



ST ALBANS
SCHOOL



DISCOVER OUR
SPIRIT





NURTURING THE BROAD DEVELOPMENT OF PUPILS' INTELLECTUAL, PERSONAL AND INTERPERSONAL POTENTIAL

Become the best you can be



WELCOME FROM THE HEADMASTER

I am delighted to introduce St Albans School to you.

A School that is proud of its long and distinguished history, yet one whose prime focus is the needs of its students for the world of the future; a School whose pupils achieve outstanding examination results in the most demanding academic subjects and gain entry to the leading universities, yet one that believes that a good education comprises so much more than examination grades: these are two of the hallmarks of St Albans School, one of the leading day schools in the country and a centre of educational excellence that has been transformed in recent years by new and refurbished facilities on our city-centre campus, as well as at Woollams, our superb playing field complex.

With some 890 pupils, St Albans School is not a particularly large senior school, enabling each pupil to be well-known and valued as an individual. Inspirational teaching ensures strong intellectual development whilst outstanding provision and achievements in the wider curriculum enrich each pupil's experience.

St Albans School is a multi-dimensional institution where academic excellence, intellectual development and strong pastoral care lie at the core of an exceptional holistic education, enabling us to identify and nurture each pupil's potential. Our fundamental and unremitting focus on our pupils' wellbeing gives them the self-confidence and self-belief to do, and to give of, their best.

In our historic school at the heart of this vibrant city, our pupils develop important values, qualities and skills, as well as learning an awareness and understanding of the wider world as they determine the contribution they intend to make to it in their adult lives.

This prospectus can offer only a flavour of our world-class school; more detailed information is available on our website. We look forward to meeting you at one of our Open Mornings or on an individual visit – a very warm welcome awaits you.

Jonathan Gillespie

SCHOOL HISTORY

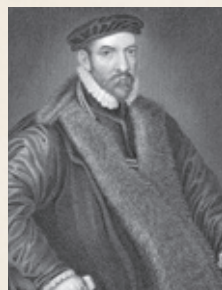
It is believed that the year 948 was the likeliest date of the School's foundation by Abbot Wulsin. Since the start of the 21st Century, the School has experienced significant growth, evolving into a world-class independent school. With transformative projects and ongoing investment into its facilities and teaching, the School is proud of both its unique and important history and its ability to provide current and future pupils with the rich education and opportunities that previous generations have enjoyed.

948

Probable date of the original foundation by Abbot Ulsinus.

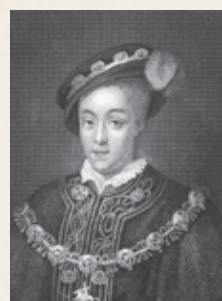
1570

Sir Nicholas Bacon is granted income from the wine licenses for St Albans by Elizabeth I, to ensure the future of the School.



1549

After the Dissolution of the Monasteries in 1539, the last Abbot is granted the right to establish a Grammar School by Edward VI.



1911

School House is opened.



1950-2000

The Gym, new teaching block, Open Air Theatre and New Hall open; the Pen Arthur Field Studies Centre opens in Wales, along with the Technology Suite and the New Library.



1991

Girls are admitted into the Sixth Form.



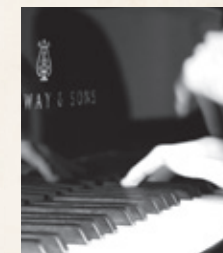
2002

The Woollam Playing Fields are opened by HRH The Duke of Gloucester.



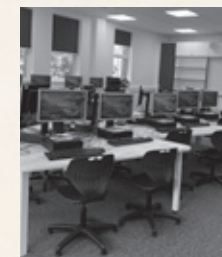
2018

New Music School is opened.



2020

New facilities for Computer Science are opened.



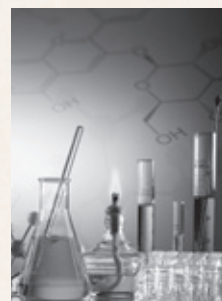
1871

The School moves from the Lady Chapel after 300 years into the Abbey Gateway.



1936

The Science Block is opened.



1975

The School reverts to full independence.



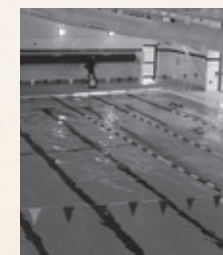
1998

New laboratories are built.



