



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 qualified candidates 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 and must be applied for by the end of October. Scholarship assessments take place in November.

# 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

Mrs J L Morrison 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\*

Mrs A Gudgin BSc

Ms N Sinha MCA

## Design & Technology

Mr D J Phillips BA\*

Mr O S Omoyeni BA

Ms S S Rose BA

## Drama

Ms L J Hanneghan-Birt BA\*

Mrs J R K Drucker BA

Mrs S L Macmull Dip GSA

## Economics

Mrs L A Bonner MA\*

Mr D Abdelghaffar BSc

Mr S J Cope BA

Mr J Fabinger BSc

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 S R Fraczek MA

Dr R G Hacksley BA, FRSA

Mr J A Kerridge-Phipps MA

Miss D Purdue BA

Mrs J M Shelley BA

Mr M H Wass BA

## Geography

Miss C E Whittle MA (Oxon)\* Coordinator of Stretch and Challenge for More Able Pupils

Ms L H M Andrews BSc, Deputy Designated Safeguarding Lead

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

Mr R H Longworth BSc, MA

Mr G E Orme BSc

Miss M E B Whitfield BSc

## History

Mr P Middleton MA\* Teaching & Learning Research and Development Coordinator

Mr A C Alcoe MA\*, Head of Government and Politics

Mr D J Forbes-Whitehead BA

Mrs A J Fowler BA

Miss G J M Hodson, 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 K P Bulman MSc

Mr G S Burger HDip Ed (SA), MEd, Deputy Designated Safeguarding Lead

Mrs S Cubbon MA (Oxon)

Mr A R Dexter MSc

Ms J N Edworthy BEng

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

Mrs D A Patel BSc

Mrs K E Penfold BSc, Deputy Head of Third Form

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

Miss A Yu BA (Cantab)

## Modern Languages

Mr J R Russ BA\*, Head of French and Head of Modern Languages

Mr K J Squibb BA\*, Head of German, Educational Visits Coordinator

Mr M P J Wright BA\*, MEd, 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 McCorrian 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

Dr K Œwiżewicz MA MMus

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

Mr P F G Craig BMus, Acting Assistant Director of Music

## 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 J Brooks PG Dip

Mr R D Daurge BSc, Housemaster of Marsh

Mr M C Illott, Housemaster of Renfrew

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\*  
Miss J S Brunetti BA  
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 and Head of Science  
Dr S A Hughes BSc\*, Head of Chemistry  
Mr G Spencer BSc\*, Head of Physics  
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  
Ms Y Leong Msci  
Mrs L I Murphy BA (SA)  
Mrs D Narula MSc, BSc  
Mrs S J Offord BSc  
Mr E N Olivas Ramos MSc, BSc  
Mr D S Russell MChem  
Dr B C Scott BSc, Teaching and Learning Research Coordinator  
Mr N G A Shirbini BSc  
Dr R E Tanner BSc, Director of Cross-Curricular Learning  
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 BSc  
Mrs M Godfrey

#### **Public Examinations**

Mrs N M Gull  
Mrs T J Gott BSc, ARCS

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

Mrs J L Morrison BA, Director of Marketing, Admissions and Communications  
Mrs T Selwyn BCompt, CA (SA), Registrar  
Ms L Collins, Admissions Officer  
Mrs R Hawkes BA, Marketing and Communications Manager  
Mrs I R J Maiella BA, Digital Marketing Officer

#### **Development Office**

Mrs K Gray BSc, Development Director  
Ms R van der Westhuizen BSc, Development Director  
Mrs L Barnes 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 Green RGN, RSCN

#### **Combined Cadet Force**

OC CCF Major D J Forbes-Whitehead, Duke of Edinburgh Manager  
SSI CCF WO1 D J Davies

#### **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

#### **School Shop Manager**

Mrs E Lall

#### **Receptionists**

Ms A Finley  
Miss H O'Keefe

#### **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 E S G Bradley BA  
Mr J Forsyth BSc  
Mr P C Noakes MSc, BA

\* denotes Head of Department or Faculty

## **Board of Governors**

**Chairman:** Mr Neil Osborn MA (Oxon)

**Vice Chairs:** Miss A Philpott  
Mrs C Pomfret MA (Oxon), ACA

Lt Col M W S Cawthorne RM (retd.)

Mrs F Lightowler

Prof J P Luzio MA, PhD, FMedSci

Mr S Majumdar BA

Ms C Millington BSc Hons

Mr N C Moore LLB MA CNAA

Mr C Oglethorpe BCom

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 A Mills-Baker BA (Econ) FCA

Mr P G Brown

Mr O King, MRICS

Ms B Mehta-Parmar

Mrs C Preston BSocSc

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, Mandarin Chinese, 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 for improvement.

