



ST ALBANS  
SCHOOL

ADDITIONAL INFORMATION BOOKLET

# ETHOS, AIMS AND VALUES

## Motto

*Non Nobis Nati* (born not for ourselves)

## Ethos

Over seventeen hundred years ago Saint Alban, a seeker after truth, lived and died in this place. Today, more than one thousand years since its foundation, this School which bears his name continues to play an important role in the local community, fostering scholarship and intellectual enquiry at the heart of an exceptional holistic education. Enriched by inspirational teaching, wide-ranging academic, cultural and sporting opportunities and strong pastoral care our pupils develop a love of learning together with the values, skills and qualities to enable them to live successful and happy adult lives in an ever-changing world, faithful to the altruism of our motto.

## Vision

To help each pupil flourish intellectually and personally, fulfilling their academic potential and developing self-knowledge and self-confidence in order to find meaning and purpose in life.

## Goal

To enhance the School's reputation as one of the UK's leading institutions for academic excellence at the heart of an exceptional holistic and value-rich education that develops intellectual, personal and interpersonal potential, and that is attractive to pupils, parents and staff.

## Aims

We aim to deliver our ethos, realise our vision and achieve our goal by:

- providing an education that inspires a love of learning and intellectual enquiry and enables pupils to develop independent, searching minds in fulfilling their academic potential;
- offering a broad, flexible and forward-looking curriculum which prepares pupils for success in academic and professional life and leadership roles, enabling pupils to experience a wide variety of sporting, cultural and other co-curricular activities in order to develop skills, interests, ambitions and potential beyond the classroom and the examined curriculum;
- providing teaching informed by excellent subject knowledge and high expectations, which stimulates and challenges pupils and fosters innovation, imagination, skill, articulacy and flair;
- supporting the development of metacognitive skills to enable pupils to manage and regulate their own learning and reflect on their performance and progress;
- attracting and retaining highly-qualified, talented and well-motivated staff who enjoy the responsibility of inspiring pupils

in accordance with the School's ethos, and investing in their professional training and development;

- providing a safe and welcoming environment underpinned by excellent pastoral care, supporting each pupil to be happy, feel valued as an individual and, with appropriate guidance and responsibilities, develop the self-confidence to become the adult they wish to be;
- fostering an environment that celebrates diversity and is inclusive of all, irrespective of race, gender, religion, sexuality, disability or background, founded on tolerance and consideration towards others;
- providing expert advice so that pupils are ready to derive the maximum benefit from their continuing education and are able to make informed choices about their future career, and working in partnership with parents to support pupils in their journey from childhood to adulthood, preparing them for their departure into the adult world;
- continuing the evolution of the School's provision, striving for excellence in all aspects of its operations, instilling the highest standards of behaviour, manners, dress and speech, together with encouragement of pride in self and School to develop courteous, sociable and caring adults, and promoting the embodiment of the School's values, in particular the importance of the ethos of service to others in living a fulfilling life;
- furthering the tradition and heritage arising from the School's historic links with the Abbey and the City of St Albans, emphasising the importance to self and others of contributing to the community, both inside and outside the School, and ensuring that the wider community benefits from the work of the School, in particular through partnership projects with state-sector schools and wider outreach work;
- widening entry via means-tested bursaries, where possible, for local children with the potential to benefit from a St Albans School education; and exercising a careful and responsible stewardship of the School's finances and facilities, ensuring the best-possible educational value.

## St Albans School Values

In order to embody the School's motto a St Albans School pupil is expected to demonstrate

- Integrity
- Empathy and humility
- Courtesy and generosity
- Self-discipline and self-motivation
- Organisation and collaboration
- Ambition, courage and accountability
- Independence, industry and inquisitiveness
- Resilience, resourcefulness and reflectiveness

All staff and volunteers are expected to model these values.

# ADMISSIONS POLICY

- To gain admission, candidates must meet the required standards in all aspects of the relevant admissions process.
- When the number of candidates so qualified exceeds the number of places available, an order of merit will be drawn up to determine those candidates to whom offers of places will be made initially.
- When appropriate, a reserve list may be drawn up. Offers of firm places may be made subsequently to candidates on the reserve list if vacancies arise. In these circumstances, because a firm response will be required urgently and because some candidates will already have accepted places at other schools, it is not possible to provide an order of merit for the reserve list.

## Sibling Policy

A candidate who has a sibling currently attending St Albans School and who has met the required standards in the admissions process may be offered a place irrespective of position in the order of merit.

## Bursary Policy

In accordance with our stated Equal Opportunities policy, St Albans School admits pupils primarily on the basis of academic ability. Thus, candidates for bursaries must first meet the School's academic requirements in the relevant admissions process.

Having met these requirements, a candidate's eligibility for a bursary will be assessed in the light of the completed Confidential Statement of Financial Circumstances, and in the context of three factors which have to be balanced:

1. The demonstrated ability to benefit from the education provided at St Albans School.
2. The level of financial assistance required by any one candidate.
3. The principle of offering a degree of assistance to as many eligible candidates as is consistent with the available funds, to enable as many pupils as possible to attend St Albans School who would not otherwise be able to do so.

# ENTRY

## At 11+

Pupils seeking entry to First Form (Yr 7) should normally be under 12 on 1st September of the year of entry. New pupils come from a wide variety of state and independent junior schools following the 11+ Examination held on a Saturday in early January.

There are tests in English, Mathematics and Verbal Reasoning and boys will undergo an interview; those who do well at this stage are asked to come back a week or so later to take part in a selection of lessons.

At 11+, scholarships are awarded on the basis of performance in the selection process. There is no separate academic scholarship examination. Boys should be registered by the end of November prior to the entrance exam. Choral and Music Scholarships are awarded on application or entry at 11+ only, on the basis of audition. Those to whom awards are made must first meet the application and academic criteria for entry in the 11+ entrance examination.

## At 13+

Pupils seeking entry to the Third Form (Yr 9) should normally be under 14 on 1st September of the year of entry. Candidates for whom St Albans School is their first choice, will in most cases be interviewed and sit a 12+ preliminary assessment in English, Maths and Verbal Reasoning in June of Year 7, following which an offer of a place may be made.

Alternatively, candidates may sit the highly competitive combined 13+ Scholarship and Entrance Examination in January of the year of entry. By this stage, however, the number of places available is much reduced.

## Sixth Form

Candidates for entry to the Sixth Form are interviewed from the late Autumn Term onwards. On the basis of the interview and reports from the candidate's school, indicating the candidate's predicted GCSE grades, an offer of a place conditional on the achievement of certain grades at GCSE may be made. There is a scholarship examination in November. Academic and Music Scholarships are available for external 16+ applicants in November and must be applied for by the end of October.

