



ST MARGARET'S
SCHOOL



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Welcome to St Margaret's

Ben Turner Head, St Margaret's School



This is a school defined not simply by what it offers, but by the people within it. Ours is a co-educational community where individuality is recognised and valued, and where students grow by contributing something of themselves to a culture that is thoughtful, ambitious and inclusive.

At the heart of that culture is a simple belief: to belong is to be seen, heard and valued as an individual. When students feel known, they develop the confidence to take risks, to engage fully in their learning and to begin to understand who they are.

Academic outcomes matter, and students here achieve highly. But success is not defined narrowly. Alongside strong results, students develop as thinkers, performers, collaborators and leaders, supported by a breadth of opportunity that extends well beyond the classroom.

As a through school, we offer something increasingly rare: continuity, time and space, and a deep understanding of each child. Space here is not incidental; it gives students room to think, to explore and to grow into themselves. Rather than being shaped by moments of selection, students are supported to sustain their curiosity, develop independence and grow in confidence over time.

The result is a community of young people who are thoughtful, articulate and self-assured, able to think independently, engage with others and take their place in the world with clarity and purpose.

We are proud of our school, and of the students who shape it each day. I hope you will come and experience it for yourself.



How To Choose The Right School For Your Child

Choosing a school is an important decision. Beyond results and facilities, the most important question is often the simplest: does it feel like the right place for your child?

It Has To Feel Right

Can you picture your child there? And, most importantly, can they? Do the school's values align with your family's values? That instinctive sense of "fit" is important. It is a little bit like a house, when you first walked into your home, did it give you butterflies, did you instantly know it was the one? We strongly believe in that "gut feel", trust your instinct, it is so often right.

Listen To The Students, And To Those Who Know Them Well

Often, it is the small things that matter most: the tone of interactions, the ease of conversation and the way students and staff relate to one another. Spend time listening to the students themselves. Do they feel known, supported and confident in contributing? Listening to current parents can also be valuable, particularly in understanding the experience over time. These everyday moments reveal the culture of a school more clearly than any formal presentation.

The Balance Between Care And Character

How well are students known, supported and challenged as individuals? How does the school respond to the realities of growing up, including wellbeing, smartphones and resolving conflict? Be wary of sweeping claims; if a school suggests these issues do not exist, it is unlikely to reflect the reality of adolescence. Young people need space to test, and occasionally overstep, boundaries. What matters is how the school responds, and how students are guided to reflect, take responsibility and move forward.

The Thinking And Learning

How does the school speak about teaching and learning? Look closely at what happens in the classroom, how well is teaching adapted to different learners, including those who are neurodiverse? Does the school prioritise pace and the accumulation of qualifications, or a deeper, more thoughtful approach to learning over time? What does the Head say about your child, their progress and the pace of their education?

Broad Opportunities And Wide Horizons

What opportunities are there for students to explore interests beyond the classroom, and how seriously are they taken? Look beyond the range on offer to the culture around it. Are students encouraged to try widely and then commit over time? What space does your child need, to think, to create, to be active, and how does the school provide it, both in its environment and in the rhythm of the day? Does the school value both performance and participation, and does that breadth continue when academic pressure increases? Beyond organised activities, is there space for curiosity, for students to read, create and connect more informally? Over time, this shapes not only interests and strengths, but a sense of direction and purpose, and a growing awareness of the world beyond the classroom.

The Practicalities

For many families, daily life is busy and often stretched, so practical considerations matter. What will the journey to and from school look like, and how manageable is it over time? Are there transport options such as a bus service, and how do they support the rhythm of family life? And, crucially, how does the overall value of the education compare, not only in cost, but in what your child experiences and gains from it?

Think About Your Child As An Individual

Finally, think carefully about your child as an individual. What suits one child will not necessarily suit another. Each child has their own character, interests and pace of development, and the right school is one that recognises this and adapts accordingly. The question is not which school is best in general, but which is right for your child.

Choosing a school for your child can feel like a momentous decision, particularly if it is your first time navigating the process.

We are here to support you throughout. If you have questions, we would be very glad to talk them through, whatever you decide.

Our Ethos

Confidence Grown From Care

We know each child as an individual, and use that understanding to support, challenge and guide them, so they develop the confidence, independence and judgement to define their own path.

At St Margaret's, relationships sit at the heart of the School. When students are known well, they feel secure enough to take risks, to engage fully in their learning and to begin to understand who they are. That understanding allows teachers not only to support, guide and mentor, but also to challenge each child appropriately, stretching them to think independently and take responsibility.

Academic ambition is central, but it is grounded in this balance. Students are encouraged to think deeply, to question and to engage with ideas, developing intellectual confidence alongside strong outcomes. Learning is not reduced to a series of tasks or qualifications but experienced as something purposeful and lasting.

