



The King's (The Cathedral) School SELF EVALUATION 2023-24

We are a family achieving excellence ... the basis of our values is the Christian ethos of our School: 'many members, but one body, as it is with Christ.' 1 Corinthians 12:12



'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things.' Philipians 4:8.

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School Self-Evaluation 2023-2024

HEADTEACHER INTRODUCTION

Wow! What a year – impressive GCSE and A-Level results, strong staff recruitment, and significant investment into the physical fabric of the school including most noticeably the opening of Henry's, our new and much needed eating area. To top it all, the school received an Outstanding judgement in every category in the Ofsted inspection in July 2024.

In our parental survey (June 2024), we were delighted that 97% of parents stated that they would recommend the school to a close friend or family member. Thankfully, our students and staff also felt the same with 97-98% of respondents also enjoying their time at the school. Establishing what drives such high levels of satisfaction for each member of the school is not always easy. At the heart at the King's School are core Christian values which are shared by all members of the community regardless of their own personal faith. Close personal relationships exist at the school as do high expectations for each other and oneself. The school therefore feels genuinely inclusive regardless of gender, academic level or family background. By the end of the last school year the average attendance for all students was over 95%, significantly bucking the national declining trend. We were particularly pleased to see that for those students with additional learning needs their attendance average was near identical to the whole school (12.5% above the national average). That our most vulnerable students enjoy coming to school is a great testament to all of the King's School family and the culture within.

As senior leaders, we are well aware of our responsibility as custodians of the school. From September we are excited to welcome three new colleagues to the team who will bring their own enthusiasm, expertise, and initiatives. Alongside changes in personnel, we are looking forward to seeing the impact of a significant investment in our IT infra-structure which should see improvements in all areas of our operation, including of course within our classroom. The school has committed itself to Microsoft and all the functionality this IT giant brings.

Last year was a triumph for school events – over 350 students took part in House Music, our Christmas concert at the Peterborough Cathedral was a full house with close to 100 performers from our junior department through to our senior musicians who wowed a packed Cathedral; our support for Charities week remains strong with students raising over eleven thousand pounds for local and national causes; our week-long Activities week provided all students with a range of opportunities outside the classroom, and we enjoyed a superb Sports Day (despite some rain) where students enjoyed success in beating some long standing school records but, more importantly, encouraging each other to give of their best.

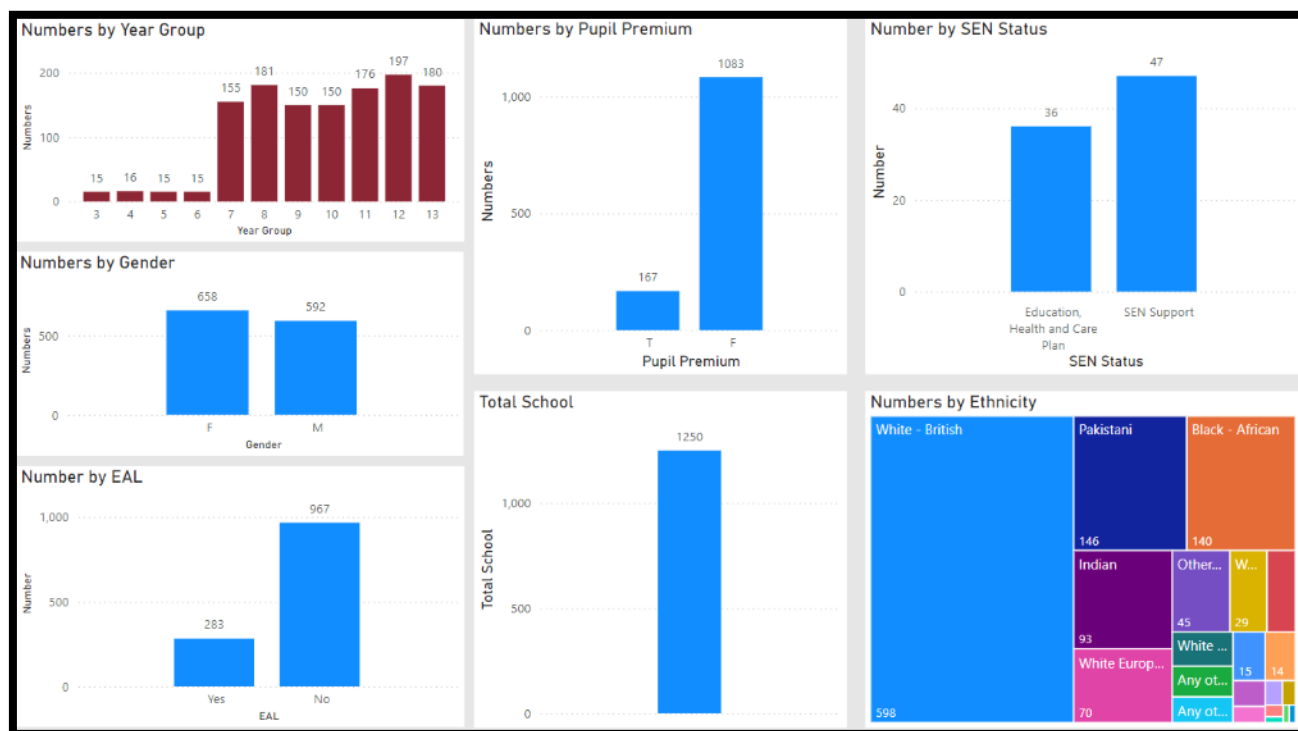
The culture at King's goes deeper than any individual changes that may be made. Our culture is formed by those daily habits which remain as important now as they ever were; students who hold open doors, say hello and thank you, give of their best and throw themselves into a wide range of activities, trips and charity work. We are grateful to our parents who provide huge support for their children and work in strong partnership with the school. And let's not forget the staff. Staff who care deeply about their students, go the extra mile and provide as many opportunities for their students to grow in confidence and knowledge as they are able to.

Of course, there is a great deal of academic success to celebrate within this document. Both A-Level and GCSE results were outstanding both in terms of attainment and progress. The school community are rightly proud of these achievements.