2012

The new Sports Centre, Refectory and Modern Languages Faculty are opened. The School's Sixth Form centre is opened.



2020

The new Mathematics and CCF Building, the Corfield Building is opened.



2021

More Science laboratories are opened.





ETHOS, AIMS & VALUES

OUR 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, 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.

Fulfilling pupils' **academic potential**

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;

Develop skills, interests, ambitions and potential beyond the classroom

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 an environment to **challenge and foster innovation, imagination, skill, articulacy and flair**

Providing teaching informed by excellent subject knowledge and high expectations, which stimulates and challenges pupils and fosters innovation, imagination, skill, articulacy and flair;

Learning to learn

Supporting the development of metacognitive skills to enable pupils to manage and regulate their own learning and reflect on their performance and progress;

Staff who enjoy the responsibility of **inspiring pupils**

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;

Develop the self-confidence *to become the adult they wish to be*

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;

Celebrating **diversity and inclusion**

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;

Pupils are able to make informed choices about their future career

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;

Instilling the **highest standards of behaviour, manners, dress and speech**

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;

Ensuring that **the wider community benefits from the work of the School**

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.

ACADEMIC EXCELLENCE

The School's mission is to help all its pupils fulfil their potential, by offering the widest possible range of opportunities. The curriculum is subject to constant review to keep abreast of educational developments and all pupils follow a carefully planned PSHEE (Personal Social Health and Economic Education) programme.

The first three years provide a sound basis of learning in all subject areas, with strong cross-curricular references. In the First Form, as well as the core subjects of English, Mathematics and Science, pupils all study the humanities, technology, the expressive arts and modern and classical languages. In the Second Form, pupils choose to continue with three languages, selecting from French, German, Latin, Mandarin and Spanish. In the Third Form, while all pupils continue to study English, Mathematics, Science and the humanities, they also pick four subjects covering technology, the expressive arts and languages.

SUBJECTS AT GCSE

All pupils take Mathematics, English, English Literature, Biology, Chemistry and Physics and a Modern Language as their core GCSE/IGCSE subjects. Pupils choose three further option subjects from a further Modern Language (French, German, Spanish and Mandarin), 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

In the Sixth Form, students' options are not constrained by a predetermined curriculum, and we always try to ensure that each student's individual choices can be met, subject to guidance, to ensure a sensible

programme of study. We offer a wide range of subjects at A Level; Lower Sixth students follow courses in four subjects, together with a programme of enrichment. Pupils can choose freely from a wide range of subjects in the Sixth Form, including Art, Biology, Chemistry, Computer Science, Classical Civilisation, 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. In the Upper Sixth, students usually opt to continue with three of these subjects to A Level, although some may continue with all four, or take an additional AS level in Further Mathematics. 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.

LEARNING SUPPORT

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

HOMEWORK

Homework is set and marked regularly to a published timetable in all years.

“

St Albans School has offered me so many opportunities with its wonderful facilities. The incredibly high standard of teaching enables every student to reach their full potential and with such a vast array of subjects to choose from, it is possible for everyone to achieve top grades. Not only is the experience of learning amazing, but the inspiration that also comes from the teachers and the fulfilled, happy environment makes it so easy for me to learn. The School creates independence and individuality that prepares you to confidently move on into the next chapter of your life.

Emmanuel

Fourth Form

”



TEACHING & LEARNING

We provide an education that inspires a **love of learning** and intellectual enquiry to enable pupils to develop independent, searching minds in fulfilling their academic potential.

Teachers are ambitious for their pupils and set high expectations. We embrace the **learning journey** and emphasise the experience and the importance of progression.

We encourage pupils to **connect learning** across all areas 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 to empower students with the skills to take the initiative in learning for themselves.

Our **'Learning to Learn'** programme helps pupils to develop metacognitive understanding and ensures they have the skills needed for **lifelong learning**. We encourage pupils to give conscious consideration as to how and why we learn and how we 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 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.

Everyone is a learner in our community and we strive to embed a **positive culture of learning** in all aspects of school life.



NOTHING BUT TASTER

At St Albans School, our aim is to ensure that every single pupil who joins the School is settled, happy and ready to enjoy their time with us, as soon as possible.

The transition to 'big' school is a significant one and can affect different pupils in different ways.