Breadth is equally important. Students are given the opportunity to explore widely, combining academic study with creative, physical and co-curricular pursuits. Over time, they are encouraged to commit, to develop their interests seriously and to find a sense of direction that reflects their individual strengths.

Through this approach, students grow into thoughtful, articulate and self-assured young people. They learn to take responsibility, to contribute to the community around them and to engage with the wider world with confidence and judgement.



Nursery & Reception (EYFS)

Ages 2 to 5 — Confidence Begins With Care

“When children feel secure and known, they begin to explore, learn and grow in confidence.”

The earliest years at St Margaret’s mark the beginning of a continuous journey through our school, where children are known from the outset and feel secure within a setting that combines space, specialist teaching and a strong sense of belonging. From the start, they are both supported and challenged, enabling them to engage, explore and develop confidence in themselves and their learning.

The environment is calm, purposeful and carefully structured. Children move naturally between indoor and outdoor spaces, using the grounds regularly to explore, develop physical confidence and build curiosity through experience. With 60 acres to explore, outdoor learning is not an occasional addition but a central part of each day.

Through play, collaboration and exploration, children develop the foundations of communication, independence and problem solving, experiences that are carefully planned and underpin future learning.

The Curriculum

We believe that young children learn best through exploration, play and carefully structured experience. Our Early Years curriculum is designed around each child’s development, with a focus on communication, physical development and early literacy and numeracy.

From an early stage, children benefit from specialist teaching and facilities more typically associated with older pupils, including Little Linguists, music and physical education, alongside regular outdoor learning that encourages risk taking, imagination and curiosity.

Children develop strong foundations in phonics, number awareness and independence, but, more importantly, begin to see themselves as confident learners, ready to engage with new ideas and challenges as they move into Year 1.

The Beginning Of A Longer Journey

From the beginning, children are part of a wider 2 to 18 school community. They become familiar with the environment, the staff and the expectations of school life, growing up alongside older students and moving naturally into our Junior School.

A Structured And Supportive Day

The Nursery day runs from 8:00am to 4:00pm, with early drop off from 7:30am and wraparound care until 6:00pm Monday - Thursday, and 5:00pm on Fridays.

Children attend a combination of sessions across the week, with flexibility to support families. As they move towards Reception, attendance increases to support routine, independence and readiness for school.

Each day balances adult guided learning, independent play and time outdoors.



Junior School

Year 1 to Year 6

The Junior School at St Margaret’s offers something increasingly rare: a close-knit, individualised environment combined with the space, facilities and expertise of a larger school. Children are known well from the outset and supported to develop independence and confidence, while benefiting from early access to specialist teaching, extensive grounds and a wide range of opportunities.

As part of a 2 to 18 school, they develop independence and ambition without the disruption of repeated transition points. They grow up alongside older students, reading, performing and learning with them, gaining a sense of perspective that extends beyond their own year group.

For families, this provides continuity at a stage in education that can often feel pressured, allowing children the time and space to develop at their own pace and to grow without being defined too early by premature judgements about success.

A Distinctive Junior Experience

We believe strong relationships are at the heart of a great education. In a school where classes are intentionally small, every child is truly known - not just in name, but in character, curiosity, and the way they learn best.

In that environment, pupils take risks in their learning, ask questions with confidence and develop independence as each stage builds carefully on the last.

Learning With Purpose And Depth

The curriculum provides both depth and breadth. English and mathematics are taught daily, with increasing challenge as pupils progress. Alongside this, pupils study science, humanities, languages, the creative arts and technology, with a clear focus on building strong subject knowledge alongside opportunities for enquiry, discussion and critical thinking.

Lessons combine direct teaching, discussion and independent thinking. Pupils develop confidence not only in what they know, but in how they think, question and communicate. A strong emphasis is placed on oracy, with pupils learning to articulate ideas clearly, listen carefully and engage thoughtfully with different perspectives. In humanities, learning is increasingly enquiry based, enabling pupils to build secure knowledge while developing the ability to question and connect ideas.

Opportunities for independent learning are introduced progressively across the Junior School. In Year 6, all pupils complete elements of the ISEB Project Qualification, developing skills in research, organisation and presentation. Pupils within the Exceptional Performers pathway begin this earlier, undertaking extended, self-directed projects that deepen thinking and build independence.

By the end of Year 6, pupils move into the Senior School as confident, articulate and independent learners, well prepared to engage fully with the academic challenge and wider opportunities that follow.

Beyond Academic Outcomes

Alongside academic learning, there is a clear focus on developing the wider skills that enable pupils to thrive. They grow as confident communicators, creative thinkers and reflective learners, developing the ability to work with others, to think independently and to contribute meaningfully.