# STAFF

## Headmaster

Mr J W J Gillespie MA (Cantab), FRSA

## Second Master

Ms M Jones BSc

## Deputy Head – Teaching and Learning

Mrs V J Saunders BA, MEd (Cantab)

## Deputy Head - Staff

Mr G D Nichols BA, MEd

## Head of Sixth Form

Mr G J Walker MA, FRSA

## Head of Middle School

Mr C C Johnston MA, FRGS

## Assistant Head - Co-Curricular and Head of Third Form

Mr G S Burger HDip Ed (SA), MEd

## Head of Lower School

Mrs R C Harris MA (Oxon)

## Assistant Head - Higher Education and Careers

Dr R G Hacksley BA, FRSA

## Assistant Head - Data and Curriculum

Dr J H Saunders MA (Cantab), PGDip (GSMD)

## Assistant Head - Safeguarding and Wellbeing

Mrs H J Robertson BEng

## Director of Marketing, Admissions and Communications

Ms A J Crombie BA

## Art

Mrs S J Forbes-Whitehead BA\*

Mr G J Calvert BEd

Ms E C L M Lerche-Lerchenborg MA

## Classics

Mrs V L Ginsburg BA\*, Deputy Head of Lower School

Mr E J L Baker MA

Mr M E Davies MA, MEd

Mr D M Rowland MA, Deputy Head of Middle School

## Computing

Ms R A D'Cruz MSc\*

Mr C P A Gould BSc, Director of e-Learning

Mrs A Gudgin BSc

## Design & Technology

Mr D J Phillips BA\*

Mr O S Omoyeni BA

Mr P W Taylor BEd, Educational Visits Coordinator

## Drama

Ms L J Hanneghan-Birt BA\*

Mrs J R K Drucker BA

Mrs S L Macmull Dip GSA

Miss R O Olaleye BA

## Economics

Mrs L A Bonner MA\*

Mr S J Cope BA

Mr J Fabinger BSc

Mr J M Griggs MA

Mr G D Nichols BA, MEd, Deputy Designated Safeguarding Lead

Mr A Rowley BA

Mr N P Webb BSc

## English

Mr J D Hughes BA\*

Dr M C Brereton MA, Deputy Head of Sixth Form

Mr N J Cassidy BA, Head of Publications

Mr S R Fraczek MA

Dr R G Hacksley BA, FRSA

Mr J A Kerridge-Phipps MA

Mrs J M Shelley BA

Mr M H Wass BA

## Geography

Miss C E Whittle MA (Oxon)\*

Ms L H M Andrews BSc, Deputy Designated Safeguarding Lead

Mr J P Hickman MSc (Oxon), FRGS

Mr C C Johnston MA, FRGS, Deputy Designated Safeguarding Lead

Mr G E Orme BSc

Miss M E B Whitfield BSc

## History

Mr P Middleton MA\* Teaching and Learning Research Coordinator

Mr A C Alcoe MA, Head of Government and Politics

Mr D J Forbes-Whitehead BA

Mrs A J Gregory BA

Miss G J M Hodson, MA

Miss E L Milton MA

Mrs V J Saunders BA, MEd

Mr G J Walker MA, FRSA, Deputy Designated Safeguarding Lead

Mrs M Webb MA

## Maths

Mr C D Bradnam BEng\*

Mr G S Burger HDip Ed (SA), MEd

Mrs S Cubbon MA

Mr A R Dexter MSc

Mr C J Ellegard BSc, DipEng (Auckland)

Mr B H W Forsythe BSc, ICAEW

Mrs T J Gott BSc, ARCS, Deputy Head of Sixth Form

Miss J Higgins BSc, ARCM

Mrs K E Penfold BSc

Mrs H J Robertson BEng, Designated Safeguarding Lead

Dr J H Saunders MA (Cantab), PGDip (GSMD)

Mr F G D Tozzi, BSc, Ad Dip Tech Ed

Mrs Z E Wills MA (Oxon), Learning Skills Coordinator

Dr D M Young MSc

## Modern Languages

Mr J R Russ BA,\* Head of French

Mr K J Squibb BA, Head of German

Mr R S Metcalfe-Shaw BA, Head of Spanish

Miss C Bowie BA

Mrs C E Coudert BA

Dr J P Dray MA, FRSA, Head of Oxbridge Applications

Ms A Marcos García, Licenciada en Economía MBA

Mrs G Renz MA, MPhil

Ms J L Shen, MA

Mrs D P L McGorrian BA, French Assistant

Mrs P Gamble BA, German Assistant

Mrs M Tamaral-Ramirez BA, Spanish Assistant

## Music

Mr M R Stout BMus,\* Director of Music

Mr T H Young MA, PG Dip, Head of Academic Music

Mr P F G Craig BMus

## Physical Education

Mr M J Langston BSc,\* Director of Sport

Mr J R White BSc, Assistant Director of Sport, Head of Academic PE

Ms V L Sandell BSc, Head of Girls' Games

Mr K P P Bracken LLB

Mr R D Daurge BSc, Housemaster of Marsh

Mr M C Ilott

Mr D G Odgers, HDip Ed (SA)

Mr T R Smith BSc

Mr J F Walmsley BSc

### **Religion, Philosophy and Ethics**

Ms A C Walker MA\*

Mrs R C Harris MA (Oxon), Deputy Designated Safeguarding Lead  
The Revd Dr C D Pines MB, BS, MA, Deputy Head of Sixth Form

### **Science**

Dr J E Eastmond MA (Cantab),\* Head of Biology

Dr S A Hughes BSc, Head of Chemistry

Mr G Spencer BSc, Acting Head of Physics, Deputy Head of Third Form

Dr F Bár Dipl.-Math.