But the King's School experience is always far more than academic results. This year, the school ran an incredible number of trips and extra-curricular activities, highlights included the Geography trip to Iceland, the annual ski trip to Austria, the language trip to Montpellier and of course the Morocco Expedition.

Leadership opportunities remained strong at King's, with over a hundred sixth form students involved in either mentoring or supporting our student commission group; and over sixty students worked towards their Gold Duke of Edinburgh Award. In Music, incredibly, over 250 students continued to benefit from one-to-one music lessons, and a large number of students took part in our whole school musical (Chicago). In Sport, students took part in over 20 different activities and the school achieved notable success in Athletics, Badminton and Basketball.

The King's School in a Snapshot



KEY TARGETS FOR 2024-25

Whilst we are deeply proud of the strength of provision at the school, we continue to look forward.

The targets below summarise the key priority areas for the school for the academic year 2024-25.

1. Ensure that the school **sustains excellence** in those core aspects of school life (academic performance is the highest in the area at Key stage 2,4 and 5; attendance is 95%, significantly above the national average, safeguarding is prioritised and secure).
2. Celebrate and enhance the school's **Christian vision** (support the work of our new Chaplain; further develop relationship with the Cathedral and Diocese).
3. Continue to develop our systems that **monitor and support mature behaviour** (recognise and celebrate the achievements of our students; develop those systems required to support less engaged students; ensure that transition periods and social times are effectively managed)
4. Further **enhance our extra-curricular offering** so a wide range of students engage in these opportunities (efficient registering of attendance, wider marketing of opportunities)
5. **Support staff in delivering a first-class education** (new IT strategy, embedding new senior leadership team, support new middle leaders, further opportunities to support staff wellbeing).

QUALITY OF EDUCATION: OUTSTANDING

'From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.' Ephesians 4:16.

This section reviews the quality of education that The King's School provides to all its pupils, including the most disadvantaged pupils and pupils with SEND. It considers the School's curriculum: this is the substance of what is taught and the planning for what pupils need to know across all of their subjects and in each subject. We annually evaluate how it is delivered and how well students respond to the curriculum and the knowledge and skills they retain.

Academic Outcomes

The School sets ambitious, yet attainable targets (Flight Paths) for all students using Fisher Family Trust (FFT) Aspire and GL Assessment CAT4 tests. The School monitors and reports on progress according to these targets up to 3 times a year. The School uses SISRA to analyse this assessment data to inform interventions at various levels: across the whole School, in individual departments, for particular groups of students and with individual students.

An overall summary of the School's headline academic outcomes can be accessed [here](#).

A-Level results are covered in more detail in the Sixth Form section. In summary, we were delighted with the outcomes for our students. **37% of all grades were A*/A and 66% of grades were A*-B.** According to expectations, these results were in line with those achieved between 2017 to 2019.

Our Key Stage 5 **Average point score per A-Level entry was 40** (equivalent grade B); Value Added scores (which reflect progress from starting points) are not available nationally.

Performance based on attainment and **progress was high** in a number of subjects, most noticeably **Art, Economics, Further Maths and Maths.**

GCSE Outcomes

Year	Entries	9	9 to 7	9 to 4	9 to 1	Av points	SPI (SISRA)	Progress 8	Av KS2 Prior
2017	1451	10%	45%	93%	100%	5.77	N/A	0.5	5.18
2018	1401	14%	51%	94%	100%	6.47	0.54	0.7	5.25
2019	1411	12%	44%	92%	100%	6.33	0.71	0.7	5.18
Average 17-19	1421	13%	47%	93%	100%	6.19	0.63	0.6	5.20
2020 CAGs	1704	15%	52%	96%	100%	6.69	0.84	N/A	5.23
2021 TAGs	1433	19%	60%	96%	100%	6.94	0.65	N/A	108*
2022 adjusted	1388	17%	55%	97%	100%	6.71	0.77	0.8	109
2023 grade protection	1418	10%	45%	95%	99.8%	6.30	0.64	0.62	110
2024 no protection	1486	12%	44%	90%	100%	6.12	0.68**	0.78**	108

GCSE results were particularly pleasing this year, especially when considering the national context. **Average points for each student were 6.12 and the Attainment 8 score was 62;** this was marginally lower than recent years, however the overall **Progress 8 being calculated by SISRA was 0.78** (compared to 0.62 2023 and 0.71 2019). This reflects excellent progress by the vast majority of our students. It is also testament to the excellent academic and pastoral support provided by our staff.

* New KS2 SATs format

**estimated by SISRA collaborative sample (289,963 students from 1,528 opted-in schools).

Achievement was strong in most of the headline measures used typically by the Department for Education.

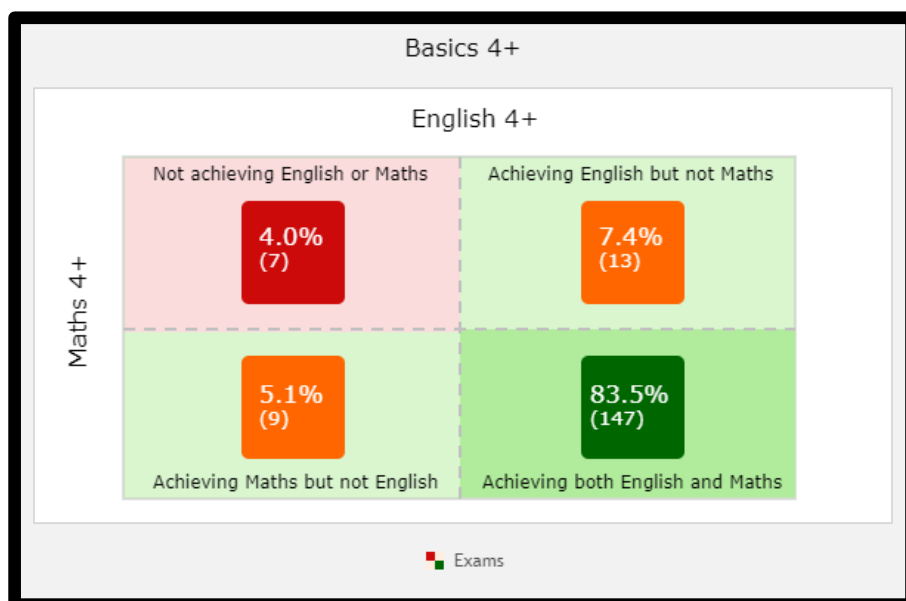
Accountability Measures	2024	2023	2022	2019
Number of students	176	150	147	149
School's progress 8 score	0.78**	0.62	0.83	0.68
School's average attainment 8 score per pupil	61.78	64.03	67.53	63.03
Percentage of pupils who have achieved grade 4 or above in English and mathematics at the end of KS4	84%	95%	97%	91%
Percentage of pupils who have achieved grade 5 or above in English and mathematics at the end of KS4	69%	78%	85%	75%
Percentage of pupils entering for the English Baccalaureate	23%	28%	37%	72%
Percentage of pupils who've achieved the English Baccalaureate (grade 4 or above)	21%	27%	37%	57%
Percentage of pupils who've achieved the English Baccalaureate (grade 5/C or above)	20%	23%	34%	41%
Average English Baccalaureate score per pupil	5.16	5.54	5.97	5.9
Percentage of students entering more than one language (new 2023)	3%	1%		
Percentage of students entering three sciences (new 2023)	48%	56%		