This is supported through a programme of skills-based recognition, including oracy, innovation and creativity, critical thinking, service and contribution, and digital understanding. These provide a clear



framework for recognising progress and helping pupils understand their strengths over time.

Learning Beyond The Classroom

Learning at St Margaret's extends well beyond the classroom, connecting pupils with the world around them and giving real context to their learning. Visits to museums, galleries and places of interest deepen understanding and bring subjects to life, while residential experiences form a central part of the Junior School journey. From a first overnight stay in Year 3, including a sleepover at the Natural History Museum, to Woodrow High House in Year 4, Hindleap Warren in Year 5 and a residential in Wales in Year 6, each stage is carefully designed to build independence, resilience and a strong sense of community.

Outdoor learning is a defining feature of the school. With 60 acres to explore, pupils regularly learn in and from the natural environment, including through dedicated Forest School sessions. Whether building shelters, lighting fires safely or working together to solve practical challenges, these experiences develop resourcefulness, collaboration and confidence. Over time, pupils gain not only a deeper understanding of the world around them, but also a growing sense of their place within it.

Learning Through Participation

Participation is a central part of life at St Margaret's. Pupils are encouraged not simply to try new activities, but to commit to them, develop their skills and take pride in seeing them through over time. Each term, pupils choose from over forty clubs, including robotics, journalism, chess, art and musical theatre, alongside a strong programme in music, with choirs, orchestra and ensembles playing a central role in school life. Sport is equally prominent, with a broad range of opportunities that encourage participation, teamwork and regular competition, supported by specialist teaching and access to high quality facilities shared with the Senior School.

Alongside these, more informal activities such as puzzle club, Tales and Treasure and Pokémon Club reflect an equally important part of school life. Pupils are given space to follow their curiosity, to read, think, explore ideas or simply enjoy quieter moments, recognising that not all engagement needs to be structured in order to be meaningful.

Supporting The Whole Family

The Junior School day is carefully structured to balance focused learning, physical activity and time to think and reflect. Wraparound care is available from 7:30am to 6:00pm Monday - Thursday, and 5:00pm on Fridays, providing flexibility for families and a calm, well organised start and end to the day. Breakfast club offers a settled beginning, while after school provision supports both younger and older pupils, with supervised study enabling children to complete homework with guidance from staff.

Alongside this, a strong partnership with parents is central to school life. Communication is clear and consistent, with regular updates and opportunities for families to engage with the life of the School through informal events, curriculum evenings and parent meetings. Families are welcomed as part of the community and play an important role in supporting each child's development.

Together, we ensure that pupils grow in confidence, develop a clear sense of themselves and move into Year 7 as curious, articulate and independent learners, ready to take their place within the wider life of the Senior School.



“A fantastic mix where diversity is celebrated... and children are encouraged to pursue whatever they decide to pursue.”

Muddy Stiletos



“There’s a strong reputation for individual progress...
the added value here is significant.”

Muddy Stiletto

Senior School

The Senior School is where students grow in confidence, independence and purpose. Across these five years, they move from transition and exploration to depth and direction, supported by strong relationships and a culture that combines high challenge with high support. Students are known well, encouraged to think for themselves and given the opportunity to develop both academically and personally over time.

Lower School

Years 7 - 8: Transition, Foundation And Confidence

The move into Year 7 is carefully supported. Students are welcomed into the Senior School through a series of transition events, including an offer-holder day, team-building activities and an induction programme designed to help them feel confident and connected from the outset. Forms are structured to bring together students from different backgrounds, ensuring new friendships are formed early.

Each student is supported by a Form Tutor, alongside Heads of Year and the wider pastoral team. Older students play an important role, with peer mentors and prefects helping younger pupils settle quickly into school life.

Learning at this stage is broad, engaging and exploratory. Students

are encouraged to ask questions, participate actively and develop confidence in their thinking. Alongside their academic lessons, they take part in events such as STEM Week, service days and creative projects, ensuring that curiosity and breadth remain central to their experience.

Middle School

Years 9 - 11: Depth, Independence And Preparation

As students move into Year 9, there is a gradual shift towards greater independence and academic depth. Students are guided carefully through their GCSE options, with individual meetings and support from staff to ensure that choices reflect their strengths, interests and future ambitions.

Academic expectations are high, but learning is not reduced to preparation for examinations. A strong curriculum model allows students to build knowledge securely, while also creating time for reflection, feedback and improvement. Progress is monitored closely through regular tracking, with a connected approach that considers academic performance alongside wellbeing, attendance and wider engagement. This ensures that support is timely, personalised and effective.

At this stage, education becomes increasingly purposeful. Students are encouraged to apply their interests to the world around them, engaging with questions of financial, digital and political literacy, alongside opportunities for advocacy and service. In a world that can easily distract, the School's role is to provide something more compelling, an education that is broad, challenging and meaningful. Over time, students develop the independence, habits and intellectual confidence that prepare them for the greater rigour and wider opportunities that define life in our Sixth Form.