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

## Learning Support

The Learning Support, Access Arrangements and Word Processing in Exams policies all adhere to the regulations as laid out by the Joint Council for Qualifications (JCQ) and Cambridge Assessment International Education (CAIE). The Learning Support Department undertakes all screenings and exam access arrangements assessments and does not accept unapproved external assessment reports. All new pupils in the First, Third and Lower Sixth Forms undertake a computer-based screening of their literacy skills and processing speeds. In addition to the departments' comprehensive referral process, only pupils who have been assessed by the department as needing a laptop are

permitted to use one in tests and exams. If a pupil has a medical difficulty, written confirmation by a medical consultant needs to be shared with the Head of Learning Support and the Nurses as soon as possible. The medical consultant must only state the diagnosis and not specify particular exam access arrangements, as these are determined by the school in conjunction with teacher and standardised assessment evidence. Please contact [learningsupport@st-albans.herts.sch.uk](mailto:learningsupport@st-albans.herts.sch.uk) to provide details of any existing learning differences or additional needs that your son or daughter has, whether diagnosed or not. If you have any new or on-going concerns about possible learning differences or additional needs, then please use the above e-mail address and copy in your son/daughter's Form Tutor.

## 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 Prefects, overseen by a member of staff, co-ordinate 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. In addition, the Middle School Charities Committee and the Charity Challenge Groups arrange and organise events throughout the 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 must be completed.

## Environmental

The School's Green Council is a student society that energetically promotes awareness of sustainability, ecology and personal responsibility. Recent campaigning on paper recycling, water stewardship and Meat-Free Mondays has led to the School achieving the Green Flag award from Eco-Schools, a UNESCO partner.

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

## 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. A strong knowledge and interest in history is required, combined with the patience for meticulous research. Students will be taught how to understand various historic writing styles, museum handling and basic conservation skills. 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. Students 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 and Marketing

A small group of Sixth Form students take an active role in the Publications Department, writing for and producing the annual School magazine, *The Albanian*. Students use the iMac computers to write, edit, design and produce layouts working to tight deadlines. Pupils also have the opportunity to gain an understanding of our Marketing and Communications strategies and tactics, and the channels and platforms we utilise. Pupils drive the content we produce and share with parents in the School's digital newsletter as well as other various live projects.

## 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, pupils 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.

Fourth Form pupils 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 encouraged 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. Students who would like to get involved should 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

Northwood

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 2021

## Destination

University of Exeter  
 University of Southampton  
 Queen Mary University of London  
 University of Warwick  
 LSE, University of London  
 Durham University  
 Newcastle University  
 University of Bristol  
 University of Leeds  
 University of York  
 University of Leeds  
 University of Bristol  
 University of Exeter  
 University of Manchester  
 University of Bristol  
 Durham University  
 University of Sheffield  
 University of Bath  
 University of Southampton  
 University of Warwick  
 Newcastle University  
 University of Bristol  
 University of Oxford  
 University of Exeter  
 University of Exeter  
 University of York  
 UCL (University College London)  
 Durham University  
 University of Liverpool  
 Durham University  
 University of Birmingham  
 University of Exeter  
 University of Nottingham  
 Durham University  
 Durham University  
 University of Manchester  
 The University of Edinburgh  
 University of Leeds  
 Swansea University  
 University of Brighton  
 UCL (University College London)  
 University of Exeter  
 Loughborough University  
 University of Nottingham  
 University of Bristol  
 Queen Mary University of London  
 King's College, University of London  
 University of Warwick  
 University of Bristol  
 University of Sheffield  
 University of Manchester

## Subject

Accounting and Finance  
 Biomedical Sciences  
 Politics and International Relations  
 English Literature  
 History  
 Philosophy, Politics and Economics  
 Mathematics and Economics  
 Mechanical Engineering  
 Neuroscience 2022  
 Computer Science  
 Politics  
 Finance  
 Economics  
 Music  
 Politics and International Relations  
 Geography  
 Biomedical Science  
 Management (with placement)  
 Accounting and Finance (with placement)  
 Economics  
 Mathematics and Economics  
 International Business Management (with study abroad)  
 Law  
 Economics and Politics  
 Politics (with study abroad)  
 Philosophy/Sociology (equal)  
 Physics  
 Physics  
 Veterinary Science  
 Philosophy, Politics and Economics  
 Philosophy  
 Economics  
 Mechanical Engineering  
 English Literature  
 Economics  
 Medicine  
 Veterinary Medicine  
 Biochemistry  
 Sport & Exercise Science 2022  
 Aeronautical Engineering 2022  
 Engineering (Mechanical)  
 Geography  
 Sport and Exercise Psychology  
 Natural Sciences with International Study  
 Economics and Finance  
 Neuroscience  
 International Management  
 Economics  
 Aerospace Engineering  
 Computer Science Foundation Year  
 Computer Science with Industrial Experience (4 years)