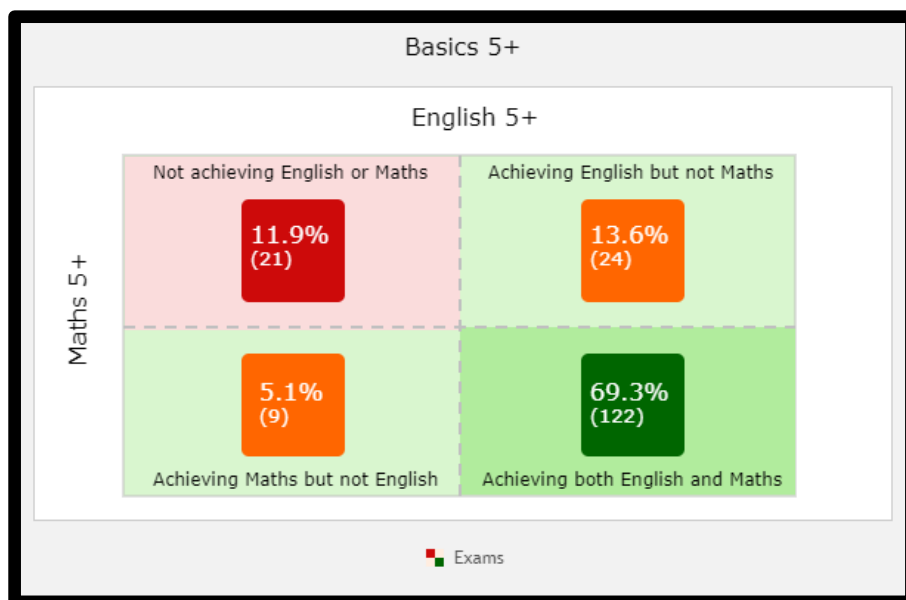
**estimated by SISRA collaborative sample

The School's consistently strong academic performance was recognised by Ofsted in their summary report:

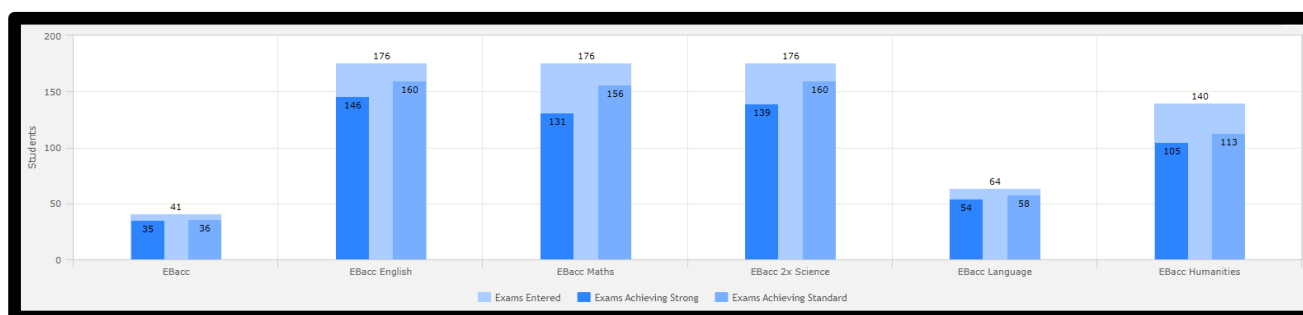
"Teachers regularly check how well pupils are learning the curriculum. They use this information to adapt lessons. As a result, pupils and students typically achieve very well in their end of key stage tests and in their GCSE and A-Level examinations." (Ofsted, 2024)

A breakdown of the performance in 'Basic Measures' in English and Maths at the standard (Grades 4+) and strong pass level (Grades 5+) are shown in the graphics below. Attainment at these levels is slightly lower than in 2023 and 2019; this was to be expected in accordance with the profile of the students in Year 11 in the last academic year. There are slightly fewer students who achieved Maths but not English than English without Maths.





The lower-than-expected number of students being entered for the EBacc qualification reflects a strategic decision made by the school. The graphic below shows the Ebacc breakdown in more detail.



A more detailed explanation can be found in the [Performance section](#) of our website. In summary, Religious Studies is taken by all our students but unlike Geography or History does not count in the Ebacc measure. Students are allowed free choice on curriculum qualifications with many continuing with a range of subjects including dual Humanities and Art and Design. Students are encouraged but not forced to pick a language at GCSE which we believe is appropriate. **Developments in the Key Stage 3 languages curriculum over the last two years has led to greater uptake of languages, particularly in Latin and French.**

We were delighted that so many subjects achieved such positive Subject Progress (SISRA) score in comparison with their national peers. **Particularly impressive were the performance in French, Product Design, German and Photography. Other notable performances were in Chemistry, Food, Physics, Fine Art and Textiles.** By way of understanding, a score above 1 suggests that students at The King’s School achieved 1 grade higher in that subject than similar ability students in the country on average. These SPI scores show just how much value a King’s education is adding.