By the time a boy arrives for his first day, he will have attended our Matriculation evening in March, when we celebrate together his achievement of gaining a place in such a prestigious school. He will also have been able to take part in our taster week, when each pupil can try out a range of co-curricular activities and experience what life at the School is really like. There is also an induction morning, when pupils can meet their tutor and classmates quietly on a non-school day and get a feel for the place before the start of term.

The tutor groups are small, and our tutors are hand-picked, because we want them to have the right qualities to work in Lower School with the younger pupils. Each possesses the level of kindness, care and expertise that quickly help every pupil to feel safe and valued. Our 'praise and reward' and disciplinary procedures are clearly explained, and each boy is encouraged to keep asking questions until they are confident that they understand how the School operates. We also have a prefect allocated to each form and the current Second Formers help to mentor the new First Form through a series of tutor sessions.

“

I am so grateful for the time I have spent so far at St Albans School and the opportunities I have received.

When dealing with any challenges, St Albans School is a great place to be as I know I will be supported.”

Ethan
Lower School





St Albans School has a unique atmosphere, where pupils can thrive and bounce ideas off their peers. I have found the co-curricular activities to be relaxing as well as challenging and have really enjoyed playing cricket. There is always support when you need help with anything, such as choosing your GCSE subjects. Being in the centre of town is also great, as it allows me to be part of a much wider community.



Kush
Third Form

The Third Form marks the beginning of a new, challenging and exciting stage of a boy's educational journey; expectations rise, opportunities broaden, and pupils are encouraged to take increased ownership of their education, by developing a mature and motivated approach to all aspects of their schooling.

Self-discipline and personal responsibility become essential ingredients for future success, alongside academic attainment and co-curricular involvement.

The Third Form is a unique year, as it sees the merging of pupils from our Lower School with pupils joining at the 13+ entry point. Careful attention is given to the effective integration of pupils to ensure that all pupils, both new and current, are able to thrive academically, socially and emotionally as they begin their important GCSE years.

To support this process, all pupils are carefully placed into form groups, with the key objective being successful integration. Each form has a tutor who has been carefully selected based on their ability to facilitate this process and support all pupils as they progress through the Third Form. As in other sections of the School, tutor groups are small, and each form

has a prefect who works with the tutor on both administrative and pastoral duties, including acting as a mentor to selected students where required.

Alongside the curriculum, every attempt is made to deliver a value-rich education, where co-curricular participation and academic aspiration is encouraged. An appreciation that success in later life is dependent on a range of factors, ensures that all pupils are given opportunities to develop the independence and resilience to not only succeed in their schooling, but also beyond the classroom in later life.

With endless opportunities, the Third Form provides the perfect environment for pupils to grow and develop.

THIRD FORM

School Map

- 
1. St Albans School Archive and Museum
2. History/RS/Philosophy
3. Porters' Lodge Reception
4. Library/Geography
5. English
6. Staff Common Room
7. New Hall: Music/Performing Arts
8. Big Lecture Room (B.L.R.)
9. Marketing, Admissions & Communications/ Development/Examinations Office and Learning Support
10. Headmaster's/Bursar's Office
11. Wellbeing garden
12. Science
13. Design & Technology/ Network Support
14. Refectory
15. Modern Languages
16. Corfield Building: Maths and CCF
17. Sports Hall
18. Fitness Centre/Dance Studio/Climbing Wall
19. Swimming Pool
20. School Orchard
21. Open Air Theatre
22. Art
23. Classics/Economics/ Government & Politics
24. School Uniform Shop
25. Main Reception
26. Aquis Court & Sixth Form Centre/Higher Education & Careers
27. New Place: Drama Department
28. Abbey
29. Abbey Orchard
30. Gateway

SECOND YEAR

The Middle School takes students through a challenging yet exciting time in their education and lives.

During these two years, pupils will be nurtured to enable them to flourish both personally and academically and to become the self-confident young adults they wish to be. The excellent pastoral care offered by Form Tutors is very much at the centre of this supportive approach.

Pupils will benefit from the expertise of the pastoral team, motivating them to strive for excellence in all areas of the curriculum and beyond. Through one-to-one and group discussion with their Form Tutor and Head of Year, they are encouraged to become independent, resilient and reflective learners, who take responsibility for their own academic progress.