## Destination

University of Nottingham  
University of Leeds  
University of Nottingham  
University of Manchester  
University of Manchester  
Queen Mary University of London  
Queen Mary University of London  
Loughborough University of London  
Durham University  
Newcastle University  
The University of Edinburgh  
University of Leeds  
University of Bath  
Loughborough University  
Queen Mary University of London  
University of Southampton  
University of Exeter  
University of Exeter  
University of Plymouth  
University of Cambridge  
University of Oxford  
University of Exeter  
University of Bristol  
University of Bath  
University of Leicester  
University of Exeter  
University of Cambridge  
Durham University  
University of Bath  
University of Leeds  
University of Bristol  
Newcastle University  
Queen Mary University of London  
University of Bristol  
University of Bath  
University of Bristol  
University of Bristol  
University of Exeter  
Durham University  
The University of Edinburgh  
The University of Edinburgh  
University of Cambridge  
University of Nottingham  
University of Sheffield  
University of Bath  
University of Bristol  
University of Bath  
University of Exeter  
University of Oxford  
Durham University  
Durham University

## Subject

Law  
Economics  
History  
Medicine 2022  
Physics with an Integrated Foundation Year  
Medicine  
Mechanical Engineering with Industrial Experience  
Mathematics  
Anthropology  
Earth Science  
French and Philosophy  
Politics  
International Management and Mod. Languages - Spanish  
Aeronautical Engineering  
Economics and Finance  
Medicine  
Marine Biology  
History  
Marine Biology and Oceanography  
Human, Social, and Political Sciences  
English Language and Literature  
Law  
Economics  
Aerospace Engineering (with placement)  
Biological Sciences  
Economics  
Medicine  
Computer Science  
Natural Sciences  
English and Comparative Literature  
Aerospace Engineering  
Medicine and Surgery  
Biochemistry  
Medicine - MBChB Standard entry (5 years)  
International Management and Mod. Languages - German  
Economics 2022  
Engineering Mathematics  
Economics and Politics  
Engineering (Aeronautical)  
Classical Studies  
Computer Science  
Medicine  
Medicine  
History  
Politics and International Relations  
Economics and Politics (with study abroad)  
Politics and International Relations  
Philosophy  
Music  
Natural Sciences  
Business and Management

## Destination

University of Bristol  
UCL (University College London)  
University of Bristol  
University of Nottingham  
University of Bristol  
University of Leeds  
University of Bath  
University of Nottingham  
University of Manchester  
University of Southampton  
University of Nottingham  
University of Bath  
University of Manchester  
Loughborough University  
Newcastle University  
The University of Edinburgh  
University of Birmingham  
Newcastle University  
Cardiff University  
University of Nottingham  
University of Cambridge  
UCL (University College London)  
University of Bristol  
Durham University  
University of Exeter  
Xupes Apprenticeship  
University of Cambridge  
University of Bristol  
Loughborough University  
University of Manchester  
Durham University  
University of Bath  
University of Leicester  
University of Leeds  
University of Reading  
University of Manchester  
Durham University  
Imperial College London  
University of Bristol  
University of Nottingham  
University of Southampton  
University of Birmingham  
University of Cambridge

## Subject

Electrical and Electronic Engineering  
Law  
Politics and International Relations  
Economics  
Mathematics and Philosophy  
English and Philosophy  
Business (with professional placements)  
Engineering  
Law  
Population and Geography  
Medicine  
Mechanical Engineering  
Sociology  
Sport and Exercise Psychology  
Classical Studies and English  
Biomedical Sciences  
Physics  
Economics  
Engineering with Foundation Year  
Economics  
Natural Sciences  
Chemistry with Mathematics  
Economics  
Accounting and Finance  
Politics (with study abroad)

History  
Economics  
Mathematics with Economics (with placement)  
Philosophy  
Geography  
Economics (with placement)  
Medicine  
International History and Politics  
Politics and Economics  
Physics with Theoretical Physics  
History  
Earth and Planetary Science (with year abroad)  
Economics and Management  
Economics  
Economics and Philosophy  
Economics  
History

## Destination

University of Bristol  
University of Nottingham  
Cardiff University  
Nottingham Trent University  
University of Warwick  
University of Glasgow  
Liverpool Institute of Performing Arts  
University of Aberdeen  
Durham University  
University of Exeter  
University of Bath  
University of Nottingham  
University of Nottingham  
University of Leeds  
University of York  
Durham University  
University of Bristol  
King's College, University of London  
Cardiff University

