



St Albans
High School
for Girls

PREP

SENIOR

SIXTH



**NOURISHING
INQUISITIVE
MINDS**

**IN THE
HEART OF
ST ALBANS**



Welcome to STAHS

It is my great privilege to be Head of this amazing School and its vibrant community of ambitious young people, caring and talented staff and supportive alumni and parents. At STAHS, we keep our aims simple: we concentrate all of our efforts on providing a safe and nurturing environment in which our pupils can work and learn together, where they are always challenged to think beyond the curriculum and for themselves, and where aspiration and drive are balanced with kindness and generosity of spirit.

We are very proud to be consistently ranked amongst the best independent schools in the UK. However, this is not our goal: academic success is a by-product of our approach to education. Happy, well-supported young people who are inspired and encouraged to develop their own independent opinions and explore their own interests do very well in exams. But more importantly, they are equipped to go forth and lead successful, fulfilling lives. We often speak of the importance of living 'lives of consequence' – we prepare the young people in our care to make a meaningful impact on the world – and they do just that.

Our support extends beyond a pupil's school years. When you join STAHS, as a pupil and as a family, you join a warm and giving community for life. Our alumni and friends are very much a part of day-to-day events at the School, and the advice, mentoring and guidance they provide our current staff and pupils are invaluable. As parents, you will not spend long with us before you'll be invited for a careers breakfast, an entrepreneurs' advice group or a talk or workshop led by someone from our varied and wide-reaching network. As a pupil, you will benefit from this network from your first day at the School.

From our Year 7 induction, to our 'Moving on Up' post-GCSE programme, to our unique STAHS Diploma, we offer so much more than knowledge and qualifications. We offer a full and well-balanced education for life.

I hope that you find this prospectus a useful window through which to look into STAHS. You will find additional information on our website (stahs.org.uk). However, nothing is the same as a visit – STAHS has great warmth and such a buzz of excitement about it – it must be felt in person. I do hope you will visit us soon to see for yourself. You will be very welcome.

Amber Waite
Head of STAHS

WORLD-CLASS

Our world-class teachers are profoundly committed, inspiring confidence and supporting our pupils every step of the way.

UNSTOPPABLE

When clever, talented young people are inspired by those around them, encouraged to push beyond their perceived limits, celebrated for their efforts and successes, and supported by their friends, teachers and families, they are unstoppable.

LIVES OF CONSEQUENCE

We prepare the young people in our care to make a meaningful impact on the world – and they do just that.

HEART

Our unique House system is at the heart of STAHS; it's the nucleus of each pupil's School family. Pupils experience a full and well-balanced education for life, where aspiration and drive are balanced with kindness and generosity of spirit.

BUZZ

There is a visible and audible 'buzz' about STAHS. It bustles with difference: difference of opinions, difference of interests and difference of ambitions.

WITH YOU FOR LIFE

Leavers join the dynamic global network of thousands of successful STAHS alumni, leading fulfilling lives, giving back to their communities and making the most positive of impacts on the world.

WONDER

Our girls learn, question, debate and wonder together. They delight in each other's successes and help each other learn from the times when things don't go their way.

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LET'S GO

WELCOME TO SENIOR SCHOOL



We believe that being a part of STAHS means being a part of a dynamic and diverse community, which allows each pupil to thrive within a network of like-minded individuals. At STAHS, every pupil is enabled to develop their own voice, supported by a nurturing environment. The staff always have the pupils' best interests at heart, providing a strong pastoral support base and a safe space in which every pupil feels valued. We feel the House system is at the centre of the STAHS community, giving pupils close contact with their form tutors, Housemistresses and student leaders, such as their House Officers, providing a multitude of support groups. House events allow pupils to form bonds across year groups, as the House comes together as one team for competitions such as Sports Day, House Drama and House Song. Pupils are also supported by their peers, from their teaching group to their House to the friends that they make outside the classroom. The enthusiasm at STAHS is evident from the first step taken through our doors.

We pride ourselves on pushing boundaries, both in day-to-day life and on an intellectual level. Teachers at STAHS always drive pupils to excel, sharing their passion and providing the best opportunities possible. There's a strong sense of work ethic here, with the classroom creating a stimulating and engaging environment. We feel there's a good balance of feeling confident, whilst being pushed to try new experiences and think outside-the-box. A passion for learning and a natural curiosity is a prominent aspect within academic life at STAHS, making lessons challenging but always rewarding.

From Year 7, pupils have access to a wide range of subjects, catering to each pupil's individuality and giving them the space to develop their own interests.

As they move through the School, pupils are given the freedom to tailor their learning to their strengths and passions, which we have all appreciated. Subject-specific clubs and societies allow pupils to pursue their academic interests even further and explore their subjects beyond the curriculum, with some older girls even setting up their own clubs! An array of qualities and skills are developed through our academic programme, namely maturity, communication, independence, tenacity and resilience.

STAHS life goes beyond the classroom. The School offers an extensive range of opportunities, which all of us have taken advantage of and loved. The unique quality of STAHS is that it offers more than just textbook co-curricular activities. One of our personal favourites is House Drama, which delivers an extremely fun sense of competition, loved by every pupil whether they are participating or simply watching. Others include Ultimate Frisbee Club, Polyphonics, Wacky Food Club and Culture and Diversity Club - there's something for everyone! Furthermore, the wide selection of sports on offer at STAHS provides options for all interests and abilities. The School sports teams regularly compete and also provide opportunities for teamwork and fun. We also love the School's vibrant music scene, with many of the pupils learning a wide variety of instruments and using their skills in orchestras, choirs and smaller groups. We are proud to put on such high-level plays/musicals every year, with pupils being able to participate in cast, band or crew. We can guarantee that no pupil is ever left feeling unfulfilled.

We love the atmosphere at STAHS and hope that this has given you a short insight into what the School has to offer. We can't wait to welcome new pupils into our community!

The School Officers



AMBITIOUS OPEN RESPONSIBLE

Mission

Fostering scholarship and integrity, the High School provides inspirational and adventurous opportunities and strong support to develop a lifelong love of learning and respect for others.

Vision

STAHS will deliver a transformational experience that educates young people for lives of consequence. We will provide an exceptional environment in which to work and study and make significant, positive contributions to our local community and wider society through:

- The provision of an innovative, engaging, challenging and relevant curriculum.
- The provision of an inspiring and extensive co-curriculum that is both adventurous and accessible.
- The creation of a supportive partnership between the School, our pupils, parents, friends and alumni.
- The provision of opportunities for social and charitable activism.
- Creating a network of strategic educational, charitable and social partnerships.
- Recruiting and retaining high-calibre staff and providing a happy, people-centred workplace that values individual and team development.
- Operating an ethical and environmentally sustainable business.
- Maintaining and enhancing our local and national reputation.

Values

STAHS is ambitious:

- We pursue bold ideas in an environment where creativity, innovation and success are encouraged and celebrated.
- We nurture and value relationships and partnerships that foster a global outlook.
- We inspire and support pupils and staff to achieve their potential and meet the challenges of society.
- We challenge ourselves and each other to strive for excellence in all we do.

STAHS is open:

- We work in consultation and collaboration to benefit from new perspectives.
- We share ideas and maintain transparency.
- We are trustworthy and do what we say we will do.
- We listen and respond to the needs of our pupils and staff.
- We value open communication with parents.

STAHS is responsible:

- We act with integrity for the greater good.
- We insist on upholding the highest academic and professional standards and take personal accountability for our individual and collective performance against those standards.
- We respect and celebrate diversity and equal opportunity through fostering inclusivity.
- We aim for all our activities to be sustainable and ethically sound.



OUR HERITAGE

“ An Education of the Highest Stamp

STAHS opened in a converted hospital on Holywell Hill on 2 May 1889. Local parents, encouraged by the Abbey's Reverend Dr Deed, persuaded the Church Schools Company to open a girls' school in St Albans as the city at that time lacked any facility for the advanced education of girls beyond the age of 12. As proof of local interest, the Company required a minimum of one hundred shares to be taken up. In typical St Albans style, the community immediately coalesced and one hundred and twenty shares were subscribed for within three days of the notice.

The School's intention to provide 'an Education of the Highest Stamp' was supported by a robust curriculum including Reading, Writing, English Grammar and Composition, English Literature, French, German, Latin, History, Geography, Arithmetic, Geometry, Algebra, Higher Mathematics, Physical Science, Calisthenics, Domestic Economy, Needlework, Drawing and Class Singing.