Name	9 %	9 – 8 %	9 – 7 %	9 – 4 %	Total Grades	Average Points	SPI
All	11.6	25.8	42.9	88.9	1661	6.09	0.68
Art Fine	7.1	25	39.3	96.4	28	6.43	1.02
Art Photography	11.1	38.9	55.6	100	18	6.67	1.3
Biology	22.6	47.6	69	100	84	7.32	0.68
Business Studies	12.4	22.5	38.2	86.5	89	5.93	0.9

Chemistry	32.1	61.9	79.8	100	84	7.69	1.16
Combined Science	0	2.2	17.4	82.6	184	5.17	0.84
Computer Science	9.5	21.4	31	76.2	42	5.38	0.97
D&T Product Design	12.5	20.8	33.3	87.5	24	5.92	1.55
D&T Textiles	5.9	35.3	52.9	94.1	17	6.53	1.01
Drama	4.2	12.5	29.2	79.2	24	5.33	-0.09
English Language	6.3	19.9	40.3	89.2	176	5.9	0.53
English Literature	6.8	20.5	35.2	87.5	176	5.81	0.42
Food & Nutrition	11.1	11.1	11.1	100	9	5.78	1.13
French	33.3	56.4	66.7	97.4	39	7.31	1.58
Geography	13.3	33.3	48.9	86.7	45	6.31	0.72
German	8.3	25	33.3	83.3	12	5.67	1.43
History	8.2	22.7	45.5	80.9	110	5.78	0.52
Latin	11.1	38.9	50	83.3	18	6	0.84
Maths	11.9	22.7	38.1	88.6	176	5.89	0.42
Music	7.7	15.4	30.8	92.3	13	5.54	-0.28
Physical Education	9.1	15.2	33.3	97	33	5.97	0.66
Physics	32.1	56	81	100	84	7.64	1.08
Religious Studies	8.5	21.6	39.2	86.4	176	5.85	0.26

We were very pleased with the overall performance of all of our students. When considering **the overall progress made by some of our most vulnerable students on an individual level, each of their performances were impressive**, and this reflects our significant investment into the support for SEND and disadvantaged students. However, their challenges have meant that for a couple of students their progress measures were not in line with the rest of the School. We have invested significantly over the last three years in staff professional development in working with students who have a background of being in care, particularly those with attachment difficulties and in supporting their mental health. The support for all our vulnerable students remains a priority.

At the School we benefit from a dedicated team who focus on the progress of our most disadvantaged students. As part of this work, we are able to call upon the services of **four full time mentors who specialise in the core subjects of Science, Maths and English**. Staff work closely with students both during taught lessons and outside class during additional mentoring and tutoring sessions. A more detailed explanation of this work can be found [here](#).

Name	No. students	Average Points	SPI
All	176	6.09	0.68
Adopted from Care	3	3.69	-1.65
Disadvantaged Student	29	5	0.23
EAL Student	49	5.95	0.88
FSM Ever 6	24	5.13	0.37
Female	93	6.01	0.58
Male	83	6.19	0.78

Lower	18	3.78	0.66
Middle	85	5.44	0.76
Upper/High	66	7.35	0.57
Looked After	4	4.18	0
Pupil Premium	34	5.11	0.33
EHCP	4	3.82	-0.14
SEN support	6	3.23	0

Key Stage 2 Outcomes

In 2024, 15 students from Year 6 sat SATS examinations. Whilst caution should be applied to the statistical significance a summary of their performance is included below.

Measure	2024	2023	2022	2019
Number of students	15	17	16	15
Percentage of pupils who have achieved the expected standard in reading, writing and mathematics	87%	76%	94%	93%
Percentage of pupils who have achieved a higher standard in reading, writing and mathematics	13%	24%	0%	13%
Average progress that pupils have made in reading between KS1 and KS2	+4.2	+1.0	+2.0	+2.6
Average progress that pupils have made in writing between KS1 and KS2	+1.0	-1.0	-4.2	+2.5
Average progress that pupils have made in mathematics between KS1 and KS2	+4.1	-0.9	--0.7	-0.9
Average progress that pupils have made in grammar, punctuation and spelling between KS1 and KS2	+5.4	-0.4	-1.2	+0.4
Pupils' average scaled score in reading	110	110	114	108
Pupils' average scaled score in mathematics	109	107	111	106
Pupils' average scaled score in writing	103	104	102	106
Pupils' average score in the grammar, punctuation and spelling	112	109	113	109

Overall results were very pleasing, with a **high proportion of students achieving the expected standard, positive progress made in all areas, and average scaled scores were above national averages in all areas.** This cohort is the first one to have no KS1 data to predict from; these pupils only have their reception data for the progress to be measured from.

In a small cohort of 15, a significant number were SEND or disadvantaged; these students worked very hard and managed significant personal achievements.

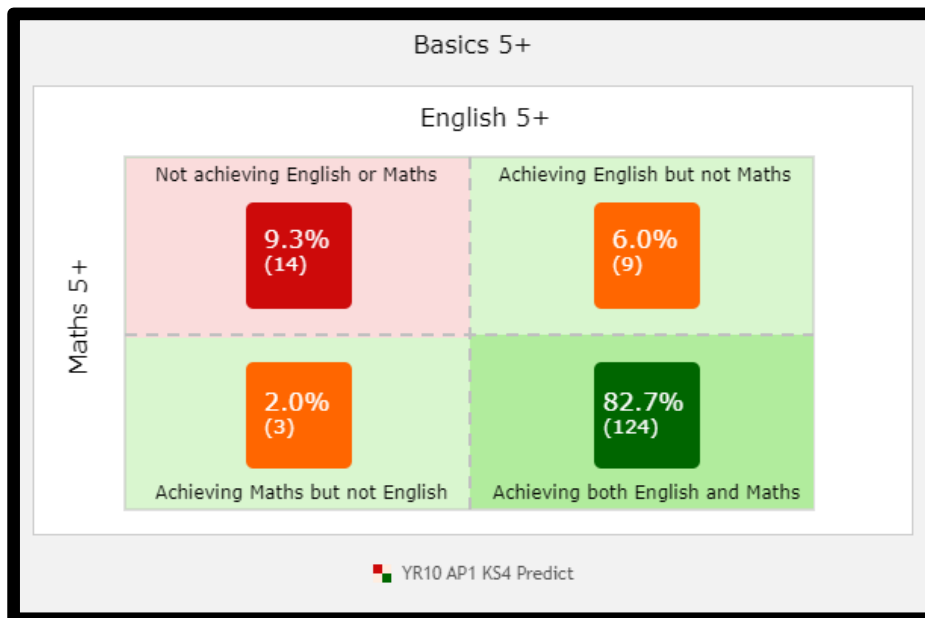
Internal Assessments

The information below summarises the end of year data for the wider cohort of students who took internal assessments but not those externally validated. They are a useful indicator and allow staff to intervene where required on either a subject, group or individual level.