Furthermore, the values of accountability and self discipline are developed through the increasing opportunities for leadership and additional responsibility, through the Middle School Leaders programme. As well as this, from opportunities that are offered through the co-curriculum, including schemes such as the Duke of Edinburgh's Silver Award and the Combined Cadet Force, and numerous sporting, musical and dramatic opportunities along with a variety of charitable initiatives. Additionally, the Middle School Diploma is awarded to those who make the greatest co-curricular contribution.

In the Middle School, we realise the importance of goal-setting and encouraging students to consider their aspirations for the future.

“

I have thoroughly enjoyed my experience in Middle School. You are challenged daily to excel and become the best version of yourself, both academically and personally, in a safe and comfortable environment. It is also a great place to develop existing friendships and create new ones, through lessons or through the wide variety of co-curricular activities that the School offers.”

Tayo
Middle School



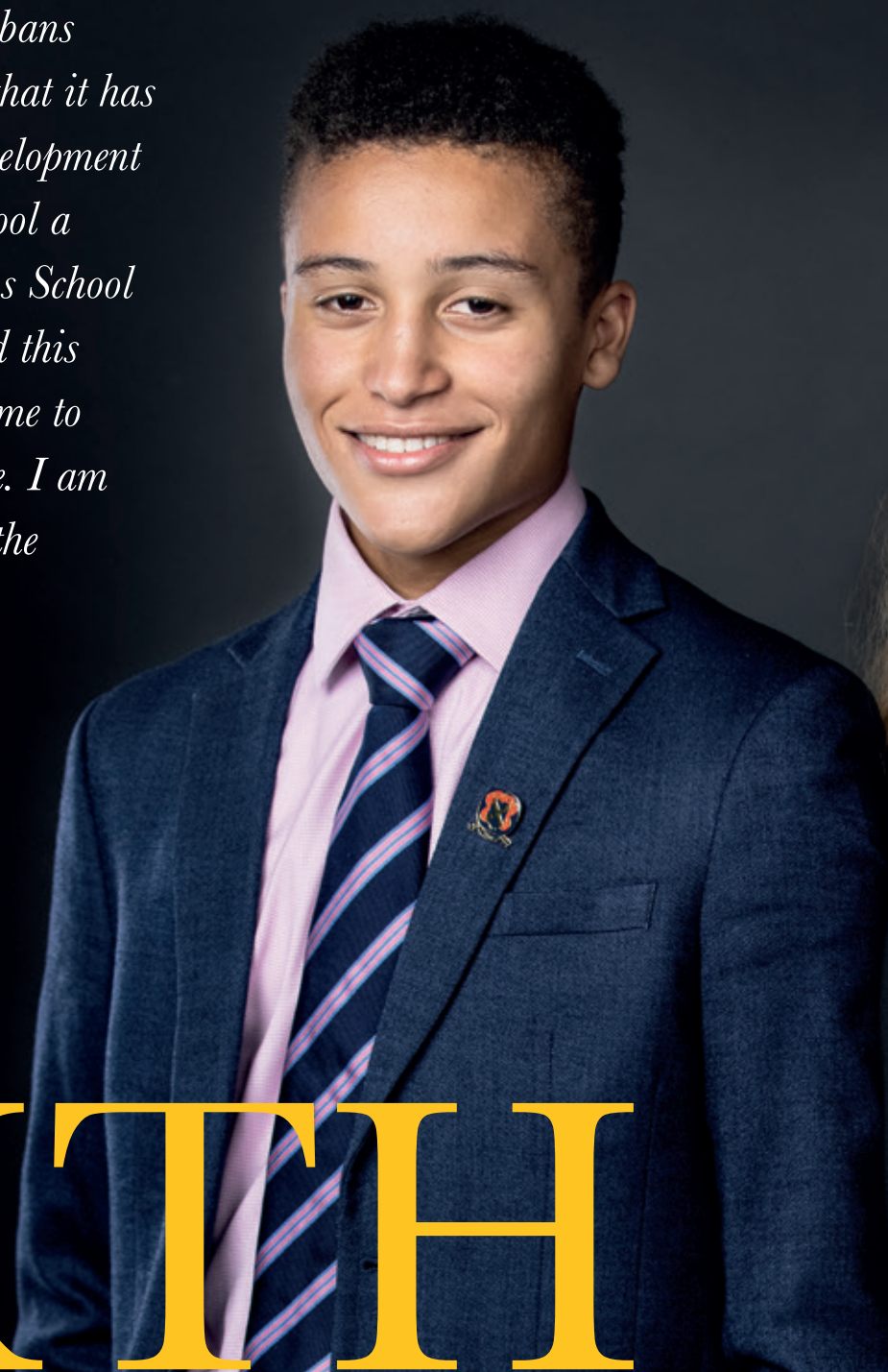
In the Sixth Form, we welcome girls and new boys who have the ability, drive and ambition to take full advantage of all that St Albans School can offer.