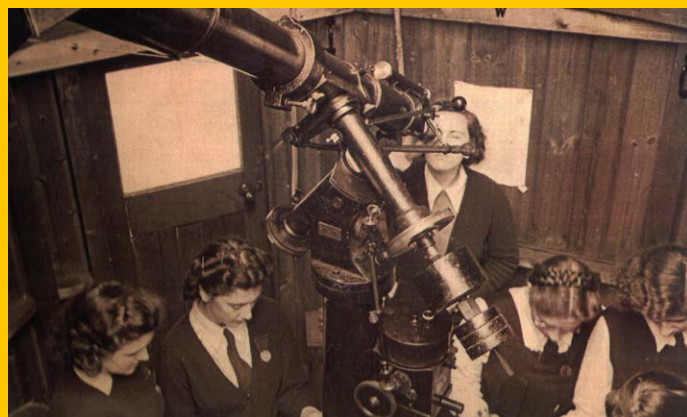
The School's first pupil was the daughter of the Archdeacon, Walter John Lawrance, the Rector of the Abbey Church and later the first Dean of St Albans. In his speech during the School's opening ceremony, Archdeacon Lawrance shared his hope that the High School would provide for girls an education equal to that provided by the Grammar School for boys. This is remarkable considering that, less than 25 years earlier, the authors of the Schools Inquiry Commission of 1865 remarked that although the state of girls'

education was 'on the whole, unfavourable', there was nothing wrong in educating girls as 'decorative, modest, marriageable beings'!

The hospital was never suitable accommodation for the School, and on 21 September 1908, the School opened its premises on Townsend Avenue, where the original school building still occupies the heart of the campus.

At its founding, the School provided religious instruction 'in accordance with the principles of the Church of England'. STAHS remains a Church of England school to this day, although we warmly welcome families of all faiths or none.

Throughout its more than 130-year history, the High School has seen world wars, pandemics, twelve headmistresses and a dramatic shift in athletic attire (the girls used to wear ankle-length woollen skirts and cotton blouses for sport). Through it all, we have retained that spark that set us apart at our founding and we continue to pride ourselves on providing an Education of the Highest Stamp.



EXCITED

Providing an education for life means so much more than classroom learning. With an average two trips or visits from external speakers per week across all year groups, pupils benefit greatly from our exciting and enriching programme of events. Of the 75 trips planned for the last academic year, 10 were international.

EXPRESSIVE

With over 80 clubs and societies to choose from, there truly is something for everyone. Pupils are given the chance to explore and express hobbies and passions that will stay with them for life.

NOURISHED

Pupils are nourished with varied and interesting lunchtime options, catering for special diets. Drinks and snacks are available at break and lunch times from our on-site coffee and tuck shops.

PURPOSEFUL

The School is open to pupils from 07.30 to 18.00 – days are fun-packed and productive. Before School, the library is available for quiet time, or pupils can start the day with a workout prior to registration and tutor time. The selection of co-curricular clubs on offer before and after School and at lunchtime make for an industrious day!

RESPONSIBLE

From the buddy system in Year 8 for incoming Year 7 pupils, to elected House Tutor group positions, and ultimately leadership roles within Co-curricular activities, Houses and the School Officer team, pupils are given exciting opportunities to take the lead.

CHALLENGED

There is no 'typical' STAHS pupil – our rich curriculum and nurturing approach to education enables everyone to chart their own path. With 26 GCSE and 25 A level subjects, students are able to achieve outstanding outcomes.

COMMUNITY

Following registration and tutor time, thought-provoking and inspiring Assemblies bring our School community together, with a strong student voice and collective sense of purpose.

CONNECTED

Our extensive coach network has been serving STAHS for over 40 years, covering 15 different routes, and transporting over 400 pupils each day from the surrounding areas of Hertfordshire and North London.

A DAY AT STAHS

STRUCTURE OF THE DAY



“ Our friendly, open and engaging community is at the heart of everything we do. The girls learn, question, debate and wonder together.

INTELLECTUAL BUZZ

Make no mistake, STAHS is one of the highest performing independent day schools in the UK. We are selective at all points of intake, however our admissions process is deliberately structured to allow us to really get to know each candidate. We are able to select pupils based on a combination of intellect, talent, skill, personality, potential – and most importantly – fit for our School.

There is no 'typical' STAHS pupil: when we select pupils to join us, we consider each one as an individual. We form year groups full of girls with a wonderful diversity of interests and abilities, who are able to inspire each other academically, creatively and culturally.

Because our pupils join us from a variety of starting points, we take very seriously our responsibility to get to know each girl and help her find the methods of learning that work best for her. Although we maintain the highest of academic standards and expectations, our nurturing approach to education means that all pupils are able to achieve outstanding outcomes. This in

turn allows them a tremendous amount of flexibility and the widest possibilities for options in the next phase of their academic and life journey.

Academic life at STAHS is a rich combination of core courses, elective options, extension opportunities, hands-on and experiential learning, and practical work carried out in specialist facilities. Our world-class teachers are profoundly committed to educating the girls in our care, and are remarkably giving of their time and energy to support their pupils. Whether assisting with an independent research project, guiding a pupil towards additional reading and resources to better understand a topic of particular interest or simply having a cup of tea in the Rotunda whilst assisting with revision, STAHS teachers inspire confidence and support their pupils every step of the way. Many of our staff have had careers in their areas of expertise prior to training as a teacher and are able to provide meaningful insight into

real-life applications of the subjects they teach.

Our friendly, open and engaging community is at the heart of everything we do. The girls learn, question, debate and wonder together. The relationships between staff and pupils are warm and supportive, and our alumni and partners provide an additional dimension of knowledge and experience of which STAHS pupils take regular advantage.

When clever, talented young people are inspired by those around them, are encouraged to push beyond their perceived limits, are celebrated for their efforts and successes, and are supported by their friends, teachers and families, they are unstoppable. At STAHS, we give the girls all of this and more – and the proof of our success is in the thousands of successful alumni, leading fulfilling lives, giving back to their communities and making the most positive of impacts on the world.





They have the time and structure really to get to know each girl as an individual. They understand her strengths and areas for development, advocate on her behalf, push her when she needs a push, celebrate her successes and encourage her when things don't go to plan.

We know that resilience in the face of set-backs, self-belief and confidence, and the ability to understand one's own and others' emotional and mental health needs are essential skills for a happy and successful adulthood.

We also know that these skills are not necessarily innate, but can be learned. It takes time, excellent modelling of behaviours, and a deep and school-wide commitment to pastoral care and character education.

STAHS makes this commitment to our pupils and the proof is in the end product: every year, our leavers enter the world of university and work as settled, calm, enthusiastic and self-possessed young adults ready to take on the world. They know their own minds, know how to work with and understand others, and want to leave a positive mark on their world. Most importantly, they leave with the confidence that they can and will do just that.

YOUR H

O

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S

E

We are often asked how we balance high academic expectations and achievement with pastoral support and care. This question is, however, a non-starter: we simply do not believe that excellent academic outcomes come at the expense of the wellbeing of pupils, or that providing excellent pastoral care somehow diminishes academic outcomes. There is no 'balancing act' because there is no sliding scale with pastoral care at one end and academic excellence at the other.

At STAHS, pastoral care and academic excellence are not competing factors – they are two sides of the same coin. We recognise that the young people most able to pursue their educational ambitions, take calculated academic risks and achieve top outcomes are those who feel happy, secure and supported at home and at school. This is why we take our responsibilities to nurture and care for our pupils very seriously.

Somewhat unusually for a day school, STAHS operates a House system very similar to that which is offered at the best boarding schools. All pupils are in one of four Houses, Julian, Mandeville, Paris and Verulam, and the Houses really are like families within the School. The House Tutor, Assistant Housemistress and Housemistress are fundamental characters in a STAHS pupil's life.



ALUMNI AND COMMUNITY

We have a vibrant, growing and worldwide community of STAHS alumni, in many cases spanning families and generations.

Our alumni are an enviable resource who frequently support pupils – whether through a careers webinar or lunchtime talk, an informal ‘careers coffee’ with Sixth Form, talking about their university experience or being part of our inspirational poster series. They highlight the range of careers possible and the steps taken to get there.



All former pupils and former staff members are welcome to be a part of the STAHS alumni community and membership is free.

To find out more visit alumni.stahs.org.uk or email alumni@stahs.org.uk.

CONNECTED



As well as offering social events to our alumni community, we run a range of careers events, which are also open to Sixth Form. These include our regular Lean In Supper Clubs with an inspirational alumna speaking, and careers talks, which have covered topics including starting a creative business and changing career.