Dr L F Gray BSc, Housemaster of Hawking, Head of PSHEE

Ms N J Griffiths BSc, MEd (Cantab)

Miss L J Hickey BSc, Deputy Head of Middle School

Miss S A Hull BSc, MEd, Deputy Head of Sixth Form

Mrs J M Jex BSc

Ms M Jones BSc, Deputy Designated Safeguarding Lead

Mrs L I Murphy BA (SA), Deputy Head of Lower School

Mrs S J Offord BSc

Mr D S Russell MChem

Dr B C Scott BSc, Teaching and Learning Research Coordinator

Dr I M Shillcock BSc, Housemaster of Renfrew

Mr N G A Shirbini BSc

Dr R E Tanner BSc, Director of Cross-Curricular Learning

Mr J W E Turley BSc, Housemaster of Hampson

Mr G P Tyley MA

### **Learning Support**

Mr A J Bateman BA, Dip SpLD\*

Mrs A Game BA, MEd (Cantab) NASENCo, DipSpLD

Mrs C Gillespie

Mrs M Godfrey

### **Public Examinations**

Mr C J Ellegard BSc, DipEng (Auckland)

Mrs N M Gull

Mrs T J Gott BSc, ARCS

### **Marketing, Admissions and Communications Office**

Ms A J Crombie BA, Director of Marketing, Admissions and Communications

Mrs T Selwyn BCompt, CA (SA), Registrar

Ms L Collins, Assistant to the Registrar

Ms I Damstra, Digital Marketing Officer

Mrs R Hawkes BA, Marketing and Communications Manager

### **Development Office**

Mrs K Gray BSc, Development Director

Mr C J Harbour BA, Alumni Relations and Development Manager

Miss S L Osborne MA, Alumni Relations and Development Assistant

Mrs S Gregory, School Archivist

### **Chaplain**

The Revd Dr C D Pines MB, BS, MA

### **School Medical Officer**

Dr T Jollyman MB, ChB, MRCP, DCH, DRCOG

### **School Nurses**

Mrs O R Valeny, RN(Child)\*

Mrs V Blackman RGN

Mrs S M Hughes RGN, RSCN

### **Combined Cadet Force**

OC CCF Major D J Forbes-Whitehead, Duke of Edinburgh Manager

SSI CCF WO1 W J Wilson

### **Head of Partnership and Community Links**

Mrs J Roberts BA, MEd

### **Headmaster's PA**

Mrs L Arnall

### **Senior Leadership Team Secretary**

Mrs S Kirby

### **Bursary Secretary**

Mrs R Howard

### **Sixth Form and Careers Administrator**

Mrs C Kemp

### **Music Administrator**

Ms S Lonie, BCom, Dip M

### **Fees & Bursaries Administrator**

Mrs J Parrington

### **Receptionists**

Ms A Finley

Miss H O'Keeffe

### **Head of IT Services**

Mr R E Hagon BA

### **Head of Estates**

Mr G Douglas

### **Librarians**

Dr H McCabe BA, MLIS\*

Ms M Coffey BA

Mrs S Feyisetan BSc

### **Graduate Assistants**

Mr J J Fisher BA

Mr J Forsyth BSc

Mr J C Kenward BSc

\* denotes Head of Department or Faculty

## **Board of Governors**

**Chairman:** Prof J P Luzio MA, PhD, FMedSci

**Vice Chairs:** Ms L M Ainsworth MA (Oxon)

Mr C McIntyre BA

Lt Col M W S Cawthorne RM (retd.)

Mr A L Dalwood BSc, MA (Cantab), CFA (UK)

Mrs F Lightowler

Mr S Majumdar BA

Mr N C Moore LLB MA CNAA

Mr C Ogleshorpe BCom

Miss A Philpott

Mrs C Pomfret MA (Oxon), ACA

Mr M E Punt MA (Oxon), MSc, PGCE

Mr A Woodgate BA, MRICS

## **Advisory Council**

The Mayor of St Albans

The Dean of St Albans

The President of the Old Albanian Association

Mr P G Brown

Mr O King, MRICS

Mr P M Rattle BA

Mr L Sinclair BSc, MRICS

Mr B C Walker BA PGCE CELTA

His Honour Keith Wilding (retd. Circuit Judge)

### **Bursar and Clerk to the Governors**

Mr R J Hepper MA (Cantab), FCA

Correspondence Address of the Chairman of Governors:  
c/o The Clerk to the Governors, St Albans School, Abbey Gateway,  
St Albans, Hertfordshire, AL3 4HB

# SCHOOL ORGANISATION

## Pastoral

Our pastoral structure aims to ensure that the wellbeing of our pupils is at the very centre of everything we do at the School within a caring environment

The form structure at St Albans School equates as follows to national year groupings:

Yr7 - Yr11 = First-Fifth Form

Yr12/13 = Lower/Upper Sixth Form

Each boy in the First to Fifth Form is in a form group of around 23 with a tutor who guides his pastoral and academic welfare, under the leadership of the Head of Section, a teacher with particular skill and experience in meeting the needs of these age ranges. The Head of Lower School looks after the First and Second Forms and the Head of Middle School is responsible for the Fourth and Fifth Forms. The Head of Third Form has particular responsibility for the induction of the significant number of new boys who arrive at the 13+ entry point.

Sixth Form tutor groups typically number around 14 and the Head of Sixth Form manages a team of about 20 tutors. The welfare of pupils new to the School in the Sixth Form is overseen by a teacher, who is one of the Deputy Heads of Sixth Form.

The School Nurses look after pupils' medical welfare. There is a full-time Chaplain who oversees our links with the Abbey, and the School also employs a professional counsellor, to whom pupils can turn for advice. Over 60 of our staff are trained in Mental Health First Aid.

## Child Protection

The School's current Child Protection (Safeguarding) Policy is available in the Policies section of our website.

The Designated Safeguarding Lead (DSL) with responsibility for Child Protection matters within the School is currently Mrs J Robertson, Assistant Head – Safeguarding and Wellbeing. The Deputy DSLs are Ms M Jones (Second Master), Mr G Walker (Head of Sixth Form), Mr G Nichols (Deputy Head - Staff), Mr C Johnston (Head of Middle School), Mrs R Harris (Head of Lower School) and Ms L Andrews (Teacher of Geography).

## Policies

Please see the Policies page in the Information section of our website for details of the policies made available to parents.

## Dress Code

In the First to Fifth Forms, pupils wear the school uniform of school blazer, plain mid grey trousers, white shirt, school or House tie, dark socks and plain black polished leather shoes. From

January in the Fifth Form, at the Headmaster's discretion, boys may wear a dark suit.

In the Sixth Form, boys and girls are required to dress appropriately for a professional business environment.

Further details can be found in the School Regulations.

## Daily Timetable

The School day is structured as follows:

Lower School		Third Form – Upper Sixth	
8.35	Registration	8.35	Registration
8.45	Period 0	8.45	Period 0
9.15	Period 1	9.15	Period 1
10.10	Period 2	10.10	Period 2
11.00	Break	11.00	Break
11.20	Period 3	11.20	Period 3
12.10	Lunch	12.15	Period 4
12.40	Period 4	1.05	Lunch
1.30	Break	2.05	Registration 2
2.05	Registration 2	2.15	Period 5
2.15	Period 5	3.10	Period 6
3.10	Period 6		

## Sanctions

The code of behaviour set out in the School Regulations is underpinned by a system of detentions, ranging from 30 minutes on a weekday lunchtime to catch up with late or poor work, to three hours on a Saturday morning for very serious or repeated misdemeanours. In rare and/or extreme cases, pupils may be suspended or expelled. The full Promoting Good Behaviour and Sanctions policy is available on request.