## Subject

Economics 2022  
History  
Human Geography  
Economics  
Mathematics, Op. Research, Statistics and Econ. (MORSE)  
Mathematics and Psychology  
Drama  
Business and Management and Economics  
Geography  
Business Economics  
Economics (with placement)  
Religion, Philosophy and Ethics  
Biochemistry  
Politics  
Linguistics  
Natural Sciences  
Economics  
Computer Science with Artificial Intelligence  
German

# RESULTS IN PUBLIC EXAMINATIONS

## Summary of Statistics

### Results in Public Examinations

<b>Form V - GCSE</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021*</b>	<b>2022</b>
Candidature	131	134	122	133	136
Percentage of grades A*-C /9-4	99.4	99.8	100	100	100
Percentage of grades A*-A/9-7	82	81	88	91	93
Percentage of candidates gaining grades A*-C /9-4 in at least 5 subjects	99	100	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	100	100	100	100	100
<b>Upper VI - A Level</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021*</b>	<b>2022</b>
Candidature	154	152	156	162	156
Average UCAS points per candidate, including AS and EPQ	163.1	144.9	150.3	171	162
Percentage pass rate	100	100	100	100	100
Percentage of grades A*-B at A Level	88	82	91	95	94

\* Public examinations were cancelled due to the ongoing Covid-19 situation. The School followed the alternative examinations processes and 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 grades were awarded by the relevant examination board.

\*\*Maths examinations taken in January 2021



# A LEVEL 2022

St Albans School celebrated many individual successes in this year's A Level results

3 candidates have achieved 5 A\* grades+

18 candidates have achieved at least 4 A\* grades+ and 42 candidates (over one quarter of our entry) have gained at least 3 A\* grades+

70 candidates (over 45% of our entry) gained at least 2 A\* grades+ and 105 candidates (over two thirds of our entry) gained at least 1 A\* grade+

44% of qualifications taken by our Sixth Formers this year have been awarded the top A\* grade and 76% have been awarded A\* or A grades

+ including the Extended Project Qualification

Jonathan Gillespie, Headmaster of St Albans School, commented:

*"Our A Level candidates have displayed tremendous resilience over the last two extraordinary years - I commend them for their fortitude and congratulate them on the excellent results that many have achieved. We are providing close support and guidance for those candidates whose plans have unfortunately not come to fruition with the results published today. Examinations grades are only a small element of the many holistic benefits of a St Albans School education: our leavers can now step forward into the adult world confident that the learning skills and values they have developed during their time with us will stand them in good stead for their future, both at university and in the professional world. We wish them every personal happiness and success in the future."*

## A LEVEL (not including Extended Project)

Candidature	156
Total entries	486
Percentage pass rate	100
Percentage grades A*, A & B	94
Percentage grades A* & A	77
Percentage grade A*	44
UCAS points per entry	49
UCAS points per candidate	153

## A LEVEL (including Extended Project )

UCAS points per entry	49
UCAS points per candidate	162

# GCSE 2022

St Albans School celebrated many outstanding individual achievements in this year's GCSE results.

79% of examinations taken were awarded grades 9 and 8 and 93% were awarded grades 9-7.

Just over 80% of the year group gained at least five grades 9-8, with more than three-quarters of the cohort gaining at least six grades 9-8.

Over half (54%) of candidates gained at least eight grades 9-8.

39 pupils (more than one quarter of the year group) achieved at least ten 9s and 8s and 44 pupils (almost one third of the year group) achieved straight 9s and 8s.

Jonathan Gillespie, Headmaster of St Albans School, commented:

*"It is wonderful to be able to celebrate so many individual successes today after all the challenges that COVID has thrown at us since early 2020. My warm congratulations go to our GCSE cohort on their excellent results which are a fitting reward for their hard work and tenacity over the last two years. I look forward to seeing them continue to thrive as they embark on the next stage of their learning journey in our Sixth Form where we will continue to help them develop important skills for university study and the world of work."*

## GCSE

Candidature	136
Total entries	1343
Percentage grades A* to C/9-4	100
Percentage grade A*-A/9-7	93
Percentage grade A*/9-8	79
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

# 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 £7094.

Optional School Fees Protection Scheme: 0.82% 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 - £4.59 per day, paid on a termly basis. School meals are compulsory for First to Fourth Forms.

## Visiting the School

You can view our 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: [www.st-albans.herts.sch.uk/about-us/virtual-open-morning](http://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.

For entry at 16, offers are conditional upon predicted grades and 16+ entry requirements being met. Only scholarship candidates will sit a written assessment.







ST ALBANS  
SCHOOL

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AL3 4HB

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September 2022

Every effort has been made to ensure that all details are  
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