Year 9 (KS3)

Pupils tailor their curriculum and choose five 'elective' subjects to continue in Year 9 along with their core subjects.

| Core subjects | Elective subjects |
|--|---|
| English | Art |
| French or Mandarin | Astronomy* |
| Geography | Classical Civilisation* |
| German or Spanish as an additional language from Year 8 | Drama |
| History | Food and Nutrition |
| ICT | Greek and Latin ('Gratin')* |
| Mathematics | Italian* |
| Physical Education | Latin |
| Religious Studies | Music and Fast Music* (those taking Further Music complete their GCSE in Year 10) |
| Science: discrete Biology, Chemistry and Physics from Year 8 | Product Design |
| | Science, Technology, Engineering, Art and Mathematics (STEM) |
| | Textiles |

Those marked with an * are new opportunities in Year 9.

All pupils have two hours of Games per week and follow a discrete PSHEE (Personal, Social, Health and Economic Education) programme from Years 7 through 9, taught in timetabled lessons.

Year 7 and 8 (KS3)

Pupils in Years 7 and 8 follow a broad, balanced course of study comprising:

- Art
- Design and Technology – Food, Textiles and Product Design
- Drama
- English
- French or Mandarin
- Geography
- German or Spanish as an additional language from Year 8
- History
- ICT and Computer Science
- Latin
- Mathematics
- Music
- Physical Education
- Religious Studies
- Science: discrete Biology, Chemistry and Physics from Year 8



Years 10 and 11 (KS4)

Most pupils take ten GCSE subjects. Pupils who opt for Double Award Science will have a maximum of nine GCSE subjects, and any other pupils who take fewer than ten use their remaining lessons for study periods.

All pupils study the core subjects of English Language, English Literature and Mathematics and Science. The vast majority of pupils take Triple Science (studying Biology, Chemistry and Physics as three separate courses) while some will opt for the Double Science Award (resulting in two, rather than three, GCSE outcomes).

All pupils also study at least one Modern Foreign Language (French, German, Mandarin or Spanish).

Pupils may then select freely from the following up to ten subjects where appropriate:

- Art
- Classical Civilisation
- Classical Greek
- Computer Science
- Design and Technology: Product Design*
- Design and Technology: Textiles*
- Drama
- French
- Food Preparation and Nutrition
- Geography
- German
- History
- Italian
- Latin
- Mandarin
- Music and Fast Music* (those taking Further Music complete their GCSE in Year 10)
- Physical Education
- Religious Studies
- Spanish

Pupils continue to have discrete Physical Education and Games lessons in Year 10. In Year 11, pupils join our Senior Games programme.

All pupils follow a discrete PSHEE programme in Year 10 and a structured tutor programme in Year 11 that attends to specific Year 11 areas of discussion and support.

Some pupils will take Music GCSE a year early and then complete the Level 2 Silver Arts Award during their Year 11 course. Some pupils can follow an optional Informatics course in which they will gain digital skills and experience to navigate the technological demands of the modern workplace.

* only one of the two Technologies may be studied.



SUBJECTS

| | | | |
|--|----|-------------------------------------|----|
| ART AND DESIGN | 22 | ICT AND COMPUTER SCIENCE | 27 |
| CLASSICAL CIVILISATION | 22 | ITALIAN | 28 |
| CLASSICAL GREEK | 23 | LATIN | 28 |
| DESIGN AND TECHNOLOGY (PRODUCT DESIGN/TEXTILES) | 23 | MANDARIN | 29 |
| DRAMA | 24 | MATHEMATICS | 29 |
| ENGLISH LITERATURE AND LANGUAGE | 24 | MUSIC | 30 |
| FOOD PREPARATION AND NUTRITION | 25 | FAST MUSIC AND SILVER ARTS AWARD | 30 |
| FRENCH | 25 | PHYSICAL EDUCATION AND SPORT | 31 |
| GEOGRAPHY | 26 | RELIGIOUS STUDIES | 31 |
| GERMAN | 26 | SCIENCE | 32 |
| HISTORY | 27 | SPANISH | 32 |

ART AND DESIGN

The Art Department at STAHS believes that 'art not only can be taught but must be taught'.

Committed to providing pupils with the scope to shape their learning and to take responsibility for their own development, we consider that innovation and creativity derive from making connections and endeavour to provide a framework for this to happen. Developing problem-solving skills in our pupils is key, along with their ability to say 'why not?' rather than 'why?'. The Art curriculum at STAHS develops mental/manual co-ordination, the willingness to see as well as look, providing pupils with a flexible approach to navigating through life in the 21st century. Encouraging risk taking, the Department understands that this is part of the creative process, paralleling the way we encounter complex problems in real life. We celebrate the work of our young artists and encourage them to explore beyond the curriculum.

What will I learn?

Pupils work with a diverse range of media, in both two and three dimensions, from observation and imagination. We aim that they should have a sense of achievement in their own abilities, a knowledge and understanding of art in its broadest cultural and historical context, with a structured approach to art appreciation.

Where can this subject take me post GCSE?

Post GCSE pupils taking Art study the Edexcel A level Art and Design course. At this stage, pupils deal with more complex forms of problem solving, where purposes are seldom fixed but modified in the course of being realised. Students continue to explore their own creativity and personal art practice; comprehending that there exists more than a single solution to a problem and that, crucially, subtle changes can make vast differences to overall quality. The skills that they have developed during GCSE will be enhanced and built upon during the A level Art and Design course.



CLASSICAL CIVILISATION



In Year 9, pupils have the opportunity to take up Classical Civilisation, and they can advance to the GCSE if they wish. The subject gives the pupils a unique opportunity to study all aspects of the ancient world, from Greek myths about heroes and monsters to the Egyptian queen, Cleopatra; from the emperors of Rome to the archaeological remains of Troy. Pupils will learn to engage with primary sources (always in English translation) to construct persuasive written arguments and to work on extended projects in small groups. Enrichment trips to theatrical productions, museums and drama workshops will enhance the experience, as will the biennial Classics trip to Italy or Greece.

What will I learn?

In Year 9, we study the theme of crime and punishment in Greek myth, and then Cleopatra. For GCSE we study two modules: Myth and Religion and The Homeric World.

Where can this subject take me post GCSE?

If you have enjoyed Classical Civilisation at GCSE, the next logical step is to study it for A level, where you will encounter more of the riches the ancient world has to offer. Even if you do not continue to A level, the knowledge and skills you acquire from the GCSE will stand you in good stead for your future development. The Classical world is all around us (if you know how to see it!) and your experience of the ancient world will inform your study of other periods of history and other cultures.

CLASSICAL GREEK

Starting in Year 9, girls have the opportunity to begin the study of Classical Greek. This is an exciting prospect for pupils who are keen to push themselves and wander from the beaten track. Studying Classical Greek requires pupils to learn a new alphabet (unless, of course, they are familiar with modern Greek!), and to develop an understanding of the grammar of a fully inflected language. It is a challenging subject, but the challenge is well worth the effort – the influence of classical Greek culture on western civilisation is incalculable. Pupils who progress to the GCSE will have the opportunity to study some of the greatest literary works of all time: the epic poems of Homer; the tragic plays of Euripides; and the Histories of Herodotus. They can also look forward to the Classics expedition to Greece, as well as various other trips closer to home.

What will I learn?

In Year 9 you will learn the Greek alphabet and some simple grammar and vocabulary. For the GCSE course, you will be prepared for a language paper (translation and comprehension) and two literature papers on set texts (studied in the original Greek).



Where can this subject take me post GCSE?

The Department teaches A level in Classical Greek. Any pupil who stops after the GCSE will feel the benefit of their Greek education long after they have put away their lexicon and grammar for the last time: so pervasive has been the influence of the ancient Greeks that their ideas and systems of thought can be hard to escape. Whether you go on to study History, Drama, Philosophy, Mathematics, Music, Politics or Physics (all of which are Greek words), you will find the ancient Greeks had something interesting to say on the matter.

DESIGN AND TECHNOLOGY (PRODUCT DESIGN/TEXTILES)



The course encourages creative thinking leading to design innovation. By using authentic and contemporary design strategies and techniques that are centred around the iterative design process to 'explore/create/evaluate', pupils become critical and innovative designers, engineers and architects of the future.

What will I learn?

You will choose to focus on either Textiles or Product Design, which will formulate more in-depth knowledge based around the core principles of Design and Technology. Groups will be taught in specialist rooms to work on an iterative design challenge to develop their creative skills as a designer.

Where can this subject take me post GCSE?