Co-Curricular And Partnerships

Learning at St Margaret's extends well beyond the classroom. Students are encouraged to explore widely, commit to their interests and connect what they learn to the world around them. Through a combination of co-curricular opportunities, structured enrichment and external partnerships, students encounter new ideas, develop their strengths and take part in something larger than themselves.

Breadth With Purpose

Students take part in a wide range of activities, from music, drama and sport to academic societies and creative pursuits. What distinguishes this breadth is not simply the range, but the expectation that students will explore, and then commit over time, developing real confidence and expertise.

Enrichment is built into the school week, with a dedicated programme that either extends the curriculum or introduces new areas of study. Students might prepare for national competitions, take additional qualifications such as Astronomy or Ancient Greek, or engage in projects that deepen their academic interests.

Strength In The Arts And Performance

Music and drama are central to school life. A significant proportion of students learn an instrument, perform regularly and take part in productions that range from large-scale musicals to smaller ensemble work. These experiences are supported by specialist teaching, strong facilities and links with external organisations, ensuring that students engage seriously with their craft.

Sport And Performance Pathways

Sport has developed rapidly, with strong coaching, competitive opportunities and clear pathways for progression. Partnerships with organisations such as Watford Swimming Club and London Mavericks Netball provide access to high-level coaching and performance environments, allowing students to pursue sport at different levels with commitment and ambition.

Partnerships And Real-world Connection

Partnerships extend students' learning beyond the School. Through work with local schools, care homes and community organisations, students contribute meaningfully while developing leadership and confidence. Academic and cultural partnerships bring external expertise into the School, exposing students to new perspectives and raising aspiration.

Service, Leadership And Responsibility

All students are encouraged to take part in service and leadership. From mentoring younger pupils to volunteering in the local community, these experiences are a normal part of school life. They develop a sense of responsibility and help students understand how their interests and abilities can be applied beyond the classroom.



Why St Margaret's Sixth Form

Confidence To Take Ownership

Choosing St Margaret's Sixth Form is a deliberate decision to be part of a community where students are treated as young adults, expected to think for themselves and supported through relationships that both mentor and challenge.

Over these two defining years, students test and develop the foundations of who they are and what they believe. This is a genuine partnership, where students are challenged to think independently, engage critically and take responsibility for their learning, with the autonomy to shape our community's culture and tangible opportunities to make a difference to those around them.

Academic study at Sixth Form has a different character. Small class sizes create an environment in which students are expected to contribute, question and think independently, with lessons shaped by discussion rather than delivery. Students specialise in the subjects that genuinely interest them, whether in traditional combinations with a clear goal, or in more individual pathways that reflect a broader set of interests.

What defines this experience is the quality of the relationship between student and teacher. Students are known well, and that knowledge is used to challenge, guide and extend their thinking. Over time, lessons begin to feel less like classrooms and more like academic conversations, where ideas are explored in depth and students develop the confidence to articulate, defend and refine their thinking. It is here that students begin to define themselves intellectually, through the subjects they pursue and the questions they choose to ask.

Leadership is much more than a title or position. It is found in the everyday moments, leading a discussion as a peer mentor, helping a Year 7 find their way, reading with younger pupils in the Junior School,

or contributing to a panel on Open Day. These experiences shape students in meaningful ways and are an integral part of Sixth Form life. Real responsibility, real contribution and the opportunity to step forward and be heard are essential to growth, and the most effective preparation for what comes next.

Students' interests and ambitions are increasingly connected to the world beyond school. Through partnerships with local organisations, schools and external providers, they apply what they are learning in meaningful contexts, from outreach and service to working with specialist coaches, performers and professionals. Opportunities in the arts, sport and wider co-curricular life continue to be pursued seriously, forming an integral part of a balanced and ambitious education.

As this develops, students begin to define their next steps. Through close relationships with staff and exposure to different pathways, they reflect, make decisions and take increasing ownership of their direction. Sixth Form at St Margaret's is not about simply "doing school", it is about shaping it. In doing so, students begin to shape themselves, developing the confidence, imagination and sense of purpose to make a meaningful impact beyond our gates.



“Relationships with teachers are the magic ingredient.”

The Good Schools Guide

Futures At St Margaret's

This is not a school that seeks to produce a single type of student, but one that embraces difference, encourages independent thought, and enables each young person to find their place, their voice and their direction.

The outcomes our students achieve reflect this. Academic results are strong and consistent across a broad range of subjects, with around two thirds of A-Level grades awarded at A* - B and approximately a third at A* - A. These results not only provide a secure foundation for the

next stage, but they are also part of a broader picture. Students leave St Margaret's well prepared, not only for university and further study, but with the confidence, clarity and independence to pursue a wide range of pathways.

