

St Albans Girls' School



GENERAL INFORMATION 2026



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 bespoke 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 anything starts to 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
Headteacher





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 public 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 and balanced 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 building their foundational skills and knowledge as well as developing a richer understanding of each curriculum area 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 carers receive communication about their child's attitude to learning and attainment as well as an opportunity to talk with teachers at a Parent and Carer Consultation 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 2026 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 2026 of compulsory school age	1,173
Number of students in Year 12 (September 2026)	100
Number of students in Year 13 (September 2026)	125
% of pupil sessions missed in 2025/26 through authorised absence (Years 7-13)	6.59%
% of pupil sessions missed in 2025/26 through unauthorised absence (Years 7-13)	1.7%

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





GCSE Results

For students completing Key Stage 4 in 2026 – 232 students

Attainment 8	61
Strong Pass (5+) in both English and Maths	68.5%
Standard Pass (4+) in both English and Maths	83.6%
GCSE grades at 9-7	45.8%
GCSE grades at 9-4	90%

A Level Results

For students completing Key Stage 5 in 2026 - 111 Students

'A' level entries at grades A* - A	29.4%
'A' level entries at grades A* - B	63.0%
'A' level entries at grades A* - E	99.1%
Average 'A' level grade	B-
'A' level Value Added	0.00
Average BTEC Level grade	Distinction





Year 13 University Destinations 2026

Destination	Subjects being studied
Aberdeen	Medicine
Anglia Ruskin	Biomedical Science
Arts University Bournemouth	Fine Art, Fashion
Bath	Criminology with professional placement
Birmingham	Sport, Exercise and Health Sciences, Psychology, Mathematics with Study in Continental Europe, English Literature and Philosophy
Birmingham City	Photography, Architecture
Bournemouth	Sports Coaching
Bristol, UWE	Forensic Science, Psychology
Canterbury Christ Church	Nursing (Adult) with Foundation Year
Cardiff Metropolitan	Events Management
Cardiff	English Literature and History
Chichester	Dance Performance
City St George's	Paramedic Science BSc, Law LLB, International Politics
Durham	History
East Anglia UEA	Psychology
East London	Economics and Politics with Industrial Experience
Exeter	Business and Laws with Industrial Placement, Biological Sciences with Professional Placement, English, Economics and Politics with Industrial Experience, Geography, Mathematics
Falmouth	Costume Design for Film & Television
Fashion Retail Academy	Marketing & Communication for Fashion (Accelerated Degree)
Glasgow School of Art	Fine Art - Painting and Printmaking
Gloucestershire	Computer Science
Hertfordshire	Law, Business Management, Environmental Management and Ecology, Business and Marketing, Biomedical Science, Biological Science, Film and Television (Production), Primary Education (with QTS)
King's College London	Electronic Engineering, International Development, War Studies
Lancaster	Computer Science
Leeds	Modern Languages and International Relations, Criminal Justice and Criminology





Destination	Subjects being studied
Leicester	Biological Sciences (Biochemistry)
Liverpool	Medicine
Liverpool John Moores	Criminal Law and Criminal Justice
Manchester Metropolitan	Sports Marketing Management, Fashion, Physiotherapy, History
Middlesex	Veterinary Nursing (College of Animal Welfare)
Mississippi State University	PE and Psychology
Newcastle	Combined Honours
Northampton	Biological Science
Nottingham	Finance, Accounting and Management, Psychology and Cognitive Neuroscience, Psychology, Veterinary Medicine and Surgery, Politics and International Relations, Pharmaceutical Sciences (with a Year in Industry)
Oxford	English Language and Literature
Portsmouth	Modern Languages
Queen Mary	Economics, Psychology, International Relations
Queen's University Belfast	Biological Sciences
Reading	Business and Management with Placement Year, Graphic Communication
Royal Holloway	Management with Accounting (Year in Business), Business and Management, Psychology
Royal Veterinary College	Animal Biology, Behaviour, Welfare and Ethics
Southampton	Fashion Marketing with Management
Surrey	Nursing Studies (Registered Nurse Children & Young People Nursing), Sociology
Sussex	Psychology with Criminology
Swansea	Applied Medical Sciences, Business Management
UCL (University College London)	History
University of the Arts London	Advertising, Fashion Marketing and Content Creation
Warwick	Film Studies,
Winchester	Psychology
York	Architecture, Business of the Creative Industries, Computer Science with Cyber Security, History, Psychology, Sociology



Year 13 Alternative Destinations 2026

Apprenticeships
Adler Shine - Accounting

Year 11 Destinations 2026

Destination	Number of Students
Sixth Form	181
College	50
Employment/Apprenticeship/other	4

Year 13 Destinations 2026

Destination	Number of Students
University	99
Oxbridge/Russell Group	41
Employment/Apprenticeship/Other	3
Gap Year	9





ST ALBANS GIRLS' SCHOOL

SANDRIDGEBURY LANE
ST ALBANS
HERTFORDSHIRE
AL3 6DB

TEL: 01727 853134

EMAIL: admin@stags.aetrust.uk

WEBSITE: www.stags.aetrust.uk

We are a proud member of