In Year 10 (now in Year 11), end of year predictions indicated that overall attainment for the whole year group is higher than the students' expected targets by over one grade. For disadvantaged students and SEN support students there is also an increase in attainment compared to their targets. For the students with Educational Health Care plans who are not achieving their targets, the School is ensuring interventions are in place to enable them to make the appropriate progress.

	Attainment 8	Progress 8
Year 10	62.73	1.05
Disadvantaged	50.30	0.71
SEN EHCP	36.50	-0.05
SEN Support	42.5	0.58

In terms of their 'Basic Measures' performance overall performance at the strong pass level is pleasing. Performance in English is slightly higher than Maths. These measures are expected to increase as this year group progresses towards their mock exams in November.



Year 9 (now Year 10) end of Key Stage 3 attainment indicates that overall attainment for the whole year group is in line with the students' average targets. Disadvantaged students and students with Educational Health Care plans on average attained greater than their targets SEN Support students attained marginally lower than their average targets.

	Average points	Average points target	Difference
Year 9	6.2	6.2	0
Disadvantaged	5.5	5.4	+0.1
SEN EHCP	3.2	2.7	+0.5
SEN Support	4.4	4.5	-0.1

Year 8 (now Year 9) end of year exam attainment indicates that overall attainment for the whole year group is marginally lower the students' average target. This is also the same for disadvantaged students and those with EHCPs. SEN Support students attained on average in line with their targets. Overall, they are achieving much closer to their targets than they were at the end of Year 7.

	Average points	Average points target	Difference
Year 8	6.1	6.2	-0.1
Disadvantaged	5.5	5.7	-0.2
SEN EHCP	3.8	4.0	-0.2
SEN Support	5.3	5.3	0

Year 7 (now Year 8) end of year exam attainment indicates that overall attainment for the whole year group is slightly lower than the students' average targets. This is an indication of our ambitious targets. Disadvantaged students, those with EHCPs and SEN Support students also attained on average slightly lower than their average Flight Paths too.

	Average points	Average points target	Difference
Year 7	6.0	6.2	-0.2
Disadvantaged	5.4	5.7	-0.3
SEN EHCP	3.9	4.1	-0.2
SEN Support	5.1	5.4	-0.4

Curriculum Planning

We continue to provide a **curriculum that is broad and balanced for all our students**. The table below shows the subjects that we offer as required by the National Curriculum at each Key Stage. In fact, reviews undertaken by our Heads of Department have shown that our provision **is frequently beyond the expectations of the National Curriculum**.

	Key Stage 2	Key Stage 3	Key Stage 4
Core subjects			
English	✓	✓	✓
Mathematics	✓	✓	✓
Science	✓	✓	✓
Foundation subjects			
Art and design	✓	✓	
Citizenship		✓	✓
Computing	✓	✓	✓
Design and technology	✓	✓	
Languages	✓	✓	
Geography	✓	✓	
History	✓	✓	
Music	✓	✓	
Physical education	✓	✓	✓
Other statutory subjects			
Religious education	✓	✓	✓
Relationships education	✓		
Relationships and Sex education		✓	✓

A curriculum review indicated that the time given to **Religious Studies at GCSE** was not sufficient to deliver the whole curriculum effectively. As such, Year 11 students gained **two extra lessons per fortnight in Year 10**, which were released from English and Maths (who had gained two periods each in Years 10 and 11 when the number of GCSE options were decreased from 4 to 3). This enabled the teachers to complete more of the GCSE curriculum in Year 10 and also enabled them to include more time for review and revision in Year 11.

Over the last few years, the School has aimed to increase students' uptake of modern languages at GCSE.

Students have previously studied only French in Year 7, opting to study either German or Latin in Year 8. A review of curriculum provision for Key Stage 3 languages indicated the need to introduce German in Year 7, so that more students feel secure in choosing this as a language at GCSE. **From September 2023, Year 7 students studied German alongside French**. From September 2024, we have timetabled to enable students to choose any two subjects from French, German and Latin (previously all studied French, and students opted for either German or Latin).

We have also continued to invest in ensuring that we provide a wide range of subjects at GCSE and A-Level that are appropriate to our students' needs. This involves the delivery of some A-Level subjects that have very small numbers of students in a combined approach between Years 12 and 13 (Music, Theatre Studies and Design Technology Textiles). This provision is reviewed annually to ensure it remains sustainable. Theatre Studies and Textiles have seen an increase in students selecting these subjects, and this has meant that their curriculum allocation has returned to separate delivery for Year 12 and 13 in 2024/2025.

Over 200 hours of school-led tutoring was delivered as part of our support programme for those students in years 7-11 who had fallen behind in their learning. This was managed by our **Pupil Premium Leader** and **Mentor Team**.

Curriculum Delivery

Central to every student's success is the quality of Teaching & Learning, both inside and outside of the classroom. This remains high on our agenda, being a standing item on all department meetings and middle leadership meetings, and frequent updates are provided through good practice emails and teaching Newsletters.