Given its breadth and depth, Design and Technology has much to offer across a wide range of career paths in engineering, manufacturing and the creative industries. In addition to learning about designing and making processes, materials technology and programmable systems and control, Design and Technology contributes to the development of important life skills and personal qualities such as team working, risk taking and enterprise. All learning is secured by the successful application of knowledge, skills and understanding in different contexts. The Design and Technology curriculum provides many opportunities for literacy, numeracy, computing and scientific knowledge and understanding to be practically applied across all stages of education.



DRAMA

The study of Drama at STAHS values both academic and performance elements. Pupils across the school enjoy a rich and diverse programme of study, gaining experience and drawing inspiration from professional theatre practitioners with frequent workshops and theatre trips. Drama at STAHS offers pupils opportunities to explore their own passions and voice issues of interest to them. Pupils study one hour of drama a week in smaller teaching groups to support the development of each individual pupil.

Drama empowers pupils to communicate with and understand others, promoting tolerance and empathy. It is important for preparing pupils to live and work in a world where creativity and teamwork are highly prized and where resilience and versatility are key. We see our pupils as the aspiring theatre makers of tomorrow. Whether as playwrights, directors, performers or technicians, studying Drama at STAHS gives them the foundations to achieve their goals.

What will I learn?

Pupils explore acting, presentation, devising, script writing and technical theatre. They develop their analytical skills through the practical and theoretical study of a wide range of scripts and develop their cultural knowledge through studying theatre history. They also have the opportunity to experience live theatre and workshops by theatre professionals.

Where can this subject take me post GCSE?

The study of Drama at STAHS opens pupils up to the world of theatre and performance skills.

Drama offers time and space for self-initiated learning, preparing the foundations of discipline, practice and rigour, and gives pupils opportunities to lead, experiment, make mistakes and to reflect and try again. Pupils go on to study A level Drama but it will also support the study of all subjects and careers through the development of key desirable transferable skills.



ENGLISH LITERATURE AND LANGUAGE

Why is studying English Literature and Language at STAHS different and exciting?

Curiosity and imagination lead the way when studying English at STAHS! As well as exploring a wide range of authors, you will try your hand at creative writing, take part in lively discussions, and stretch yourself through rigorous intellectual challenges. You will also join in with our library lessons, reading and discussing the books that you love.

Our curriculum has something for everyone, whether that is exploring poetry from across the world in Year 7, imaginatively visiting glorious Gothic castles in Year 8, or presenting empowering speeches in Year 9. At Key Stage 4, you build on all that you have learnt in Years 7 to 9, confidently embarking on your GCSE journey. English is a subject that lets you travel without leaving your chair, get to know characters you will never meet and develop your opinions on some of life's big ideas. And, of course, have some fun along the way!

What will I learn?

In addition to skills in written and verbal communication, you will develop the ability to analyse and discuss the writing of some of our most influential authors. Opinions are encouraged and you will learn how to clearly formulate and express your ideas – a vital life skill.

Where can this subject take me post GCSE?

As well as leading on to A level, studying English Language and Literature at GCSE will lay the foundations for many other subjects and careers, at A level and beyond. Both subjects will allow you to develop your skills in written and verbal communication, skills that are essential for all subjects at A level. The course will also allow you to explore literature more broadly and, we hope, inspire a lifelong love of reading – a joy that goes far beyond the classroom!

FOOD PREPARATION AND NUTRITION

The OCR GCSE Food Preparation and Nutrition course aims to equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. At the heart of the course is the development of strong practical cookery skills and techniques and a good understanding of nutrition. Learning how to cook is a crucial life skill, enabling you to feed yourselves and others affordably and well, now and in later life. You will additionally explore the huge challenges that we face globally to supply the world with safe and nutritious food.

The course has been developed with the support of Heston Blumenthal who, as one of the world's most renowned chefs and an expert in culinary scientific research, will inspire learners to explore the discovery of new ingredients and different ways of cooking through scientific experimentation.



What will I learn?

You will study:

- Nutrition
- Food provenance and food choice
- Cooking and food preparation
- Culinary skills: preparation and cooking techniques.

Assessment in Year 11 includes:

- Written examination
- NEA food investigation task on the working properties of ingredients
- NEA food preparation task on applying nutrition when planning, preparing, cooking and presenting dishes.

Where can this subject take me post GCSE?

A passion for food can lead to a wide range of exciting career opportunities in dietetics and nutrition, agriculture, catering and hospitality, environmental health, leisure and tourism, retail sales and customer service, as well as engineering and manufacturing, such as production management or new product development technologists. The subject's strong links with science have also benefitted STAHS pupils undertaking careers in medicine.

Food is something that everyone has in common – we all need to eat it to stay alive. Career opportunities will always be abundant, enabling you to become a key worker in a fast and vibrant industry.

FRENCH

Learning French at STAHS means much more than the acquisition of confident communication skills and a global outlook. Lessons are dynamic and fast-paced with a focus on using the language in real-life contexts. We share our passion for the French language and appreciation of the culture and diversity of the French-speaking world, encouraging all our pupils to engage in cultural enrichment activities from Year 7 upwards. These can range from watching French language films, dipping into authentic texts and poetry writing, through to participating in our programme of visits to France.

What will I learn?

You will develop your language skills in four areas – listening, reading, speaking and writing – over a wide range of topic areas. We give particular emphasis to memorisation skills and the development of strong grammatical awareness.

Where can this subject take me post GCSE?

Opting for French at A level takes your language acquisition to a new level. Topics studied give insight into the culture, history, politics and values of the French-speaking world and the course also includes the in-depth study of a literary text and a film. Each pupil has a weekly 30-minute meeting with one of our French language assistants, which helps consolidate and extend the new language, grammar and discussion points covered in lessons.



GEOGRAPHY

Geography at STAHS will deepen your understanding of geographical processes, the impact of complex people-environment interactions and the dynamic links between places and environments, and develop your ability to use a wide range of geographical investigative skills and approaches. Geographers are also able to demonstrate a range of skills including statistical skills, ICT skills (including GIS) and graphical skills. Geography enables pupils to become globally and environmentally informed and thoughtful, enquiring citizens.

At STAHS we are lucky to have a team of extremely well qualified specialist teachers working in a suite of new Geography classrooms that are wonderfully equipped for this dynamic subject. We are also committed to field trips ranging from a day trip in each of our Key Stage 3 year groups to residential trips in Wales and Devon at GCSE and A level, plus a regular trip to Iceland with our oldest pupils.

What will I learn?

We study a broad range of Human, Physical and Environmental Geography across the Key Stages. This includes topics such as global ecosystems, rocks and coasts, settlement, plate tectonics and natural hazards, population and development, the global fashion industry and the geography of conflict.



Where can this subject take me post GCSE?

The skills and knowledge you gain from this subject, at GCSE, A level or university, are relevant to almost all jobs and workplaces. A few examples include sustainability, urban regeneration, retail location and hazard management, as well as law, human rights and international relations.

GERMAN

German is flourishing at STAHS! Mastering this remarkable language makes you stand out and, year after year, our pupils discover what a great advantage it is to study German. Whether on the slopes, in Europe's coolest capital or with family and friends, speaking German is both inspiring and rewarding. Your teachers' passion for the language, and the plethora of opportunities available, be it through music, film or games, make learning German at STAHS a dynamic, rigorous and authentic language learning experience. We are dedicated to bringing the language to life, be it through celebrating

festivals in our German club, discussions with our German assistant, a theatre performance, or trips. You can experience German through the scents and sights of the magical world of Christmas markets in Aachen, contact with German students in our partner school and study trips to the fairy tale city of Munich or the vibrant city of Berlin!

What will I learn?

Pupils' confidence to communicate and understand written and spoken German develops by looking at different topics, stories, and trends in German-speaking countries. The use of a wide range of authentic materials ensures deeper cultural knowledge, as well as linguistic proficiency. There is a strong emphasis on building vocabulary and solid grammatical foundations to articulate ideas with certainty and accuracy.

Where can this subject take me post GCSE?

As well as leading on to A level, studying German will sharpen your written and verbal communication skills in English. The ability to construct and decode German compound nouns involves spotting patterns and problem solving; skills that are essential for future learning. German is a highly desirable language in the UK and combines very well with History, Liberal Arts, Science, Maths or Music, whilst also setting you apart. Your linguistic and cultural knowledge of German will make learning a second or third language, establishing friendships, and conversing on the slopes even easier and more rewarding.