## Houses

We encourage a sense of belonging and participation within the School through the House system. Each of our pupils is allocated to one of the four Houses on entering the School: Hampson, Hawking, Marsh or Renfrew. A variety of activities brings together pupils of different ages. These range from sporting competition to Music and Drama Festivals and charitable fundraising.

## Catering

A wide range of nutritious lunches are offered by the School's caterers, who also provide a popular breakfast service first thing in the morning. Sixth Formers have their own café in the Sixth Form Centre.

# CURRICULUM AND CO-CURRICULAR

## Subjects in the First to Third Forms

In the First and Second Forms, as well as the core subjects of English, Mathematics and Science, pupils all study the humanities, technology and the expressive arts and can select from a range of modern and classical languages. In the Third Form, pupils continue with the core subjects of English, Mathematics and Science and with the humanities and choose from a range of the technical and expressive arts and languages.

## Subjects at (I)GCSE

All pupils take Mathematics, English, English Literature, Biology, Chemistry, Physics and a Modern Language as their core (I)GCSE subjects. Pupils choose three further option subjects from a further Modern Language (French, German, Mandarin Chinese, Spanish), Art, Computer Science, Design and Technology, Drama, Economics, Geography, Greek, History, Latin, Music, Physical Education and Religious Studies. Mathematics is taken early, in January of the Fifth Form.

## Subjects at A Level

Pupils can choose freely from a wide range of subjects in the Sixth Form, including Art, Biology, Chemistry, Classical Civilisation, Computer Science, Design and Technology, Drama, Economics, English Literature, French, Geography, German, Greek, History, Latin, Mathematics, Further Mathematics, Music, Physical Education, Physics, Politics, Philosophy or Religious Studies and Spanish. All students embark on an Extended Project, which develops their planning and research skills and enables them to work on an area of personal interest.

## Teaching and Learning

The Teaching & Learning approach at St Albans School links to the School's stated aims and values, which seek to provide an education that inspires a love of learning and intellectual enquiry and enables pupils to develop independent, searching minds in fulfilling their academic potential.

We encourage pupils to connect learning across all aspects of School life within a holistic education which integrates knowledge, skills, effective strategies, and positive attitudes. Our approaches are rooted in educational research and our expert teaching staff support and scaffold pupil progress and individual development in such a way as to empower students with the skills to take the initiative in learning for themselves.

Teachers are ambitious for their pupils and set high expectations. We expect pupils to recognise that the learning journey is as important as the outcome; examination success is critical to a pupil's sense of achievement as well as providing them with a wide

range of career and higher education opportunities, but it is not the only goal of learning; examinations are a means to an end not an end in themselves.

Our 'Learning to Learn' programme helps pupils to develop metacognitive understanding and ensures they have the skills needed for lifelong learning, as well as being able to excel at school and in public examinations. We encourage pupils to give conscious consideration as to how and why we learn and how they can improve. We support the development of transferable skills that are applied across the curriculum and provide a solid foundation for Higher Education and the workplace.

Teachers model effective learning strategies and set high standards of enthusiasm and dedication. We offer extensive opportunities for pupils to extend and challenge themselves, both within the classroom and beyond. Whilst we are a highly selective, academic school, differentiation is still used to ensure that every pupil is working at the appropriate level and is being supported to maximise their potential. We expect pupils to strive to be the best they can be and encourage independent thinking and intellectual curiosity.

We offer an extensive range of academic clinics and encourage pupils to make active use of subject specialists in developing their understanding beyond the classroom. Examples of academic enrichment opportunities beyond the curriculum include: Physics Beyond, Debating Club, Maths Plus, STEM Club, Economics Society, Gateway Chronicle, Hylocomian Society, History and Politics Society, Poetry Society, Stephen Hawking Society and many more.

Teachers and pupils at St Albans School develop effective learning relationships and success depends on shared dialogue and reflective practices. Reflection and feedback are at the heart of our approach and all pupils will be guided in how to review work undertaken, utilise feedback, and set targets in order to improve.

Our teaching approaches are diverse and inclusive, and we ensure our schemes of work cover a broad range of content and perspectives.

## Learning Support

All pupils on entry to the First and Third Forms and Lower Sixth are tested for signs of dyslexia and similar conditions. The Head of Learning Support advises parents when further investigation seems appropriate and some extra support is available within school.

## Homework

Homework is set and marked regularly to a published timetable. The School Library is open and supervised until 6pm most evenings, to provide an opportunity for pupils to work in a quiet environment, with reference books and the internet on hand for research.

## Charities

The Charities Committee, overseen by a member of staff, co-ordinates a number of fund-raising events largely organised by pupils, for chosen charities. Small, form-based events to whole-school events raise thousands of pounds each year.

## Combined Cadet Force

The Army and RAF are both represented in our thriving Combined Cadet Force. In addition to regular exercises we undertake frequent visits to camps in the UK and abroad and benefit from the advice of visiting UK forces officers.

## Community Link

Community Link is an activity in which our students provide weekly help and support to the local community. Placements are in Care Homes working with the elderly and in special schools supporting children with disabilities and learning difficulties. Pupils also offer assistance to a variety of other local charitable organisations and host a Christmas Party for elderly residents in the community.

## Drama

Outside of Drama lessons, there are frequent opportunities for pupils to get involved with performances, both on stage and backstage. There is a major whole-school production each November as well as various smaller shows at other times of the year including the National Theatre Connections Festival and the Shakespeare Schools Festival. Students on exam courses get to work with theatre professionals during practical workshops and the Lower Sixth A Level group get to take a production to the Edinburgh Fringe Festival.

## Duke of Edinburgh's Award

A number of activities can be used towards the Gold level of The Duke of Edinburgh's Award. Many activities specifically tailored for the Award are also available, including First Aid and a wide range of expeditions. St Albans School is an Award Operating Authority and our record of Award winners at Silver and Gold level is impressive. The Award has four sections: Service, Skills, Physical Recreation and Expeditions, which take place in Wales, Scotland, France, Italy, Switzerland and Spain. At Gold Level a residential project also has to be completed.

## Environmental

The Environmental Group is a member of the British Trust for Conservation Volunteers (BTCV) and aims to foster awareness of local conservation issues and help the community by participating in schemes that improve the local environment. Recent projects have included constructing a woodland walk on the School site

to increase biodiversity and assisting with conservation work in Verulamium Park, such as clearing vegetation and planting trees.