Sixth Formers enjoy their own facilities in a self-contained Sixth Form Centre, which offers a dedicated Common Room, private study facilities with computers, and a café.

“

I've enjoyed the past six years at St Albans School immensely and have no doubt that it has made life-long contributions to my development in so many ways. I arrived at the School a keen, competitive runner and St Albans School has recognised, supported and nurtured this talent whilst simultaneously enabling me to maintain strong academic performance. I am both grateful and proud to be part of the St Albans School community.”

Luca
Sixth Form



The Sixth Form has a well-planned and carefully considered induction programme, which is designed to help students adjust to the academic demands of A level study and to facilitate the swift assimilation of new students joining the School. This programme starts even before students join the Sixth Form, with progression interviews for current pupils in the Fifth Form.

These interviews are designed to help students make informed decisions about A Level study and to choose subjects in which they have a genuine interest, in which they are likely to excel, and which will prepare

them for their planned next steps once they leave the Sixth Form. Students looking to join the Sixth Form from another school will have the opportunity to discuss the same issues through their 16+ interviews. In the Summer Term, after GCSEs have concluded, the current Sixth Form hosts a Taster Day, with sample classes followed by a student ice-breaking social event, where 16+ offer holders have an opportunity to meet other pupils joining the Lower Sixth from the current Fifth Form. In addition, a Lower Sixth Induction Day is held on the day before term starts, with a programme that has been designed to help students every step of the way.

“

The transition to a new school was made easy by the incredibly friendly and kind community at St Albans School. With a very approachable pastoral team, you quickly feel well taken care of and settle in with ease. The teachers' desire to enrich the School and provide girls and boys with equal opportunities has also been made apparent throughout my time here.”

Lily
Sixth Form



SIXTH FORM

PASTORAL CARE

Pastoral care is a significant strength of the School and every teacher in the School has a pastoral role.

We recognise that the right support can make the difference between success and failure: the School's last ISI Inspection Report cited our pastoral care as 'excellent' and noted that each pupil was 'well-known and valued as an individual,' as the staff knew their pupils 'extremely well and foster an excellent atmosphere of trust and safety, leading to strong and positive relationships'.

All our pupils, from First to Sixth Form, are members of a tutor group, organised by year. The tutor is the first point of contact for parents and oversees the personal and academic welfare of pupils through a combination of informal contact and tutor periods. Tutors meet with their tutees twice a day and play a key role in the delivery of our PSHEE programme and ensuring their tutees are healthy, both mentally and physically.

“

There is lots of support at the School – the teachers are really approachable and helpful – I can go to them and ask them about anything that is worrying me and they always help me get through the problem.”

Louie

Third Form

Coordinating the work of these tutors are the Heads of Section, who are all members of the Senior Leadership Team: Lower School (Years 7 & 8), Third Form (Year 9), Middle School (Years 10 & 11) and Sixth Form. A distinctive feature of our pastoral care is the supportive role played by form prefects who are Sixth Formers, chosen by a very careful selection process to assist the tutors. We also have a large Safeguarding Team, which is comprised of seven Safeguarding specialists.

The School has an extensive wellbeing programme across all year groups which looks at building confidence and teaching pupils how to thrive and be more resilient. There are approximately sixty members of staff who have been trained in Youth Mental Health First Aid. This course is designed to teach staff the skills and confidence to spot the signs of mental health issues in a young person, offering first aid in guiding them towards support, that they need. There are a number of avenues for additional support both within the School and through external agencies.

Furthermore, the School Nurses and Chaplain make an important contribution to our pastoral provision. We also have a School Counsellor, who is available to all pupils for confidential consultation.

Parents are encouraged and welcomed to meet with their child's teachers and tutors at Parents' Consultation Evenings as well as at a number of informal social occasions during the year.