HISTORY

The study of History at STAHS is exciting and wide reaching. At Key Stage 3, all pupils explore a broad chronology from the Medieval world to the impact of 9/11. Through these compelling narratives, pupils develop a diverse and relevant understanding of the world, as well as key historical skills, including essay writing, drawing inferences from primary sources and formulating convincing arguments. Our pupils benefit from inspirational and passionate teachers who enthuse, challenge and support the pupils to become budding historians. Beyond the History classroom, we provide an array of stimulating educational opportunities including a visit to the WWI battlefields, day trips to London to explore their topics further (e.g. a walking tour of Parliament to learn more about the women's suffrage movement), as well as in-school workshops from specialist companies. At every key stage, pupils are encouraged to develop academic scholarship. The Department promotes independent learning through clubs, reading/watching lists, and a new school History magazine.

What will I learn?

History at Key Stage 3 is a chronological walk beginning in Medieval England, on to the Tudors, English Civil War, Industrial Revolution, Women's Suffrage Movement, British Empire and Slavery, WWI, Nazi Germany, Home Front in WWII, culminating with the impact of 9/11.



At Key Stage 4, we follow the Edexcel IGCSE, studying Medicine Through Time c.1848 –1948, Russia 1905–1924, USA 1945–1974, and the Cold War 1945–1972.

Where can this subject take me post GCSE?

The knowledge and skills you will acquire from studying History at Key Stage 3 and Key Stage 4 are invaluable and transferable to support other subjects and life beyond school. Not only will you explore and evaluate some of the key events of our past (which is exciting in its own right!), but you will also develop the ability to write effectively, read critically, and analyse historical documents. Learning to articulate yourself both verbally and in writing is essential in all walks of life; History will help you do this clearly and convincingly, as you will learn the value of evidence-based arguments.

ICT AND COMPUTER SCIENCE



you will be able to use technology outside of the classroom to collaborate and work within a group.

We have various devices to use such as iPads, BBC Micro:bits, Raspberry Pis and much more!

There is also the option to select GCSE Computer Science, building upon knowledge gained in the earlier years at the High School, to learn more in-depth material about the computer system and all of its complexities, whilst continuing to develop your programming skills.

What will I learn?

In Years 7 to 9 you will cover a range of topics based on ICT, Computer Science and Digital Literacy. Pupils have the opportunity to further explore Computer Science as part of the Year 9 Electives Programme.

The GCSE Computer Science course builds upon the knowledge gained from the Year 9 Electives Programme to explore Computer Hardware, Software, Algorithms and Programming.

Where can this subject take me post GCSE?

Once you have completed the GCSE, you are then able to continue on the Computer Science pathway by studying A level Computer Science. This course will allow you to further enhance your knowledge of Computer Science theory and challenge yourself using computational thinking and problem solving to develop your programming skills.

In ICT and Computer Science you will cover a range of topics that ensure you develop your ICT, Computer Science and Digital Skills for the 21st century. These skills are vital as you move through the High School, into the Sixth Form and beyond.

You will learn how to use the most common software applications, explore how the computer system operates and develop your programming skills. There are a range of practical lessons where

ITALIAN

Learning Italian at STAHS is an exciting opportunity to broaden your language learning further by adding another Romance language to your repertoire. In addition to developing confident language skills, we are passionate about sharing our love of Italian culture – everything from Dante to Dolce & Gabbana. A fast-paced and dynamic teaching style means an authentic and rigorous learning experience. There are resources available to enhance your learning, including Italian language films and readers in the library.

What will I learn?

You will develop your language skills in four areas – listening, reading, speaking and writing – over a wide range of topic areas. We give particular emphasis to memorisation skills and the development of strong grammatical awareness. Through cultural enrichment activities, you will also grow your appreciation of Italian culture.

Where can this subject take me post GCSE?

Studying Italian at GCSE may inspire you to take this as an ab initio subject with another language at university. In addition, it is also possible to combine Italian with another subject entirely, such as

English, Business Studies or History. Once you have learnt Italian as a second language, you will find acquiring a third, be it a Romance language or other, a much easier experience! Whether holidays in Italy or an opportunity to spend time in Italy on a year abroad, you will experience the culture first-hand and help develop fluent speaking skills.



LATIN



Latin at STAHS involves the study of the language and culture of the Romans. It is a fabulous opportunity to explore a world that seems both very familiar and extraordinarily alien to us. We follow the Cambridge Latin Course, which not only approaches the language in an engaging and accessible way, but also builds in multiple opportunities to explore different aspects of Roman life. As the pupils progress with their Latin, they will develop a deep understanding of, among other things, life in Pompeii, the experiences of a slave, the role of gladiators, conquest and imperialism, and the diversity of religious experience in a vast empire. Traditional learning methods are supplemented with e-learning resources and enrichment trips to deliver the subject in a stimulating and rigorous manner.

What will I learn?

Pupils will master the fundamental rules of Latin grammar and syntax, acquire a large working vocabulary, be exposed to the culture and history of the Romans, and will read some of the greatest pieces of world literature in the original language.

Where can this subject take me post GCSE?

For pupils who have enjoyed Latin GCSE, the obvious next step is Latin A level, where they can develop their understanding of the language and their appreciation of the literature created by the Romans. For those who choose not to continue, the grounding in Latin acquired from the GCSE will enhance their study of many subjects, most notably English, History and the Romance foreign languages (French, Spanish and Italian).

MANDARIN

Learning Mandarin at STAHS is an incredibly rewarding experience. Every part of the course has been designed to ensure that even those pupils who have had no contact with the language before will be able to flourish. Carefully designed schemes of work allow for steady progression and interactive lessons focus on spontaneity and use of authentic resources.

There are several opportunities in school to deepen knowledge and understanding of Chinese culture; through workshops, local trips to China Town, assemblies and, soon, a GCSE study trip to China.

What will I learn?

Pupils will develop four main skills (listening, reading, speaking, writing) as well as essential communication skills and cultural sensitivity. Mandarin Chinese entails learning a pictorial alphabet and tonal sounds, making this a unique and rewarding learning journey.

Where can this subject take me post GCSE?

There are many opportunities to study Mandarin Chinese in higher education institutions either as a combined degree or an exchange programme in China. Mandarin will certainly set pupils apart,



whatever their chosen field of study may be. The development of transferrable communication skills, cultural sensitivity and knowledge of a non-European language are a rare asset in the workplace in the UK today.

MATHEMATICS



What will I learn?

Overview of content of Higher Tier IGCSE:

- Numbers (e.g. Sets, Ratio, Percentages, Fractions, Decimals, Powers, Surds)
- Algebra (e.g. Solving Equations, Algebraic Manipulation, Indices, Inequalities, Quadratics, Simultaneous Equations, Linear and Quadratic Graphs, Functions, Calculus)
- Geometry (e.g. Area, Volume, Pythagoras, Trigonometry, Transformations, Vectors, Circles, Polygons)
- Statistics (e.g. Probability, Averages, Cumulative Frequency, Histograms).

Where can this subject take me post GCSE?

To be successful in the 21st century, an educational background that provides a high degree of numeracy is essential. One of the top grades is required to study Mathematics beyond GCSE but there are many other A level courses that also require a good grounding in Mathematics, such as Economics, Psychology, Physics and Chemistry.

The skills learnt at GCSE, such as logical thinking, problem solving and statistical analysis can also be applied to a wide range of careers in industry and commerce including: engineering, accountancy, IT, quantity surveying, research, civil service, retail management, teaching, banking and other careers in the City.

Mathematics, 'the Queen of the Sciences' (Carl Friedrich Gauss), is the main driving force behind scientific discovery and communication.

Pupils will expand their skills in logical thought, problem solving and statistical analysis. They should be prepared for lessons that are fast moving, challenging and require them to think for themselves so that they can become more independent and apply their knowledge to unfamiliar situations.

Pupils are taught in an environment that strives to develop each girl's ability to its maximum. Lessons are aimed to inspire pupils with enthusiasm for the subject. We continually try to build on the pupils' self-confidence, so that they can recognise and celebrate their own successes.

MUSIC

At STAHS, we aim to engage and inspire pupils to develop a love of music and their talent as musicians. Through the study of music, we hope to increase their self-confidence, creativity and sense of achievement. Pupils will develop a critical engagement with music, allowing them to compose and to listen with discrimination. This is achieved at Key Stage 3 through performing, listening, evaluating, exploring, singing and using their voices, creating and composing music, and using technology appropriately. These skills develop the ability to be able to perform with technical control, expression and interpretation; to compose and develop musical ideas with technical control and coherence; and to demonstrate and apply musical knowledge and use appraising skills to make evaluative and critical judgements about music at GCSE level. As well as offering the traditional Music GCSE, there is the opportunity to take GCSE Music in Year 10 for our most ambitious pupils.

What will I learn?

Pupils at STAHS will learn to perform, compose and appraise. They will form personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. They will engage critically and creatively with a wide range of music and musical contexts, as well as developing an understanding of the place of music in different cultures and contexts.