## Marketing

Sixth Formers have the opportunity to learn how the School communicates and markets itself to both current and prospective parents. Pupils gain an understanding of our Marketing and Communications strategies and tactics and the channels and platforms we utilise. In this activity, pupils drive the content we produce and share with parents in The Voice, the School's digital newsletter. News and stories include School trips, events, productions and concerts, national days the School recognises and celebrates as well as topics or issues our Sixth Formers are interested in or passionate about.

## Museum and Archives

St Albans School is one of the oldest in the country and as such, it has a very rich heritage. The School Museum and Archives can offer research and curatorial positions to those interested. The role involves basic curatorial activities and requires pupils to follow archival guidelines for cataloguing and conservation, setting up small exhibitions and producing catalogues for these exhibitions. A strong knowledge and interest in history, combined with the patience for meticulous research, fact finding and understanding various historic writing styles is a must. A sensitivity to artefact/archival handling is required and the willingness to help out with group tours for both the School and the general public is desirable.

## Music

As well as the curricular music lessons, a wide range of instruments are taught by visiting instrumental teachers, outside of lesson time and Music plays an important role in the co-curricular life at the School. There are many opportunities to participate in ensembles, from the School Choir, through to the Chamber Orchestra and String Quartets as well as the School Jazz Band and pupils' own rock bands. Pupils give regular concerts, and the Music Department has a policy of staging concerts given by young professional musicians.

## Partnership

St Albans School is delighted to be working together in mutually-beneficial partnerships with local state schools, sharing expertise, best practice and facilities to the benefit of the children and schools involved. Our thriving Partnership Scheme offers Sixth Form pupils the opportunity to work with local Primary School children, either helping as classroom assistants, sports coaches, book club leaders or maths mentors. Pupils also get involved by assisting St Albans School staff with the delivery of Masterclasses on site, offering teachers an extra pair of hands and sharing their passion for the subject with the younger children.



## Publications

A small group of Sixth Form students takes an active role in the Publications Department, writing for and producing the annual School magazine, *The Albanian*. Extensive use is made of the Apple computer network as students learn to write, edit, design and produce layouts to tight deadlines. Some other students work with staff on developing the School's e-learning provision.

## Sport

PE lessons take place in the Sports Centre, while games afternoons are usually based at the Woollam Playing Fields, to which pupils travel by coach. There are regular after-school training sessions and representative teams in rugby, hockey, cricket, football, netball, lacrosse, table tennis, tennis, badminton, skiing, basketball, athletics, and cross country. A strong fixture list features local and national opposition, and there are frequent sports tours around the country and abroad. Recently, different sports teams have visited Australia, South America, France, Italy, Sri Lanka and the USA.

## Trips

As well as sporting tours, skiing trips and Duke of Edinburgh's Award expeditions, several academic departments arrange trips in this country and abroad, to provide pupils with a wider cultural perspective. These regularly include, for example, Languages trips to France, Germany and Spain, History trips to France and Belgium, Art trips to Holland and Spain, Economics trips to Italy and the USA, and Classics trips to Italy and Greece.

## Careers Guidance

There is an extensive support programme throughout the School designed to provide information, advice and opportunities for the personal reflection so necessary for future higher education or careers choices and for preparing pupils for the world of work. The careers programme is run by the Assistant Head - Higher Education and Careers and what follows below is a very brief overview of the provision offered to students.

From the First Form, students have access to the Unifrog platform and, in the First and Second Forms, spend time focusing on personal skills and start investigating career pathways whilst developing presentation skills. Third Formers explore competencies further, and complete the Morrisby Aspirations questionnaire to identify their personal strengths and interests and possible career and higher education choices.

The Fourth Form have a goal setting day, complete the Morrisby Aptitude Test and have follow-up interviews with tutors and staff to guide thinking regarding future plans. All Fifth Form boys are offered guidance on CV writing and A Level choices for Sixth Form study through close liaison between the Form Tutors and the Head and Deputy Heads of Sixth Form.

Students who join us in the Sixth Form sit the Morrisby Aptitude Test, if this was not completed at their previous school. In the Lower Sixth, students are expected to complete a week's work experience in the Autumn half term and in June, they participate in a two and a half day Higher Education and Careers Conference. Students in the Upper Sixth are given extensive assistance in completing applications to universities in the UK and abroad, and other pathways, such as Degree Apprenticeships, are also supported.

STEM (Science, Technology, Engineering and Mathematics) subjects are widely followed (with nearly 40% of our students going on to study STEM-related degree courses). We promote Insight into University Courses and run after-school STEM clubs in the Second and Third Form.

All students have access to a well stocked library of resources and targeted Careers Evenings are organised at least twice a year for students and parents in the Fourth Form and above, in areas such as Finance and the City, Law, Medicine or Science and Engineering. Each year we also invite Old Albanians, who are still at university, to return to talk about their courses and experiences. The close relationship with our Development Office provides a strong link with our Old Albanians and up-to-date advice on courses and careers.

## Old Albanian Association

The Old Albanian Association, of which all leavers become life members free of charge, is a community made up of former pupils and former staff with an aim to build and maintain relationships after leaving the School. One way in which we support this is by hosting a number of social and networking events each year via the Development Office, and maintaining the spirit of our OA sports clubs.

The OA Association was first established in 1891 as the 'Old Boys Club' and was later renamed as the 'Old Albanian Club'. More recently in 2018, the Club was renamed as the 'Old Albanian Association' to reflect the ever-changing environment and to encompass the School as a whole.

We are very fortunate to have an active OA community, supporting each other with placements, careers and networking, and our sports clubs continue to recruit players every year. If you would like to get involved, please contact the Development Office.

# SCHOOL BUS ARRANGEMENTS

The following coach services are available for travel to and from the School; for further details of the routes and timings, please contact the Bursary Secretary or check on the website.

## ROUTES (am/pm)

Cuffley

Dunstable/ Markyate/ Redbourn

Enfield

Hadley Wood

Hatch End/Stanmore

Hertford

Hitchin

Luton/ Harpenden

Mill Hill

Watford - Route 1

Watford - Route 2

Wheathampstead

Whetstone



## Late Coaches

Late Coaches depart from the School at 6.05pm every night. For further details on routes and timings, please contact the Bursary Secretary, Mrs Howard: [transport@st-albans.herts.sch.uk](mailto:transport@st-albans.herts.sch.uk).