Through the School's wellbeing programme we:



promote positive mental health and wellbeing and deal with any issues if they arise



take a proactive approach to deal with any concerns before they become a problem and to spot the signs early on



increase understanding and awareness of mental health and to provide support and guidance to staff, to help them spot and then help pupils who may be developing or who have mental health concerns



provide support to pupils who suffer from mental health challenges



provide support to peers and parents of pupils with mental health challenges

BROADENING HORIZONS

At St Albans School, we support and nurture the important and valuable relationship we have with the local community. We cultivate this long-standing association, encouraging our pupils to get involved with a number of selected local initiatives giving students the opportunity to embody our school motto ‘non nobis nati’ (born not for ourselves).

Our Partnership and Community Link programmes enable Sixth Form pupils to participate across a range of activities which aim to develop a variety of pupils’ abilities, including leadership, teamwork, communication and people skills amongst other attributes imperative to pupils’ futures.



“

The word ‘volunteer’ can suggest a one-way street, with the only reward for the volunteer being the knowledge that he or she has done a ‘good thing’. The reality is very different; you gain so much more than you are ever asked to give.

”

TJ
Lower School

#SASWeCare

“

Friday afternoons were the highlight of my week at school; I honestly could not recommend Partnership enough, the experience was invaluable and taught me so many things about my own character such as to have patience, helped to develop my leadership skills and highlighted the impact of positive reinforcement on young children.

”

Sofia

Sixth Form pupil

Aside from the obvious social benefits, these skills are highly valued by potential employers and universities, and provide valuable evidence of practical experience in support of UCAS applications.

The Partnership Scheme gives pupils the opportunity to work with local Primary School children, either helping in a nearby school as classroom assistants, carrying out a diverse range of activities or assisting St Albans School staff with the delivery of Masterclasses on site. Partnership pupils offer reading and numeracy support to individual children, assist with Art, Drama and D&T projects, help with IT, Science and Music lessons, get involved with outdoor play, as well as support coaches with games sessions.

This gives pupils the chance to share their expertise and enthusiasm for one of these subjects with the younger children and provide an invaluable extra pair of hands. A small number of pupils also act as lifeguards for the Partnership swimming sessions, which take place in our pool.

Community Link offers a range of enjoyable and rewarding volunteer placements. The aim is to aid and serve the local community, and this is a great option for pupils interested in helping others and gaining new perspectives. Volunteer placements are in care homes for the elderly, special educational needs schools and charity shops. Community Link volunteers also organise an annual Christmas party for local elderly

residents, who are invited to the School at Christmas for tea, music and carol singing.

In addition to the Partnership Scheme, St Albans School makes other contributions to the community. Our Head of Sixth Form works with several State Schools, sharing knowledge and good practice, as well as practical support to students with the UCAS application process, particularly to Russell Group universities, including Oxbridge.

Our CCF has a Partnership with Marlborough Science Academy, training both Cadets and Officers,



with a view to them setting up their own Contingent in the future. As part of our Community Link programme, a number of Lower Sixth students also assist in schools for children with special educational needs.

The Partnership and Community Link programmes help to broaden our pupils’ horizons, arming them with some of the vital skills needed to successfully function in their future lives and both schemes can count towards the volunteering section of the Duke of Edinburgh’s Award.

One of the School's key objectives is to enrich pupils with wide-ranging academic, cultural and sporting opportunities. St Albans School proudly offers an extensive co-curricular programme, intended to promote and encourage physical, emotional and social development.

“

I love music at the School, as it allows me to take part in an activity which I enjoy immensely, in the company of friends; it has also helped me to make new friends, who share a love of music, too. ”

Christopher

Sixth Form

Whether pupils are taking part in the School orchestra, playing for one of the many sports teams, performing in a drama production or enjoying one of the numerous academic clubs and societies, the School aims to ensure that there is something on offer for everyone, regardless of their ability. All pupils are positively and strongly encouraged to participate, with talented and committed staff ensuring that all pupils are given every opportunity to thrive in this aspect of their schooling.

As we continue to develop and nurture the wellbeing of our pupils, the significance of the co-curriculum increases and enables pupils to enjoy positive mental health, forming a key part of the holistic education we proudly deliver.

Working alongside our Wellbeing Programme, the co-curriculum provides pupils with a variety of opportunities to develop a healthy, balanced lifestyle and gain maximum enjoyment from their time at the School.