Where can this subject take me post GCSE?

Pupils who take GCSE Music in Year 10 complete the Silver Arts Award qualification in Year 11 (Level 2 Award in the Arts). GCSE Music provides a firm foundation for the Edexcel A level Music course, which we offer at STAHS. We are currently looking into the possibility of offering the Gold Arts Award to interested A level students.

FAST MUSIC AND SILVER ARTS AWARD



At STAHS, we offer an accelerated route through GCSE Music. In Year 9, our most ambitious and able musicians opt to take Fast Music and begin their GCSE studies, completing the qualification in Year 10. This early GCSE enables pupils to gain valuable and confidence-boosting experience of examinations, helping them to prepare for Year 11. For many of our top musicians, this is the appropriate route, meaning that they push themselves both academically and musically.

What will I learn?

Pupils at STAHS will become informed, imaginative and enquiring musicians. Through the study of GCSE Music we aim to provide a wide range of musical skills and to enable pupils to use these skills creatively. Through the Silver Arts Award programme, pupils develop creativity, leadership and communication skills. They learn to work independently, helping them to prepare for further education and employment. This qualification can be personalised by the pupils and is able to inspire, develop and extend the pupils' knowledge and understanding from the end of Year 10, through into Year 11 and to prepare them for A level.

Where can this subject take me post GCSE?

Pupils who take GCSE Music in Year 10 complete the Silver Arts Award qualification in Year 11 (Level 2 Award in the Arts equivalent to GCSE 4-9 grade). GCSE Music provides a firm foundation for the Edexcel A level Music course which we offer at STAHS.

PHYSICAL EDUCATION AND SPORT

The Physical Education and Sports Department upholds an aspirational and inclusive vision of sport and physical activity. Our objective is to provide an environment that enables every pupil to be physically active and understand the value of having a healthy active lifestyle. We aim to support our pupils in developing a strong habit of exercise and an appreciation of its value, which is instilled through the delivery of a modern and engaging curriculum. Pupils are provided with a high standard of experience that does not favour one area of the programme at the expense of another and this is delivered through the Active STAHS and Team STAHS co-curricular programmes. Both programmes enable pupils to develop confidence, character and resilience and, as a result, aim to reduce stress and anxiety.

What will I learn?

Alongside our co-curricular provision, pupils attend a core PE and Games lesson each week, which includes a wide variety of different sports activities. For those who wish to take the theoretical aspects of the curriculum further, we offer GCSE PE.

Where can this subject take me post GCSE?

We strive to instil exercise habits for life and empower our pupils with the knowledge and skills they need to be able to continue participating in sport as young adults once they have left the School. Many of our GCSE PE students choose to continue studying the subject at A level.



RELIGIOUS STUDIES



By studying this subject, you will begin to appreciate how vital it is to understand what gives meaning and purpose to people's lives. Due to the impact of globalisation and the increasing levels of diversity within our society, adaptability and tolerance are paramount. RS lessons are inclusive and will enable you to feel that you have something valuable to contribute that will not be wrong. You will be given time and space to think about and to discuss who you are, what you think about the 'ultimate' questions and what matters to you.

What will I learn?

- Year 7 – Christianity, Islam, Hinduism
- Year 8 – Judaism and Buddhism
- Year 9 – Contemporary Moral Issues
- Year 10 – Christianity and Islam
- Year 11 – Ethics.

Where can this subject take me post GCSE?

This subject aims to instil in you a passion for learning for learning's sake, where you will become genuinely equipped to tackle the religious, the social and the ethical dilemmas of the 21st century.

SCIENCE

Science is studied as a core subject throughout the School, with Year 7 classes having one science teacher working through the three science specialisms in a 'bespoke' course with their class. From Year 8 upwards, the individual sciences are taught by subject specialists, and each class has separate lessons of each science every week. At GCSE, pupils study 12 hours of science every fortnight. The science we study will explore topics ranging from key issues for society – petrochemicals, climate change and astronomy – to the invisible to the naked eye – radiation, genetic engineering and sub-atomic structure. At GCSE, there is the option of sitting double award science or the three individual sciences. Science is a practical subject and theoretical understanding is supported with extensive practical work. The Department encourages involvement in science clubs, societies and competitions and offers STEM and Astronomy electives in Year 9.

What will I learn?

Each science has core knowledge and there will be some topics where application of concepts from one science may be useful in understanding work in another. The Department encourages skills



of problem solving, conceptual modelling and understanding with independent and team working activities.

Where can this subject take me post GCSE?

All science A levels require a strong result at GCSE level. Those considering further studies in science may benefit from studying triple science as their GCSE option. This ensures that more depth and breadth of the subjects have been covered, resulting in a better transition to the A level sciences. Science subjects involve developing skills such as problem solving, analysis and application of knowledge to unfamiliar situations, all of which are transferable skills for future study.

SPANISH

Studying Spanish at STAHS will take you on a learning journey across the Hispanic world – Spain, Cuba, Argentina, Colombia and Peru are all waiting to be discovered from a dynamic and inspiring classroom on Townsend Avenue. Your Spanish teachers at STAHS will teach you how to speak Spanish, understand your new friends from all these wonderful places yet to be travelled and enrich your learning with stories of 'fiestas' and Spanish music. In this way,



learning Spanish will bring the Hispanic world and all its beauty to your classroom. With an important focus on the grammar and vocabulary, you will participate in fun and interactive lessons with exposure to the language. The Department offers opportunities for pupils to take their Spanish learning beyond the classroom by taking part in, study visits competitions and celebrations.

What will I learn?

The Spanish curriculum at STAHS focuses on equipping pupils with the confidence and ability to communicate and understand written and spoken Spanish. Pupils studying Spanish work diligently to develop their skills – this is done by looking at different topics, themes and trends from the Hispanic world. The teaching team ensure a wide range of cultural knowledge is established, as well as linguistic proficiency.

Where can this subject take me post GCSE?

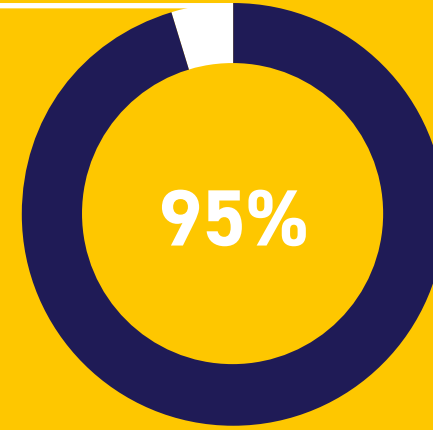
Being able to speak any language is a very useful skill for life – being able to speak Spanish opens up a whole new world of adventures, friendships and learning. It is important to nurture and practice speaking the Spanish you learn at GCSE whenever and wherever possible. You may consider doing Spanish A level, where you will explore the many depths of the Hispanic world and also become a proficient Spanish speaker. Many pupils never forget the Spanish they learn at school and find it invaluable to know a few phrases when travelling for business and for leisure in the future. Keep calm and speak Español!



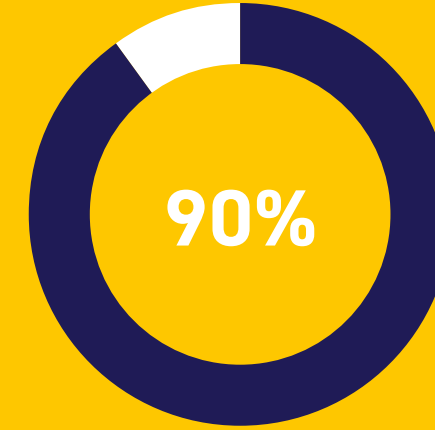
GCSE

of all GCSEs awarded were at grades 9-8.

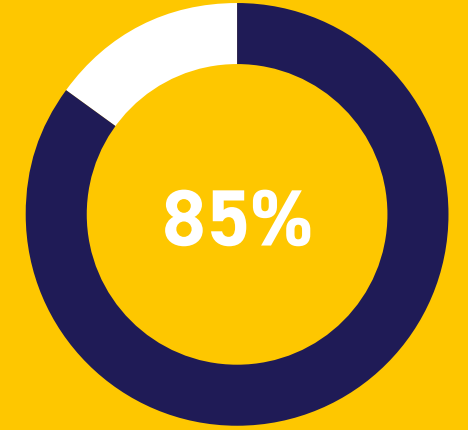
78%



of all GCSEs awarded were at grades 9-7 in 2020.†



of all GCSEs awarded were at grades 9-7 in 2019.