Student Journeys



Aiden: GCSE

From the concert stage to the exam hall, Aiden consistently impressed us with his talent and dedication. An Academic Scholar and accomplished clarinettist, he was a regular performer in termly concerts, always delivering standout performances.

He went on to achieve an exceptional sweep of GCSE results, with grades 9 - 7 including six grade 9s and an A in Additional Mathematics.



Freddie: GCSE

Freddie achieved an outstanding set of GCSE results, with nine grade 9s and one grade 8. His success reflected not only his academic ability, but also his sustained hard work and commitment and stood as a testament to what can

be achieved through dedication, perseverance, and whole community support.



Lili: A-Level

From Nursery to Year 13, Lili was a valued and distinctive member of our school community. She embraced every opportunity, from debating at Model United Nations and singing with the Decibels to receiving a Highly Commended award for her

National Theatre New Views playwriting script. Following exceptional A-level results of A*AA in English Literature, History and Latin, she secured one of a small number of places at Clare College, Cambridge to study History.



Eliza: A-Level

As a St Margaret's Art Scholar, Eliza made her mark throughout Senior School in her own distinctive way. From a stunning Fine Art portfolio to her contributions as a valued member of the Decibels a cappella group and the UI8A netball squad,

she flourished through consistency, creativity, and determination. After achieving A*AA in Fine Art, History and Biology at A-level, she secured a place at Loughborough University to continue her studies in Fine Art.



Lottie: Alumni

Now a casting researcher at the BBC, Lottie left St Margaret's after achieving A*AA in History, English and Drama at A-Level. During her time at school, she served as an exceptional Head Girl, balancing academic study with her EPQ,

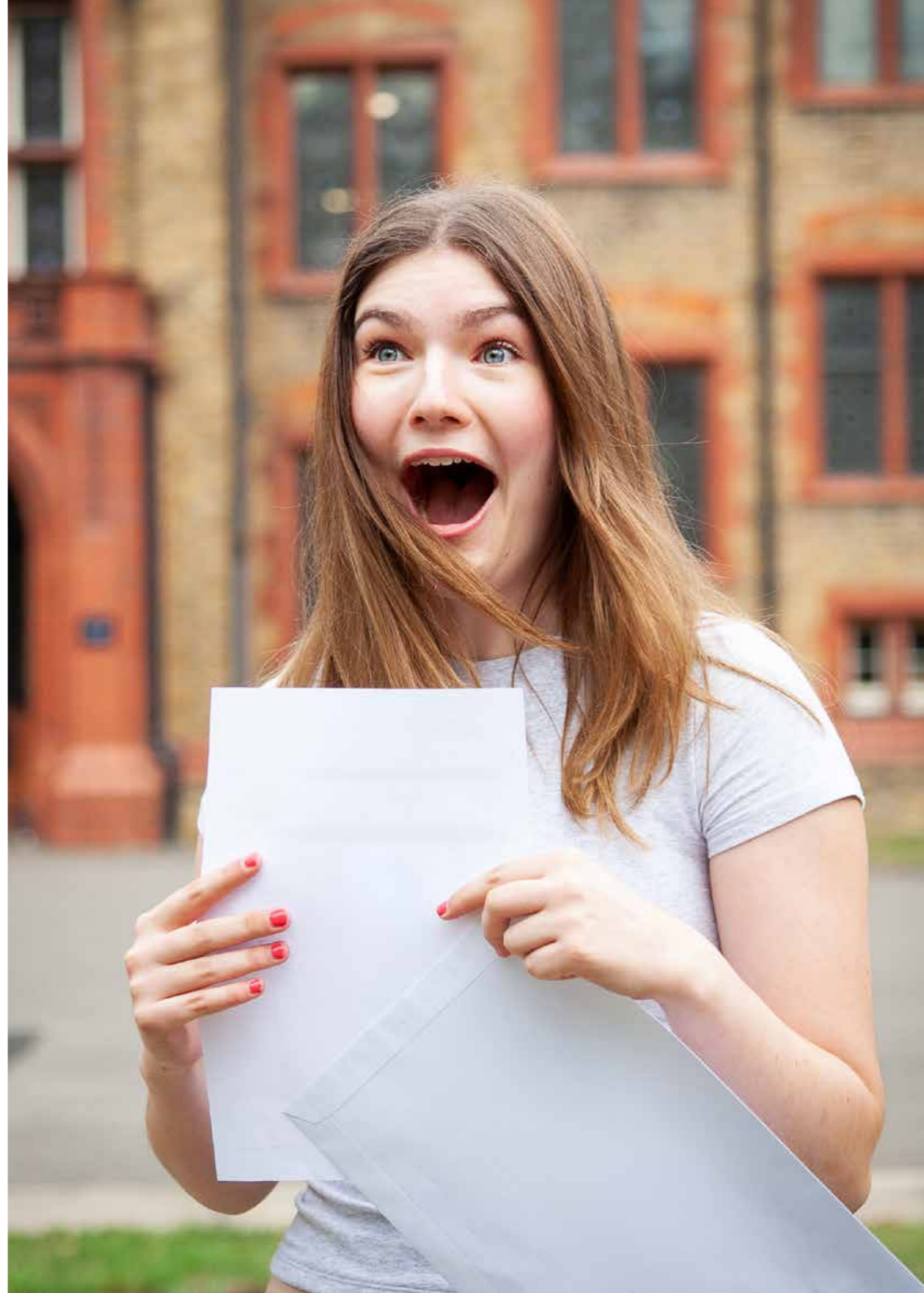
leading the Prefect Team, and playing a central role in school drama productions. Following her departure in the summer of 2020, she went on to complete a BA in History at the University of Leeds, before beginning her career in the media industry.



