, Applied Medical Sciences, Education, Society and Culture, English
UEA	Marketing and Management with a Year Abroad
University of the Arts London	Costume for Theatre and Screen, Costume for Performance
Warwick	Media and Creative Industries, English and Classical Civilisation, Law, English and Hispanic Studies
York	English/Politics, Biology, History, Psychology

Year 13 Alternative Destinations 2025

Apprenticeships	Alternative Provisions
Dalkia-Finance, Amey-Civil Engineering, Aon -Client Management Wealth solutions	<ul style="list-style-type: none"> • MPAA Drama School -Musical Theatre performance degree course (with dance teaching qualification) • Trinity Laban Conservatoire, London - BA (Hons) Contemporary Dance with integrated foundation year. 4 year course • Central Arts London - Art Foundation Course x 2

Year 11 Destinations 2025

Destination	Number of Students
STAGS Sixth Form	118
Other Sixth Form	63
College	50
Employment/Apprenticeship/other	4

Year 13 Destinations 2025

Destination	Number of Students
University	98
Oxbridge/Russell Group	43
Employment/Apprenticeship/Other	7
Gap Year	22





St Albans Girls' School

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