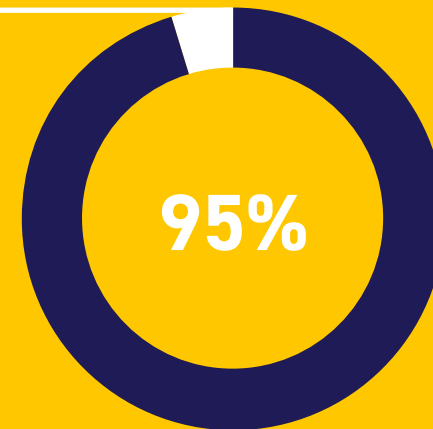


of all GCSEs awarded were at grades 9-7/ A*-A in 2018.

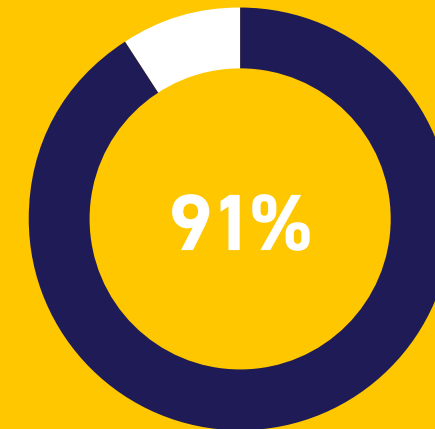
A LEVEL

of all A levels awarded were at grades A*-A.

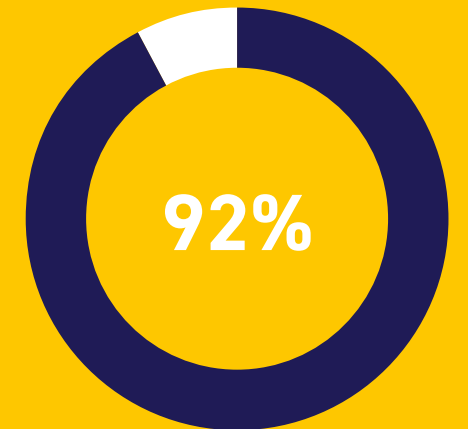
79%



of all A levels awarded were at grades A*-B in 2020.†

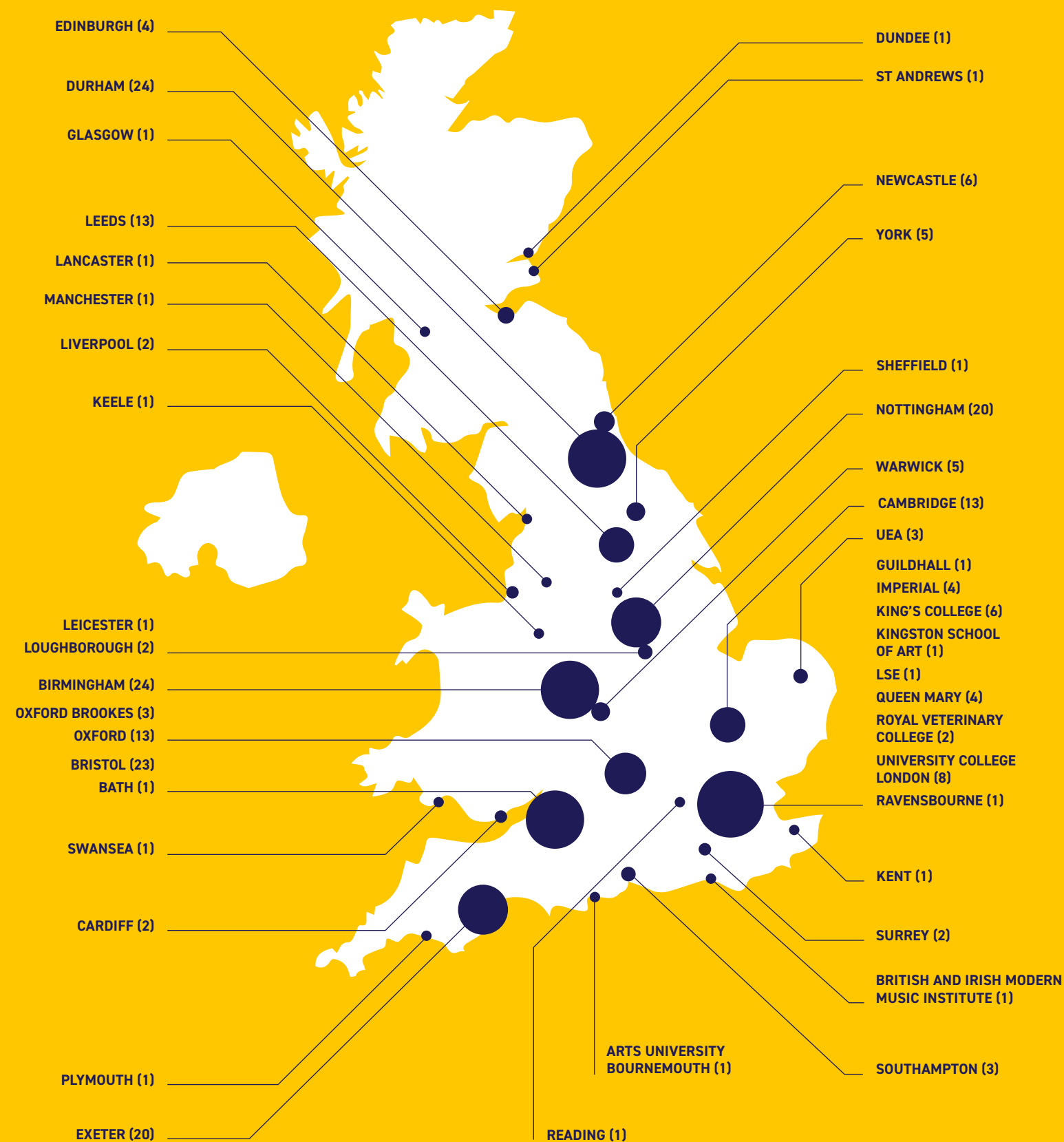


of all A levels awarded were at grades A*-B in 2019.



of all A levels awarded were at grades A*-B in 2018.

PHARMACOLOGY COMPUTER SCIENCE & MATHS
 MARKETING & MANAGEMENT POLITICS, RELIGION AND PHILOSOPHY
 THEORETICAL PHYSICS LANGUAGES, CULTURES AND ECONOMICS GEOGRAPHY
 BIOCHEMISTRY NUTRITION LAW HISTORY OF ART
 PROFESSIONAL DANCE PHILOSOPHY **HISTORY** MODERN LANGUAGES
 BIOLOGICAL SCIENCES
 HISTORY AND POLITICS POLITICAL SCIENCE
MEDICINE GEOGRAPHY WITH BUSINESS
 POLITICS AND INTERNATIONAL RELATIONS VETERINARY MEDICINE
 INTERNATIONAL BUSINESS AND FRENCH
 LIBERAL ARTS **COURSES STUDIED OVER** CRIMINOLOGY
DENTISTRY THE LAST THREE YEARS ECONOMICS & POLITICS
 NATURAL SCIENCES BUSINESS AND MANAGEMENT
 ENGLISH LITERATURE GEOGRAPHY ECONOMICS PPE
 VETERINARY SCIENCE MECHANICAL ENGINEERING
 BUSINESS ECONOMICS DESIGN ENGINEERING LIGHTING DESIGN
 APPLIED MEDICAL SCIENCES CLASSICAL CIVILISATION
 MEDICINE AND SURGERY ART FOUNDATION
 PSYCHOLOGY COMBINED SOCIAL SCIENCES ENGLISH
PHYSICS ENGLISH AND HISTORY PHILOSOPHY AND THEOLOGY
 POLITICS & INTERNATIONAL RELATIONS



ADMISSIONS PROCESS

STAHS is looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, that stretches beyond the confines of the academic curriculum. The School has strong traditions in music, drama, art, debating, community service and sport. There are many co-curricular and super-curricular activities, all of which are important in developing a well-balanced, confident individual.

Our selection process is designed to identify pupils who are able to benefit from our balanced and well-rounded education, thrive in our academic environment, and make a positive contribution towards the life of the School. Every year, many more applications are made than there are spaces available. Selection for entry is based on a combination of performance in entrance assessment tests and tasks, performance at interview and review of references from previous schools.

Our aim is to encourage applications from candidates with a diverse range of backgrounds. Generous bursaries are offered in order to allow as many young people as possible who meet the School's admission criteria to attend the School. The School's provision for bursaries is described overleaf.

STAHS does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require, cater for any additional needs and our site can accommodate them. STAHS welcomes applications from prospective pupils of all faiths and of no faith.