The co-curriculum not only provides an important release from the academic pressures of the classroom, but also encourages risk-taking, teamwork and effective communication, in a way that the academic curriculum alone rarely can. Pupils are encouraged to learn and confront situations that involve success or failure away from the classroom. Furthermore, pupils are given the opportunity to develop their leadership skills, empathy and resilience, which equips them well to embrace life beyond St Albans School with confidence.

“

Drama provides the opportunity to learn creatively, complementing my academic subjects and developing my confidence with public speaking. ”

Lucy

Sixth Form



LIFE IN ST ALBANS

A vibrant and bustling town that is steeped in over two thousand years of history, St Albans offers pupils a unique setting in which to learn.

Some of St Albans' most ancient, historical buildings form part of the School site, enabling pupils to experience lessons in classrooms which date all the way back to the 10th century.

With its surrounding parks and lush green countryside, St Albans has become a buzzing metropolis, with a thriving and diverse cultural life. Concerts and theatre productions are regularly held at venues across the city and surrounding area, which the School regularly benefits from.

St Albans School actively encourages a positive and harmonious relationship with the town and its community; as well as numerous partnership and community initiatives which the School supports (see 'Partnership' for more information). Fifth and Sixth Form pupils also enjoy the privilege of being able to spend their lunchtime periods in the town centre, should they wish to, encouraging pupils to adopt a positive, independent and responsible approach.

The city of St Albans offers pupils the opportunity to spend their academic and school life in a unique, vibrant city setting.



ST ALBANS ADMISSIONS

The main points of entry into the School are at 11+, 13+ and 16+.

11+

Pupils seeking entry into First Form (Year 7) should normally be under 12 years of age on 1 September of the year of entry. New pupils come from a wide variety of state and independent schools, following the 11+ examination held on a Saturday in early January.

13+

Pupils seeking entry into Third Form (Year 9) should normally be under 14 years of age on 1 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 preliminary (12+) assessment in English, Maths and Verbal Reasoning in the June of Year 7.

16+

Candidates for entry into the Sixth Form are interviewed from the late Autumn Term onwards. Following an interview and references from the candidate's school, an offer of a place conditional on the achievement of required grades at GCSE may be made.



BURSARIES AND SCHOLARSHIPS

The School's bursaries broaden access to a St Albans School education by offering means-tested financial support, with the payment of school fees to eligible families. Bursaries can provide a discount of up to 100% of tuition fees; pupils must meet the School's academic requirements before a bursary can be awarded and we strongly recommend that parents who believe they might qualify for financial assistance firstly read our Bursary Policy.

A variable number of Scholarships are awarded annually on merit. The majority of Scholarship awards are in the region of 10% of the fees. Awards in excess of 20% are made only in exceptional circumstances. In no case will a Scholarship award exceed 50%. At 11+, awards are made on the basis of the Entrance Examination and Choral and Music Scholarships on the basis of an audition. Academic Scholarships at 13+ and 16+ are awarded on the basis of a separate competitive exam.

For all Admissions, Bursaries and Scholarships information, please visit:

www.st-albans.herts.sch.uk/about-us

ASPIRATION & SUCCESS

At St Albans School, we consider A Level study to be the prelude to higher education and exciting employment opportunities, and a stage in the process not only of learning, but of understanding how to learn independently.

We take great pride in seeing our pupils flourish and they leave St Albans School as confident individuals, ready for their next step into adulthood.

St Albans School's Sixth Formers consistently secure places at Oxbridge, as well as at the Russell Group universities, which together represent 24 of the UK's leading universities. Some also secure places on prestigious Degree Apprenticeships.

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The School motto ‘non nobis nati’ (born not for ourselves) is instilled in pupils across the School, fostering a community with a focus on integrity and a good work ethic. I have found teachers to be approachable and engaged thoroughly in my academic journey, supporting me to ensure I achieve everything I can in my chosen subjects.

Academic development is balanced well with encouragement to participate in a wide range of co-curricular activities, allowing me to explore all of my interests. For me, support from the School has proved vital to my progress both in my personal development and sporting pursuits. Co-curricular enrichment activities further help to produce well-rounded students with good morals and leave pupils in good stead for university and working life.

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Adam

Head of School





“
THE ACHIEVEMENT
OF PUPILS ACROSS
ALL AGES IS
EXCEPTIONAL”

ISI Inspection Report



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