# HIGHER EDUCATION DESTINATIONS OF OLD ALBANIANS 2020

Name	Destination	Subject
Lauren Adams	Loughborough University	Product Design and Technology (with placement year)
Oluwadara Adebayo	University of Bristol	Philosophy
Tobi Adegbemile	University of Exeter	Accounting and Finance with Year Abroad
Shannon Ambrose	University of Bristol	Economics and Accounting
Rory Amor	University of Leeds	Dental Surgery / Oral Science
James Andrew	Newcastle University	Zoology*
Georgina Andrews	Applying 2021	
Elena Angelova	Nottingham Trent University	Criminology
Cameron Appleyard	University of Liverpool	Zoology
Anna Armstrong	University of Exeter	Modern Languages
George Asprou	University of Leeds	Philosophy, Politics and Economics
Bethany Attrup	University of Leeds	Chemistry
Brooklyn Austin-Ajaero	Royal Holloway, University of London	Economics
Joshua Avenell	University of Nottingham	Ancient History and History
Jaden Ayoub Sanusi	University of Reading	Accounting and Finance
Mirai Bamgboye	University of Warwick	Economics
Alexander Barlow	Bristol, University of the West of England	Business Management and Economics
Noah Barnard	Swansea University	Civil Engineering with a Year in Industry
Alexander Bartlett-Tisdall	University of Birmingham	Economics
Amber Bavister	University of Liverpool	Philosophy
Mohammed Bawa	Aston University, Birmingham	Biomedical Science
Edward Beal	University of Bristol	Economics
Elizabeth Bentham	University of Birmingham	Economics
Eleanor Bevan	Durham University	Liberal Arts
Jovan Bhandal	University of Birmingham	Physics
Freya Bienfait	University of Exeter	Geography
Scott Brice	University of Oxford	Geography
Taylor Burdett	UCL (University College London)	Medicine (6 years)
Jack Burrell	University of Nottingham	History
Zachary Carter	University of Birmingham	Law
Thomas Chapman	Applying 2021	
George Clarke	University of Leeds	Geography
James Clewer	University of Exeter	Mathematics with Finance
Max Cohen	University of Sheffield	Philosophy, Religion, Ethics
Benjamin Cooper	Durham University	Law
Charles Cox	Applying 2021	
Jared Craib	University of Manchester	Mechanical Engineering with Industrial Experience (5 years)
Hugh Craig	Applying 2021	
Polly Crowther	Durham University	History
Benjamin Curtis	University of Warwick	Mathematics, Operational Research, Statistics, Economics (MORSE)
Lawrence Cutler	University of Cambridge	Natural Sciences
Stephanie Da-Silva	University of Leeds	Medicine
William Day	University of Bristol	Philosophy
Joshua de Caires	University of Leeds	Business Economics
Annabel de Jong	Durham University	Accounting
Jamie Deane	University of Warwick	Sociology
Dylan Deb	University of Nottingham	Industrial Economics
Louis Dee	University of Nottingham	Aerospace Engineering
Katya Denton	University of Exeter	Modern Languages
Alexander Destro	Durham University	History
Alice Dilley	Royal College of Music	Music
Maximilian Drake	Durham University	Classical Civilisation
Finn Durkan-Mills	Durham University	Modern Languages and Cultures (with Year Abroad)

Name	Destination	Subject
Annabelle Edgley	University of Exeter	Medical Sciences with Professional Training
Ioannis Emmanouilidis	University of Birmingham	Mathematics and Music
Robert English	Queen Mary University of London	Medicine
Shahrouz Farhadi	University of Nottingham	Chemical Engineering including an Industrial Year
Arvin Faryad	Universidad Católica de Valencia	Dentistry
Thomas Forster	University of Leeds	Economics and Politics
Christopher Foster	Applying 2021	
Alexander Frascchetti	University of Nottingham	Management with a Placement Year
Charlotte Freeman	University of Warwick	Mathematics
Andrey Furaev	King's College London, University of London	Geography
Steven Furlong	Imperial College London	Mechanical Engineering
Grace Gallagher-Hall	University of Nottingham	Law
George Glanville	University of Bristol	Economics
Anna Green	University of Bath	Politics and International Relations.
Benjamin Griggs	University of Bristol	Aerospace Engineering
Benjamin Hackett	University of Leeds	Psychology
Aryan Halai	Self-Employed: ARHA Foods LTD	
Joshua Halstead	University of Dundee	Biological Sciences
Sam Hargrove	University of Nottingham	Management
Toby Harris	Durham University	Philosophy, Politics and Economics
Thomas Harris	University of Exeter	Law
Oliver Harris	University of Leeds	Politics
Gabriel Hart	University of Bristol	Law
Mariella Hextall	University of Liverpool	Physiotherapy
Eamon Hicks	Wesleyan University	
Eleanor Hinds	University of Manchester	Neuroscience with Industrial/Professional Experience (4 years)
Tobias Hollis	University of Leeds	Civil and Structural Engineering
William Holmes	Durham University	Philosophy, Politics and Economics
Matthew Hoole	University of Warwick	Mathematics, Operational Research, Statistics, Economics (MORSE)
Amelie Hurst	Loughborough University	Psychology
Matthew Irani	Durham University	Philosophy, Politics and Economics
Charles Jenkins	Durham University	General Engineering
Alexander Jennings	Durham University	Modern Languages and Cultures (with Year Abroad)
Elena Jennings-Mares	Durham University	Classical Civilisation
Kyle Kaura	University of Manchester	Business Accounting with Industrial/Professional
William Kelsey	University of Bristol	Economics and Politics*
Kate Knowlden	University of Exeter	Law with European Study
Rahul Kota	Applying 2021	
Madhav Krishnan	University of Nottingham	Accountancy
Matthew Lee	University of Nottingham	American Studies and History
Tommy Lennon	Loughborough University	Economics (with placement year)
Jude Liddiard	The University of Edinburgh	Business Management
Alexander Lines	Durham University	Archaeology and Ancient Civilisations
George Little	University of Sheffield	International Relations and Politics
James Liu	Imperial College London	Biomedical Engineering
Saul Lotzof	UCL (University College London)	English
Bruno Lucas	Durham University	Geography
Stella MacDougall	The University of Edinburgh	Art
Max Mackenzie	University of Bath	Politics with Economics (with placement)
Lucy Madden	University of Leeds	Physics
Ibrahim Malik	University of Birmingham	Mechanical Engineering
George Mangan	University of Nottingham	Physics
Arjan Matharu	Queen Mary University of London	Medicine