We strongly advise parents of children with special educational needs or physical or mental disabilities to discuss their child's requirements with the School before they sit the entrance exam so that we make reasonable adjustments if necessary. Parents should provide with the Registration Form a copy of an educational psychologist's report or a medical report if they have one.

We admit approximately 130 pupils at Year 7. We are a through school and our Year 6 pupils transition to the Senior School making up around one third of the Year 7 cohort.

Our Admissions Policy is available on our website at stahs.org.uk/admissions

Entry to Year 7 (11+)

We understand that pupils arriving at STAHS for entrance assessment are likely to be nervous and may be sitting papers at a number of schools. With this in mind, we work to make the admissions experience as smooth and straightforward as possible.

Assessment Day combines formal testing and a taste of a STAHS school day, with the chance for girls to meet our staff, pupils and other candidates. Pupils sit the Independent Schools Examinations Board (ISEB) Common Pre-Test, along with a creative writing task, experience a taster Senior School lesson and take part in educational team activities. Assessment Day is around the length of a normal school day, with break times, lunch and refreshments provided. Some pupils will be able to take the test at their own school if it acts as an invigilation centre for the Common Pre-Test;

where this happens, girls will be with us for around half a day for the other elements of Assessment Day.

STAHS is among a number of **leading independent schools** using the Common Pre-Test to assess applicants. The tests are taken online and consist of multiple-choice tests in Mathematics, English, Verbal and Non-Verbal Reasoning. No special preparation is required for the tests. Results are age-standardised to adjust for the age of the child taking the test.

Practice tests are not available, but examples and practice questions, where relevant, are provided during the tests so that pupils understand what they have to do and a **familiarisation test** is available that demonstrates the look and feel of the tests.

STAHS will be offering two optional 11+ Familiarisation Mornings to help pupils understand what to expect on Assessment Day, take part in a range of activities and get to know the School. Booking opens in the autumn.

Interviews

Interviews are facilitated conversations in small groups led by two senior members of staff. No preparation is required. Interview sessions are a relaxed and enjoyable experience, with pupils taking part in stimulating group activities whilst they are with us.

At the same time, parents have the opportunity to meet individually with our Head and Deputy Heads. The meetings are purely for parents' benefit and form no part of the assessment process for pupils.

Occasional Places

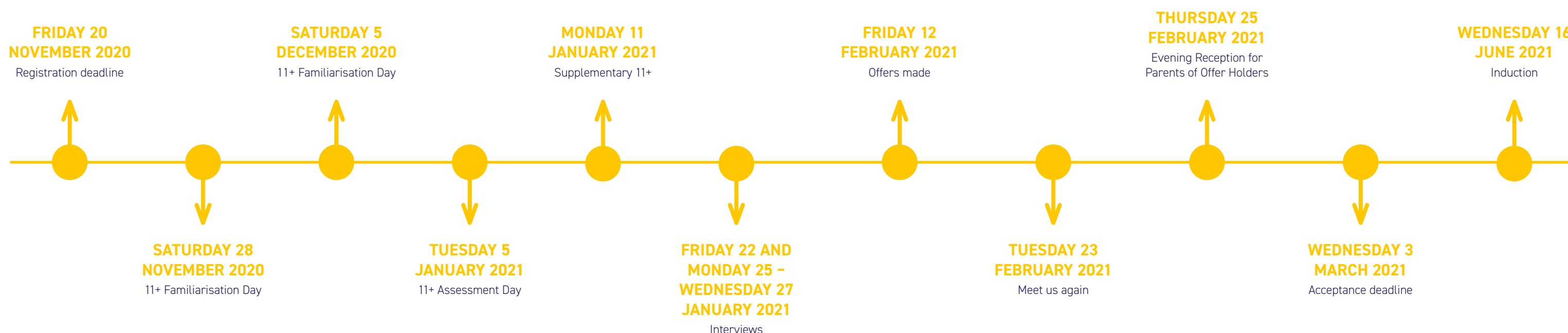
Sometimes we have places available in other year groups than our standard entry points, and it is always worth contacting us to check. The timeline for admissions for occasional places in September 2021 is shown below. For occasional places, it may also be possible to start at the school in any term, and not just in the September entry. This may suit families who are relocating to the area. We are academically selective and all girls who register with us will sit entry examinations and have an interview.

If you'd like to know more or to arrange a visit to the school with your daughter, please contact us.

Admissions timetable for occasional places (Years 8–10)

| | |
|----------------------|---------------------------|
| Application deadline | Friday 20 November 2020 |
| Entrance Assessment | Monday 18 January 2021 |
| Interviews | Wednesday 3 February 2021 |
| Offers made | Tuesday 16 February 2021 |
| Acceptance deadline | Monday 1 March 2021 |

ADMISSIONS TIMELINE FOR ENTRY TO YEAR 7 (11+), SEPTEMBER 2021



The information in this prospectus is correct at the time of printing. The admissions process is kept under review and may be adapted according to circumstances at the time. Please check our website for the latest information

Register for a place

To register your child for a place at the Senior School please complete the **registration form** on our website at stahs.org.uk/admissions or send a hard copy to us. Your registration is confirmed by paying a non-refundable registration fee of £125 by bank transfer using the account details on the registration form.

If you are on a low income and applying for bursary support, we may be able to waive the registration fee. Please contact us for details.

Fees

Fees cover all tuition. Additional costs include trips, music tuition, speech and drama, and some extra-curricular activities. Termly fees are payable in advance or by monthly direct debit.

We offer parents a range of options for fees payments, including monthly instalments via School Fee Plan.

Full details of fees and uniform costs are available on our website at stahs.org.uk/admissions.

Bursaries

STAHS is committed to providing a transformative secondary education to as many as possible of the young people who meet our entry criteria, regardless of their families' financial circumstances. Making 100% bursary awards – covering the full cost of school fees – is a priority for the School. We may also make additional awards over and above the tuition fees, for example to assist with costs such as travel, uniform, school lunches, educational trips and music lessons.

We are actively fundraising to be able to offer bursary support to even more pupils in the coming years.

Who can apply?

We welcome applications for bursaries from anyone joining the Senior School.

Pupils likely to succeed will have a strong academic record. All enquiries and applications are handled in the strictest confidence.

For further information, please see our **Bursaries brochure**.

Next steps

To apply for a bursary, we ask you to complete a detailed bursary application form to help us to assess accurately each individual application. The application deadline is Friday 20 November.

We will be delighted to help you through the bursary application process, please contact our Admissions office.



Scholarships

The STAHS Scholarship programme opens up a range of opportunities for scholars to stretch themselves, extending their learning and developing their skills. Our scholars are role models, leading by example in their

attitude and approach and passionately promoting engagement in their areas.

Full details of our exciting Scholarships programme, including the process and dates for assessment, can be found in our **Scholarships brochure**.

| Scholarships at Year 7 (11+) | Scholarships at Year 10 (14+) |
|------------------------------|-------------------------------|
| Academic | Academic |
| Drama | Art/Design and Technology |
| Choral | Drama |
| Music Instrumental | Music Instrumental |
| Sports | Sports |



SCHOOL INFORMATION

The Council

STAHS is fortunate to have a very active governing body who are referred to collectively as the Council. Our Governors attend many school events throughout the academic year.

Chair of Council

Mrs Heather Greatrex
BA MSc, (Hons), ACA

The Chair may be contacted by writing to her confidentially c/o The Clerk to the Governors, St Albans High School for Girls, Townsend Avenue, St Albans, Hertfordshire AL1 3SJ.

Enquiries about or for the Governors may be sent by email to governoradmin@stahs.org.uk.

The Executive Team

The School is led by the Head and the Executive Team.

Head

Mrs Amber Waite
BSc (Hons) Texas A&M,
BSc (Hons) Rutgers,
MSc Oxon

Bursar

Mr Paul Daly
BA (Hons) FCG

Head of Prep

Mrs Judy Rowe
BEd (Hons) Durham

Deputy Head Academic

Mr Drew Thomson
BSc (Hons) Edinburgh

Deputy Head Pastoral and Designated Safeguarding Lead

Mrs Rachel Parker
BA (Hons) Durham, MA UCL

Prep School

Codicote Road, Wheathampstead,
Hertfordshire AL4 8DJ
Tel: 01582 839 270

Senior School

St Albans High School for Girls,
Townsend Avenue, St Albans,
Hertfordshire AL1 3SJ
Tel: 01727 853 800



St Albans High School for Girls

Townsend Avenue, St Albans,
Hertfordshire AL1 3SJ

admissions@stahs.org.uk
Admissions: 01727 792 509

stahs.org.uk