We were delighted that this comprehensive work on the curriculum was recognised by Ofsted in their July 2024 report

“The curriculum in many subjects goes well beyond the national curriculum requirements. Key to pupils’ and sixth-form students’ success is the way in which teachers expertly teach new knowledge. Teachers bring the well-sequenced curriculum to life through careful explanation and apt questioning. They ensure that pupils have plenty of opportunities to practise. This means that pupils are less likely to forget what they have learned.” (Ofsted, 2024)

The School is fortunate to employ well qualified, experienced teachers who are highly skilled in their support of students through teaching and learning. A number of colleagues are examiners.

This year we continued to undertake a **comprehensive Quality Assurance (QA) Programme**, comprising of no-notice lesson observations, SLT subject reviews in Music and History and individual Quality Assurance devised by our Heads of Department. SLT judged the **quality of education to be 98% good or better and behaviour was found to be 98% good or better during** lesson observations.

The School continued to focus on **Rosenshine’s ‘10 principles of instruction’** as a framework for teaching and learning.

In summary, this includes:

- Beginning the lesson with a review of previous learning.
- Presenting new material in small steps.
- Asking a large number of questions (and to all students).
- Providing models and worked examples.
- Practising using the new material.
- Checking for understanding frequently and correct errors.
- Obtaining a high success rate.
- Providing scaffolds for difficult tasks.
- Requiring and monitor independent practice.
- Engaging students in weekly and monthly review.

The Teaching and Learning CPD programme was based around this, with regular whole staff training sessions as well as more bespoke approaches by individual subjects. **Lesson observations indicated that aspects of this programme were being successfully incorporated in lessons.**

Teaching and Learning priorities for the next academic year are:

- Continue to restructure CPD to develop a ‘bottom up’ approach in which whole school priorities are direct and delivered through staff reflective practice.
- Capitalise on the investment in network development and Microsoft 365 to improve learner experience and reduce teacher workload.
- Use Rosenshine’s principles to explore the relationship between pedagogical theory and practice.
- Create new opportunities to share and develop teaching expertise: Mentoring of teacher apprentices, Oracy Project, Anglia Ruskin University.

- All Year 10 and Year 11 students have followed a Good Study Habits programme within their form times. The sessions are informed by our training and work with Elevate Education who, having benchmarked the study habits of thousands of past students, tailor their award-winning seminars to cover the techniques utilised by the country's top students. Our students have worked on learning habits and styles, revision habits and styles with their tutors, using tried and trusted methods and finding their preferred methods in their subject learning to be used to improve their learning, their long-term memory, and their performance in exam situations. All Year 7 to 9 students have followed a Learn-to-Learn programme where Sixth Form Prefects deliver a bespoke series of sessions during form time on how to maximise their learning potential. More detail follows in the section on our Student Commission on Learning.

Special Education Needs

The School continues to be inclusive and embrace all students with Special Educational Needs, as part of The King's School Family. We have seen a growing trend of students with an EHCP and this increased figure aligns with both a local and national trend. The School has continued to adapt and evolve provision to ensure an appropriate curriculum, alongside meeting the needs of all students.



Enhanced Provision continues to grow and thrive as part of the curriculum offer at The King's School. Students receive outstanding provision and an excellent quality of education which is inclusive of both mainstream teaching, alongside small group learning. This provision targets gaps of learning and further embeds key skills needed to access the mainstream curriculum. An appropriate KS4 curriculum adaptation has been made to support students accessing the Enhanced Provision curriculum into Year 10. This includes the removal of one GCSE option to allow students to continue to access this bespoke and personalised curriculum.

From September 2024, Enhanced Provision spans from Year 7 to Year 10 and continues to be a huge success for all students. In KS4, students study two GCSE options, as part of their curriculum offer and continue to benefit from small group learning, which prioritises Maths and English, in their third option block. This bespoke and personalised curriculum also prioritises life skills, in order to equip students with the knowledge and confidence needed for a successful transition onto Post-16.

The structure of the Learning Support Department continues to evolve. A new SENCO was recruited in January 2024 and the school added a deputy SENCO to the structure. This role reflects the increased and changing levels of need seen within the School. Recruitment of teaching assistants has also enabled the School to meet statutory EHCP provision and therefore ensures the success for our students. Further opportunity has arisen to increase staffing for the Access Arrangements team, with two additional Leads recruited which will further increase and promote resilience within the Learning Support Department.

The School continues to liaise with a number of stakeholders and agencies. Examples include the Local Authority, SENI Services at Peterborough City Council, Education Psychologists, Hearing Specialist Teachers, Speech and Language Therapists, The Inclusion Team at the Local Authority, Play Therapists alongside both Autism and ADHD specialist teachers. Relationships with local secondary schools continue to be explored and developed through

Peterborough SENDCo network meetings, alongside accessing training and support from Peterborough SEND Hubs across the City.

Since January 2024, The School have supported five EHCP applications. In addition, an internal funding review has enabled great success within increasing top-up funding for students with an EHCP who access our Enhanced Provision. The number of students with an EHCP has increased to 41 and this is reflective of both a local and national landscape. All Year 11 students with SEND were successful at gaining a place at post-16, with a variety of settings including The King's (The Cathedral) School, local Colleges and other mainstream settings. A small group of selected students were invited to attend Supervised Study Leave throughout the exam period, which enabled them to access both taught sessions, alongside independent study.

The Learning Support Department continue to celebrate huge successes of our students. A lot of this is reflected in the [Learning Support Newsletters](#), which can be found on the School website. Students continue to access a variety of enrichment and extra-curricular opportunities – this includes access to whole School activities, alongside more of a bespoke and inclusive approach. Our KS3 Enhanced Provision students participated in the ten-pin bowling competition at the Panathlon and did so wonderfully that they qualified for the second stage. In addition, a small group of students enjoyed the Colour Run which was a fantastic opportunity to embrace physical activity, whilst building amazing memories. We are all incredibly proud of the successes of all students and look forward to another year ahead.

Support for Reading

Reading is at the forefront of the curriculum and is deeply embedded across all areas of whole School life. The School feels passionately that all students should be encouraged and supported with their reading and interventions put in place, if needed. Accelerated Reader is used as a baseline assessment for students in Year 7 and Year 8, which helps to identify students to access appropriate reading materials, alongside targeting individualised support if necessary. A small number of students are then tested in Year 9, in order to continue to track and monitor progress, in preparation for the KS4 curriculum.