Natania: Alumni

Natania joined St Margaret's School in Year 12 and discovered her passion for architecture through the school's university preparation programme. After achieving A-Levels in Art, Physics and English Literature in 2021, she went on to study

Architecture at The Bartlett School of Architecture, UCL graduating in 2024. She now works as an Architectural Assistant at AFK Studios and continues to work with young people through workshops and mentoring with The Bartlett School of Architecture, Cor Creative and Beyond the Box.



Scholarships

At St Margaret's scholarships are awarded in recognition of outstanding achievement or promise, and the programme is built on the offer of opportunity and experience, rather than fee remission.

Our programme focuses on the core attributes of scholarship: creativity, commitment, resilience, intellectual curiosity and perseverance, and scholars are expected to display these characteristics in order to remain within the programme. Scholars are closely monitored throughout their time in school with termly points of contact, regular feedback on their progress and reviews of their scholarship evidence trackers.

By providing stimulating opportunities to learn well beyond the curriculum, the scholarship programme focuses on nurturing and fostering the creative talents of individual pupils, and candidates are encouraged to consider applying for a scholarship solely on the basis of their passion, dedication and commitment.

Academic scholarships are available at 11+, 13+ and 16+. Applications for 11+ and 13+ entry will automatically be considered for an academic scholarship on the basis of success in the entrance examinations and interviews that take place in the autumn/winter of the preceding academic year of entry.

Scholarships Available

11+	Academic	Art, Dance, Drama, DT, Music, Sport & STEM
13+	Academic	Art, Dance, Drama, DT, Music, Sport & STEM
16+*	Academic	All subjects & Community Service

*At 16+ candidates may apply for academic scholarships in two subjects

Scholarships are also awarded on the basis of assessments in: Art, Dance, Drama, DT, Music, Sport and STEM (Science, Technology, Engineering and Mathematics) at 11+, 13+ and 16+ entry points. At 16+, specialist scholarships are also awarded for contribution to the St Margaret's community.

Pupils can apply for one specialist scholarship along with an academic scholarship. All scholarships are reviewed annually. There is one application form for all scholarships (including the Sixth Form academic scholarship) which can be downloaded from the website.

Please note that we will only consider scholarship applications from candidates who are registered for entry to the School.

If you require financial assistance, please refer to the section on bursaries. Simultaneous applications may be made for both a scholarship and a bursary.



Bursaries

St Margaret's is committed to broadening access to the School. Within the resources available, means-tested financial support for the payment of school fees can be provided to parents/guardians of pupils who have been offered a place following the normal admissions and selection process.

Such support is known as a bursary which is awarded in the form of a discount of tuition fees payable, depending on the financial, compassionate or other pertinent circumstances of applicants.

Bursary awards are subject to repeat testing of parental means each year and may be varied upwards or downwards, depending on parental circumstances.

The Bursary Application Process

Step One

Parents seeking a bursary are required by 30 November for entry the following September to complete an application form which seeks to establish the financial circumstances of the household. The form, which requests details of income, expenditure and capital assets, must be accompanied by full documentary evidence. The completed forms together with the necessary documentary evidence, are to be submitted to the Director of Finance & Operations (DFO) at finance@stmargarets-school.org.uk normally at the time of registration but in exceptional circumstances prior to this. All people with parental responsibility (even if separated and one parent makes no contribution to living costs) must complete the form.

Step Two

The DFO assesses all applications in order to establish the likely level of support which will be required in order to allow the child to attend the School and prepares a recommendation in accordance with the St Margaret's School Scale of Awards which is considered with the Head. A joint recommendation is then reached.

Step Three

After the recommendation has been presented to the Chairman of the Governors' Finance and Pay Committee for consideration, the parents are then advised whether their child is to be offered a place at the School and of the bursary offer.