Name	Destination	Subject
Conor McCabe	University of Warwick	Economics
Daniel McCurley	University of Cambridge	Human, Social, and Political Sciences
Ella McGuinness	Applying 2021	
Akhil Mehta	Applying 2021	
Cameron Mestchian	University of Bath	Management (with Placement)
Oliver Morley	University of Nottingham	Mechanical Engineering
Peter Moye	Imperial College London	Mechanical Engineering*
Robert Moye	UCL (University College London)	Mathematics
Thomas Mulholland	Applying 2021	
Rohan Mulholland	Lancaster University	Economics
William Murphy	Durham University	History*
Jasper Nygate	University of Sussex	Psychology (with a foundation year)
Omolola-M Odukoya	University of Nottingham	Law
Ayomikun Odunaiya	University of Warwick	Economics and Industrial Organization
Tadhg O'Flynn	University of Nottingham	Politics and International Relations
Kemjika Oguike	Applying 2021	
Joshua Ogunnaike	Nottingham Trent University	Mechanical Engineering (with Foundation Year) FT
Ronak Parikh	University of Cambridge	Economics
Harry Parker	University of Bath	Mechanical Engineering
Alexandra Pawlikowski	University of Nottingham	Civil Engineering including an Industrial Year
Charlotte Priestley	Applying 2021	
William Rattle	Lancaster University	Economics
Matthew Rayner	University of Bristol	Aerospace Engineering
Sebastian Reddy	Imperial College London	Physics with a Year Abroad
Michael Ripper	Loughborough University	Finance and Management (with placement year)
Finlay Robertson	University of Nottingham	Geography
Max Robertson	University of Oxford	Chemistry
Stratford Ryan	Guildhall	Music
Leila Sallie	University of Birmingham	Human Biology
Samrahn Sandhu	University of Cambridge	Natural Sciences
Ruhi Shah	University of Manchester	Dentistry (BDS first-year entry)*
William Shepherd	University of Nottingham	Finance, Accounting and Management with a Placement Year
Lucy Shillinglaw	Durham University	Geography
Michael Snow	Durham University	Combined Honours in Social Sciences
Benjamin Solomons	University of Oxford	Mathematics and Computer Science
Alexandros Spyrou	Loughborough University	Bioengineering
Benjamin Stein	Nottingham Trent University	Law
Sam Stern	University of Cambridge	History
Felix Suttcliffe	Royal Holloway, University of London	English and Film
Nick Swan	Loughborough University	Geography with Economics (with placement year)
Nina Tabibzadeh	University of Nottingham	Microbiology
Adnan Tambe	University of Hertfordshire	Engineering
Sebastian Taylor	Applying 2021	
Grace Thornham	The University of Edinburgh	Architecture
Charmian Thwaites	University of Oxford	History
James Tudor	University of Bristol	Mechanical Engineering*
Oliver Twinberrow	Imperial College London	Mathematics
Jeremiah Wallace	University of Nottingham	International Management
Christopher Whittaker	University of Leeds	History
Jayden Wilson-Whitman	University of Exeter	Civil Engineering Degree Apprenticeship
Rowley Wing	University of Bristol	Classical Studies
Gethin Wynne	University of Exeter	Exercise and Sport Sciences
Xiao Yang	University of Warwick	Computer Science

\*Deferred entry 2021

# RESULTS IN PUBLIC EXAMINATIONS

## Summary of Statistics

### Results in Public Examinations

<b>Form V - GCSE</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Candidature	133	131	134	122	133
Percentage of grades A*-C /9-4	100	99.4	99.8	100	100
Percentage of grades A*-A/9-7	84	82	81	88	91
Percentage of candidates gaining grades A*-C /9-4 in at least 5 subjects	100	99	100	100	100
Percentage of candidates gaining A*-C /9-4 in Mathematics	100	100	100	100	100*
Percentage of candidates gaining grades A*-C/9-4 in English	99	100	100	100	100
<b>Upper VI - A Level</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Candidature	137	154	152	156	162
Average UCAS points per candidate, including AS	150.7	163.1 **	144.9**	150.3**	171**
Percentage pass rate	100	100	100	100	100
Percentage of grades A*-B at A Level	91	88	82	91	95

\* Maths examinations taken in January 2021

\*\* Please note the UCAS points system has now changed. An A grade at A Level is now worth 48 UCAS points (prior to 2016 it was 120).

Further details about examination results can be found on the School's website.

# A LEVEL 2021

The Government announcement in January that the Summer 2021 public examinations were cancelled due to the ongoing Covid-19 situation came as a significant disappointment to our A Level candidates who were approaching the final months of their preparations for these important examinations. We shared their frustration but were proud of the dignity and good grace they demonstrated in accepting and adjusting to the exceptional circumstances.

The School followed carefully and professionally the alternative processes for this year's examinations put in place by Ofqual and the examination boards, developing a Centre Policy and submitting Teacher Assessment Grades in accordance with their requirements. These grades were based on the evidence provided by candidates in accordance with our Centre Policy and were subject to an internal and external Quality Assurance process before the grades were awarded by the relevant examination board.

Jonathan Gillespie, Headmaster of St Albans School, commented:

*"It is once again important that this year's grading process enables students to progress to the next stage of their education as planned. Whilst the circumstances of this year's A Level results' day are very different to what anyone would have wished, we recognise its significance for our leavers. Our warm congratulations go to the many candidates whose fine achievements are particularly laudable given the extraordinary circumstances with which they have had to contend since March 2020, and we wish them every happiness and success at university. We recognise that some of our pupils might be disappointed by their awarded grades, and we are providing them with support and guidance about their next steps."*

## A LEVEL (not including Extended Project)

Candidature	162
Total entries	507
Percentage pass rate	100
Percentage grades A*, A & B	95
Percentage grades A* & A	84
Percentage grade A*	55
UCAS points per entry	50.5
UCAS points per candidate	158

## A LEVEL (including Extended Project)

UCAS points per entry	50.4
UCAS points per candidate	170

Pupils awarded 4 or more A\*s include:

Alice Blain, Oliver Burgess, Ciaran Cook, Oliver Downing, Nathan Eastham, Katie Frost, Francis Harden, Alex Harris, Alex Horne, Jacob Hougie, Freddie Houlahan, Faraz Jamil, Edward Jex, Arjun Katechia, John Kenner, Tharun Manivannan, Sophie Meir, Rosanna Milner, James Moore, Maria O'Connor, Freddie Rhydderch, Ellie Rowland, Akash Shah and Aryan Shah.

Pupils awarded 3 A\*s include:

Tristan Barber, James Barwick, Patrick Bissett, Jess Bond, Mia Browne, Igor Bykov, Niamh Cahill, Maya Chamay, Sami Chaudhry-Phipps, Anoushka Doshi, Eva Drinkwater, Lucy Edmond, Torin Felton, Iris Hampstead, Freddie Hubbard, Alex Lavers, Tom Lyon, Andreas Mackie, Henry Manwaring, Livy Naylor, TJ O'Sullivan, William Page, Steven Perrin, Seb Pound, Dominic Ross, Joe Scragg, George Stell, Kishor Subramaniyam, Georgia Sutcliffe, Alex Wilkinson and Alex Yip.