Regular Accelerated Reader testing is conducted by the English Department throughout the academic year and it supports staff to ensure that students are making good progress with their reading ability. Testing is scheduled at least three times and the results are shared with parents and colleagues. Students who have a reading age of two years below their chronological age are identified and discussed with the Learning Support Department. From this information, appropriate provision is put in place including small group reading interventions, Sixth Form reading mentors and 1:1 sessions with a Teaching Assistant.

English teachers are proactive in testing, identifying and supporting all students to ensure that they are able to access the curriculum. Teachers monitor students' reading using the quizzing system which continues to be a real strength of the programme. The English Department will liaise with Learning Support staff to ensure that all students are reading texts that are appropriate for their levels, which promotes consistency and offers quality assurance. This can be done by teachers checking that the reading texts fall within the correct ZPD range for each individual student. The School Librarian continues to work closely with Learning Support and the English Department to ensure the use of appropriate quality texts for all readers, including those who find it more challenging.

In Year 7, 17 students were identified as having a reading age two years below their chronological age. These students benefited from Sixth Form mentoring twice a week to support them in accessing the curriculum. These students also benefited from additional reading comprehension internal assessment (YARC) as this helps to give a thorough and accurate baseline. The impact of the reading programme is evidenced through an increase in the reading age of each individual student. Particular successes of the strategy include students who have progressed from 8 years, 10months to 10years, 7 months. Over 30 students across year 7 and year 8 who access additional intervention saw an increase of at least one year from September 2023-May 2024 which reflects a real success.

The Sixth Form Reading Mentor programme continues to be a success across the School. This offers an alternative to teacher led interventions and is hugely appreciated by all students. The Sixth Form mentors are highly professional and all mentors are trained to deliver reading interventions by the Learning Support Team. The role

of mentors includes hearing the students read and then asking the accompanying questions from the resource pack. These questions develop a range of comprehension skills. In order to maximise progress in reading, students read appropriate levelled books several times a week. Progress is then tracked to ensure the impact of the intervention.



Teaching assistants offer interventions both in and outside of the classroom. Small group reading sessions support students to build their skills, alongside more specialist support. Teaching assistants then support reading in-class which enables students to embed and develop their learnt skills. The Learning Support Department train the sixth form mentors to teach phonics to identified students which helps the students to break down any unfamiliar words and supports their comprehension development. The phonics programme used is the Read, Write, Inc which offers continuity as most primary schools also use this scheme.

The English Department continue to integrate the use of Accelerated Reader within English lessons. A real success this year has been to identify the more-able readers, e.g. students who are achieving above the highest reading age to ensure that they are able to excel and embed skills across the whole curriculum. In addition, communication to parents/carers has been a priority for the School to ensure engagement is met and consistent. This has been a real success.

Strong work with students at SEND and those who need additional support with reading recognised by Ofsted in their July 2024 report:

“Staff are highly skilled at supporting pupils with special educational needs and/or disabilities (SEND). The SEND team know pupils with SEND well. They regularly communicate with parents about how best to support pupils with SEND. Staff work closely with subject teachers to help pupils with SEND access the full school curriculum. Pupils with SEND successfully overcome their barriers to learning, such as with reading, and achieve well.” (Ofsted, 2024)

Our Student Commission on Learning

A unique feature of The King’s School is the direct involvement of many students engaged in the Student Commission on Learning who have been involved in developing our approach to teaching and learning (over 160 students).

The **Learn to Learn (L2L) programme** continues to be an integral part of developing effective skills and attributes of learning and it is now designed to integrate the **5Rs of Learning** and **5 ways to wellbeing**. Alongside this is the ongoing development of Rosenshine’s principles of teaching and learning to ensure that it is embedded in all aspects of their learning in and out of the classroom. It is being **delivered by the Senior and Pastoral Prefects** on a Tuesday morning to all Year 7, 8 and 9 students. The Prefects have used a range of interactive resources to make the students think about and apply the 5Rs to their subjects and to develop the tools for positive wellbeing. The programme has been adapted and reviewed with the focus on using some of Rosenshine’s principles to develop the ability to remember, store and link prior and present, knowledge. The other focus was linked to the use of feedback to ensure that progress is made.



In the latter part of the year the focus was on study skills with each student being allocated a 'Revision Cracked Book' focussing on revision and study skills. The key philosophy of student delivery and collaboration between students and teachers remains and this has enabled the KS3 students and Prefects to benefit from the sessions. The Prefects are developing their leadership and presentation skills, as well as having an opportunity to reflect on their own learning strategies and use their own learning experiences to support the needs of the KS3 students.

This year the **Innovator hub** of the student commission has worked in conjunction with the whole school T&L focus. Teachers have been developing and reflecting on their teaching, based on Rosenshine's principles of instruction. The **student group has investigated and explored the use of feedback strategies** in their lessons and evaluated how effective they were in enabling learning to progress. They considered the types of feedback and how different feedback strategies enable them to review and make progress. The group of Year 9 & 10 led by a group of Year 12 Student Commissioners explored the different types of feedback used in all subjects and delivered their research in L2L sessions and assemblies. This culminated with the completion of a student survey and then a presentation to all staff and governors. This has led to the development of next steps, such as more signposting of types of feedback and time to respond to feedback in lessons.

In 2023 a survey indicated that 66% of students agreed that feedback helped them to make progress. In 20204, 85% of Year 10 agreed and 91% of Year 12 agreed.

Mentors



Mentors were selected from Year 12 to enable them to take a full role within the School and to develop their leadership and communication skills. The main aim of the programme is to enable a large number of students in the school to be given additional one-to-one time and to have a regular contact link with an older student.

The mentors were selected after completing a comprehensive application process and were allocated to a mentoring focus area and then to an individual student. This year there have been **over 110 Year 12 students involved**. They have met with their mentee on a weekly basis to help them with a variety of needs, from developing

specific subject skills, to organisational and communication skills. This has been invaluable to a large number of KS3 and KS4 students and has enabled the mentors to develop their mentoring skills. This was further developed with the **link with Learning Support** to provide **Year 7&8 students** with more opportunities to develop their **reading and comprehension** with the Rapid Plus reading scheme delivered by the mentors to be delivered alongside the accelerated reading scheme.