To find out more, please contact the Admissions Department at admissions@stmargarets-school.org.uk

Timing of the School Day

Timetable

September 2026 Timetable

07:30 - 08:00 Breakfast Club

Time	Junior Years Nursery - 2	Junior Years 3 - 6	Senior Years 7 - 13
08:00	Doors open and straight to form rooms	Doors open	Doors open
08:15 - 08:25		Form rooms open	Form rooms open
08:25 - 08:30	AM Registration		
08:30 - 08:50	Assembly or Form Time		
08:55 - 09:50	Period 1		
09:55 - 10:50	Period 2		
10:50 - 11:10	Break		
11:10 - 12:05	Period 3		
12:10 - 13:05	12:00 - 13:15 Lunch & Outdoor Play	12:10 - 13:15 Lunch & Period 4	Period 4
13:05 - 14:00	13:15 - 14:00 Period 4	13:15 - 13:45 Outdoor Play	Lunch & Clubs
		13:45 - 14:00 PM Form Time	
14:00 - 14:05	PM Registration		
14:05 - 15:00	Period 5		
15:05 - 16:00	Story Time / End of Day 15:30 Dismissal		Period 6
16:00 - 16:10	Clubs	Dismissal & Clubs	Form Time



Coach Routes

St Margaret's organises dedicated coach services for its pupils. In general, coach routes operate in Hertfordshire and North London. All buses arrive at St Margaret's School at approximately 8:15am and depart promptly at 4:15pm; full timetables can be viewed on the website.

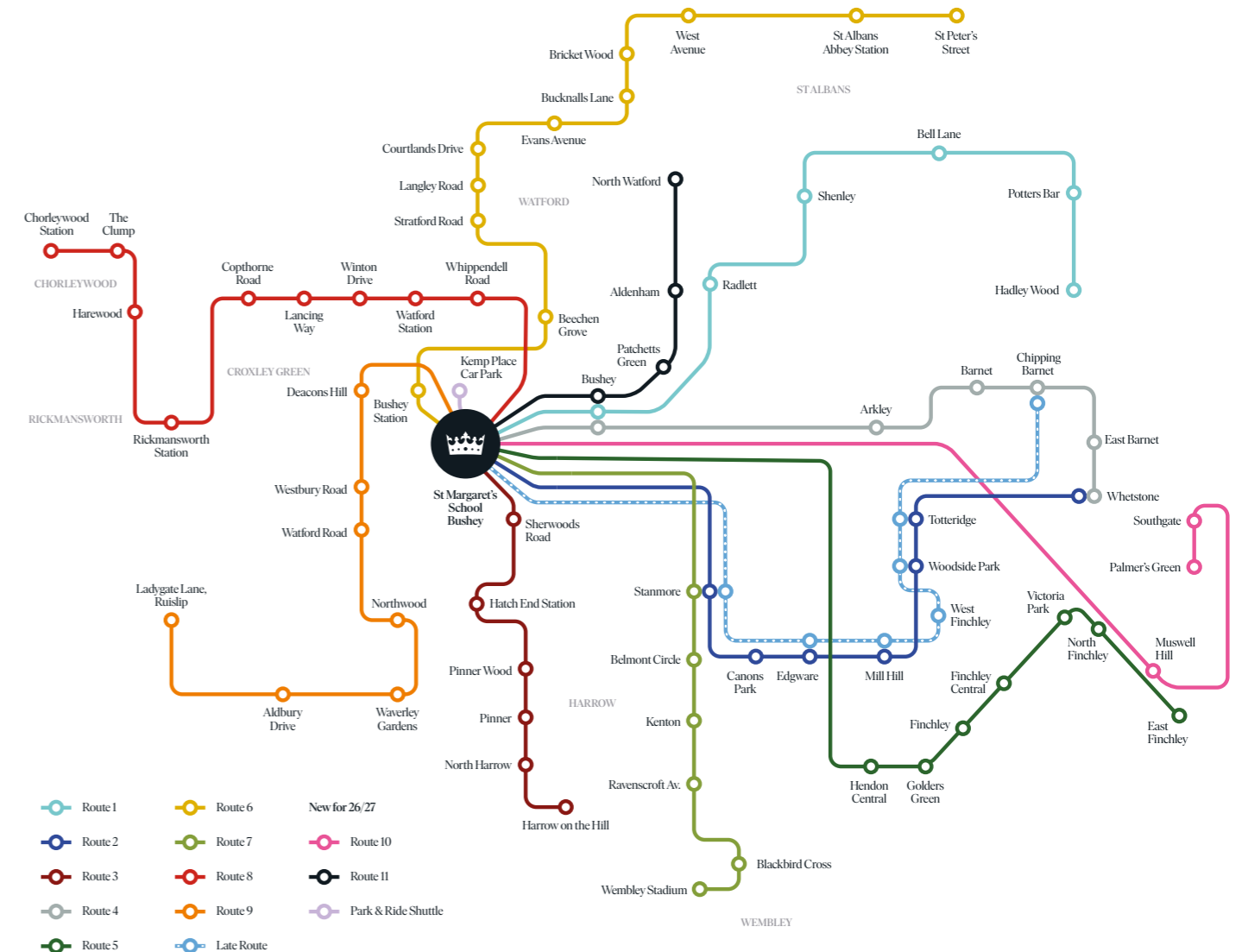
Coach routes are reviewed annually, and we would encourage families to be in touch with Zeelo to register their interest in a new stop or route should the existing offer not meet their needs.