Pupils awarded 2 A\*s include:

Daniel Abbott-Drake, Eliot Blackmore, Carmen Bourne, Chris Briers, Charlie Buckley, Cameron Burnard, Wafa Dajani, Nikhil Dhulashia, Michael Dionisiou, Xanthe Gibson, Harvey Griffin, Charlotte Hepper, Thomas Hitchin, Sophie Ella Howard, Tom Hughes, Ben Lowen, Izzy McKay, Alec Nicholls, Tobi Ogunseye, Jarl Quesada-Thorn, Amelie Rodgers, Sam Reay-Jones, Connor Robinson, Shome Sarkar, Alex Simpson, Taheri, Callum West, Matthew Wheeler, Grace Whittemore and Shukai Zhang.

# GCSE 2021

The Government announcement in January that the Summer 2021 public examinations were cancelled due to the ongoing Covid-19 situation came as a significant disappointment to our GCSE candidates who were approaching the final months of their preparations for these important examinations. We shared their frustration but were proud of the dignity and good grace they demonstrated in accepting and adjusting to the exceptional circumstances, although we were pleased that the January IGCSE examinations in Mathematics were able to go ahead as planned.

The School followed carefully and professionally the alternative processes for this year's examinations put in place by Ofqual and the examination boards, developing a Centre Policy and submitting Teacher Assessment Grades in accordance with their requirements. These grades were based on the evidence provided by candidates in accordance with our Centre Policy and were subject to an internal and external Quality Assurance process before the grades were awarded by the relevant examination board.

Jonathan Gillespie, Headmaster of St Albans School, commented:

*"It is once again important that this year's grading process enables students to progress to the next stage of their education as planned. Whilst the circumstances of this year's GCSE results' day are very different to what anyone would have wished, we recognise its significance for our candidates. Our warm congratulations go to the many candidates whose fine achievements are particularly laudable given the extraordinary circumstances with which they have had to contend since March 2020, and we wish them well as they move into the Sixth Form and embrace the exciting challenges of study at A Level alongside our rich co-curricular provision that develops important life skills. We recognise that some of our pupils might be disappointed by their awarded grades: we are providing them with support, guidance and, where appropriate, flexibility about their next steps."*

## GCSE

Candidature	133
Total entries	1308
Percentage grades A* to C/9-4	100
Percentage grade A*-A/9-7	91
Percentage grade A*/9-8	75
Percentage gaining A*-C/9-4 in at least 5 subjects	100
Percentage gaining 9-4 in English	100
Percentage gaining A*-C/9-4 in Mathematics *	100

Pupils awarded straight 9s and 8s include: William Anthony, Dhruv Awasthi, Sam Bevan, Elion Bislami, Joshua Burnard, Connor Cusins, Ioan Dale, Conrad Dickinson, James Eagles, Taha El-hamri, Luca Faieta, David Fraga, Ben Gomez, Krish Gupta, Samuel Hudson, Oliver Jex, Aidan Madge, Ansh Mali, Harry Martin, Alex Minards, Nathan Morris, Dev Ranka, Adam Savvides, Zac Segal, Louis Warren and Ben Whiting.



# SCHOOL FEES AND REGISTRATION

Fees are payable on the first day of each term and no refund can be made in cases of illness or absence. Details of an insurance scheme covering this are available.

A reduction of 5% is made for entrants who already have a brother or sister in the School. Tuition fees are subject to annual review, but in exceptional circumstances more frequent consideration may be necessary.

Details of an insurance scheme which enable parents to plan for future school fees are available from the Bursar.

A full term's notice, in writing, is required before a pupil leaves. Otherwise a term's fees may be charged.

A pupil may be required to leave if, in the opinion of the Headmaster, his or her progress no longer justifies attendance at the School or his or her influence is damaging to the welfare of other pupils, or to the School's standards or reputation.

## Bursaries and Scholarships

A limited number of bursaries are offered to give assistance with fees in circumstances of proven financial hardship. The amount of each award will be determined on a means-tested basis and will be reviewed annually with regard both to value and continuing need.

A variable number of Academic Scholarships, ranging in remission from 5% to 25% to replace the majority of which will be to the value of 10% and in no case exceed 50%, are awarded annually on merit upon entry to the School. At 11+ the awards are made on the basis of the Entrance Examination, and at 13+ and 16+ on the basis of a separate competitive exam.

Choral Scholarships are awarded on entry at 11+ only, on the basis of audition. Those to whom awards are made must first meet the academic criteria for entry in the 11+ entrance examination.

A variable number of Scholarships for Art, Music and Sport are awarded at 13+ to candidates who show particular talent in these areas, and who also meet the required academic standard for entry to the School.

Art, Music and Sport Scholarships are also available to existing pupils who show proficiency and potential in any of the given areas.

All of the above are awarded on the basis of assessment. For further details please contact the Registrar.

## Fees and Extras

The termly tuition fee for Autumn Term 2021 is £6630.

Optional School Fees Protection Scheme: 1.5% of the school fee.

External costs associated with sitting public examinations are charged as supplemental items and will depend on the fees levied by the relevant examination boards for the exams that each pupil

is taking. More detail is available on request.

The following are variable costs and the figures given are indicative only:

School coach service: between £9.25 and £11.60 per day depending on the route.

School meals: a three-course meal from a selection of different options at the Refectory - £4.37 per day, paid on a termly basis. School meals are compulsory for First to Fourth Forms.

## Visiting the School

You can view our Virtual Open Morning Video Library on our website, which includes a welcome address from our Headmaster, Jonathan Gillespie, interviews with pupils, talks from our Senior Leadership Team and Drama and Sports showreels. You can also register for one of our Open Mornings, please visit our Open Morning website page: <https://www.st-albans.herts.sch.uk/about-us/virtual-open-morning/>

## Registration

For entry at 11 and 13, registrations are accepted at any time up to the end of the November preceding the year of entry.

For entry into the 12+ examinations, registration forms must be received by the end of the Spring Term of Year 7.

For entry at 16, a pupil's name should be registered as soon as possible during the academic year prior to the proposed year of entry.

A non-refundable registration fee is charged to cover administration expenses.

## Entrance Examinations

For entry at 11, boys sit the School's own entrance examination in the January of the proposed year of entry. Interviews take place on the day of the examination.

For entry at 13, the majority of candidates for whom St Albans is their first choice, will enter the preliminary assessment (12+) in the June of Year 7, however boys may also sit the 13+ Competitive Entrance examination in the January of Year 8. Offers will be made following both the June and January assessments.







ST ALBANS  
SCHOOL

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