Coach Charges from September 2026

- Annual return pass = £2,200
- Annual single pass = £1,100
- Single journey (ad-hoc booking) = £13.50

The coach service is only available to pupils in Y3 and above.

Routes are reviewed at the end of each academic year, please refer to the website for the latest information.



Termly Fees From September 2026

Termly Fees

Fees displayed below are inclusive of any applicable taxes.

		Day Fee Per Term
Junior School	Nursery & Pre-Reception	£96 per day (8am – 4pm) £5,439 average per term
	Reception – Year 2	£6,223
	Years 3 – 6	£7,700
Senior School	Years 7 – 13	£9,229
Supper with supervision (16:15 - 20:00)	Years 7 – 13	£19.80 per day

The following activities are available at an extra charge

Individual Music Lessons	Speech & Drama Junior School	Speech & Drama Senior School
£285 per 10 lessons	£145 per term (small groups)	£285 per term (individual lessons) £216 per term (paired students)

In the event of parents wishing to withdraw a pupil early, a full term's notice, in writing, must be sent to the Head, otherwise a liability will be incurred for a further term's fees at the appropriate day rate. In the case of discontinuing extra paid activities, a full term's notice, in writing, must also be given where the activity is to be discontinued at the conclusion of the term.

Deposit

A deposit of £1,200 is required upon accepting a place at the School. The deposit is returned, minus any outstanding costs, at the end of the child's education at St Margaret's.

Entry to St Margaret's School

Key Dates in Admissions Process

Entrance for September 2027

Occasionally places become available in other year groups. The Admissions Team will be able to advise on possible vacancies.

Age in years	4+	7+	11+	13+	16+
Closing Date for Registrations and Scholarship Applications	1 October 2026	1 October 2026	5 November 2026	5 November 2026	28 February 2027
Entrance Assessment	16 October 2026	16 October 2026	16 - 20 November 2026	16 - 20 November 2026	Not applicable for UK pupils. Overseas students will be advised by Admissions
Interviews	16 October 2026	16 October 2026	16 - 20 November 2026	16 - 20 November 2026	Ongoing
Offer Letter will be posted by	Within 10 days of assessment and receipt of school reference	Within 10 days of assessment and receipt of school reference	No later than 31 January 2027	No later than 31 January 2027	Within 10 days of assessment and receipt of school reference
Acceptance Deadline	Within 2 weeks of receipt of offer	Within 2 weeks of receipt of offer	No later than 5 March 2027	No later than 5 March 2027	As per the offer letter

Children can start in The Nursery from the day they are two years old. There are three academic year groups in The Nursery, with Lower and Upper Nursery, and our Pre-Reception class for children who are starting Reception the following year. Entry for our Lower and Upper Nursery is based on capacity, and we recommend that families get in touch early as demand for space is high. Nursery assessments cannot take place before a child is 18 months old, but please do be in touch if you require confirmation of a space earlier than this. Entry for Pre-Reception is automatic from our Upper Nursery. Families looking to join in-year will be asked to complete the 4+ process as part of the Pre-Reception entry assessment.





- 01 Waterhouse Building
- 02 Library
- 03 Chapel
- 04 The Lodge
- 05 The Garton Music Building
- 06 Performing Arts
- 07 Sixth Form Centre
- 08 Dining Hall
- 09 Design & Technology
- 10 Waterhouse Sports Field
- 11 All Weather Surface
- 12 Mini Bus Parking
- 13 Modern Languages
- 14 Main Hall

- 15 Grant Block Classrooms / Humanities
- 16 Welfare Hub
- 17 Malcom House
- 18 Science
- 19 Visitor Car Park
- 20 Parkinson Building
- 21 Soft Playground
- 22 Junior School

- 23 Art
- 24 Art Sports Field
- 25 Sports Centre Car Park
- 26 Sports Centre and Pool
- 27 Sports Centre All Weather Surface
- 28 Sports Centre Fields

Our Campuses



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If you would like a tour of the school
or need any further information please
contact the Admissions Team.

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