Another main area of mentoring this year has been **academic support for KS4 students**. This was optional for KS4 students; however, the uptake was excellent, with over 70 Year 10 and 11 students involved. They were allocated a Year 12 mentor according to their academic needs.



At KS3 the mentoring has been allocated to Year 8 and 9 students who were selected according to academic and behaviour data. The mentors followed a set mentoring programme to instil belief in their learning and to provide them with opportunities to discuss expectations and target setting to ensure that they make the right choices in their learning. This proved to be successful, and many students feel that they benefited from having a role model.

Another key focus area has been Reading. This is proving to be very beneficial to the students who have been identified through the Accelerated Reading Scheme and through Learning Support. The mentors have been allocated one student and they meet with them twice a week to follow the **Rapid Plus Reading Scheme**. They have had some training in Term 1 on the scheme and booklets have been produced to enable them to keep records and complete a variety of comprehension tasks. They have had some **phonics training** throughout the year.



The classroom is full of mentors and readers on a daily basis, and it has provided an opportunity for students to feel confident to read, discuss and develop their language skills. It has also provided them with a role model with which they can identify. There is also a Maths hub mainly delivered by Learning Support which several of the Year 12 students are involved in, to help them develop more confidence in the subject and to use a range of activities to develop their understanding.

BEHAVIOUR AND ATTITUDES: OUTSTANDING

We are proud to work with students who demonstrate exceptionally positive attitudes towards all aspects of School life. They are well mannered and show high levels of tolerance and respect for one another, characteristics which are regularly acknowledged by visitors to the school. Parents tell us that their children are happy to come to our school (96% in 2024 survey); the pupils work hard in lessons and contribute generously to the school and wider community. Pupils listen intently in assemblies and Cathedral services, behave immaculately on trips, and are considerate and polite when welcoming visitors into the school.

“The school culture places great emphasis on calm, orderly and respectful behaviour. Staff know that, to maintain this culture, everyone needs to share the same high expectations. As a result, pupils listen carefully in lessons and are calm when moving around the school. Pupils are polite to one another and with staff. The school regularly checks how well pupils are behaving in lessons.” (Ofsted, 2024)

Analysis of Behaviour Data

Positive Behaviour

There were over **26,000 positive behaviour points** (merits), given by teachers to students, on our online system (SIMS) in the last academic year, this was a **5000 increase on the previous year**. These were awarded when students demonstrated strong values such as persistent effort in lessons, showing resilience or contributing to the extra-curricular programme. In 2023-4, 97% of Key Stage Three students received 15 or more positives (merits) and received a letter of congratulations from their Academic Head of Year. 161 students earned enough merits to receive a letter of congratulations from the Headteacher. 43% of positive entries were for sustained effort within the class, which reflect students’ positive approach and attitudes to learning. This also demonstrates the ethos of the school which is to praise effort rather than simply high attainment. Positive contributions to school life were also rewarded in a variety of other ways including the awarding of school colours and half colours, as well as end of term reward assemblies.



Lesson Observations

Behaviour was judged by senior leaders to be good or outstanding in 99% of lessons observed. These were completed with no notice and with students questioned about the typicality of behaviour within the lesson.

Surveys

97% of parents agree that the school makes sure that pupils are well behaved, with 94% of staff agreeing that behaviour in lessons is at least good. 97% of parents agree that the school has high expectations. The slightly lower 88% of staff agreeing that leaders effectively support them in managing behaviour highlights an area for improvement. Strengthening support for staff in this area could enhance classroom management and further align

staff perceptions with the high standards evident elsewhere. Addressing this gap will boost staff confidence and lead to even more consistent behaviour management across the school.

Maintaining Standards

In total 86% of all students received five or less behaviour entries for the entire year. Only 35 students (3%) received more than limited intervention from the team of staff working around them (AHOYs, PSOs and SLT). 87% of students had a positive residual, which means that they received more positive entries than negative. This data shows that most students in school engage very positively with the values, ethos and expectations of the School. Where appropriate, the school uses a range of sanctions available. Data showed that the vast majority (approx. 90%) of suspensions were linked to behaviour outside of the classroom. The most common reason for suspension was vaping reflecting the hard line the school takes on this issue.

22% of behaviour entries were for unacceptable behaviour, 18% were for homework and/or coursework problems and 14% for disruption to learning in the classroom. Analysis of behaviour data for 2023-24 showed that a **small number of students received a disproportionately high number of entries**, 4% of students responsible for 44% of all entries.

For the small number of students that receive a high number of negative entries, the School takes significant steps to support them. This includes providing support through the Pastoral team who consider each child's individual circumstances. This typically includes allocating student's mentors (both staff and sixth form), monitoring behaviour through reports, and engaging with external agencies often through Early Help Referrals.

Suspension and Exclusion Data

Trend over Time

Academic Year	Permanent Exclusions	Total days of Suspension	Suspension Rate	National Average
2020-21	1	23	1.87	4.25
2021-22	0	42	3.53	6.91
2022-23	3	72	5.76	6.91
2023-24	0	72	5.69	9.33

2023-24 Analysis of Suspension Data

The overall number of students receiving a suspension was 42, with 20 of these having two or more suspensions.

Year Group	No. of Days of Suspensions	As % of overall Suspensions
7	5	9
8	14	24
9	7	12
10	17	29
11	11	19
12	2	3
13	2	3
Gender Split	Male	Female
	78%	22%

Type	Number	%
Damage	4	7%
Drug and alcohol related	21	36%
Inappropriate use of social media or online technology	1	2%
Persistent or general disruptive behaviour	3	5%
Physical assault against a pupil	15	26%
Theft	2	3%
Use or threat of use of an offensive weapon or prohibited item	2	3%
Verbal abuse/threatening behaviour against a pupil	7	12%
Verbal abuse/threatening behaviour against an adult	3	5%

We have a clear approach to behaviour management, but we also seek to support all our students. The increase in suspension rates can be attributed to the arrival of the new Headteacher, who has taken a firm stance on behaviour management, particularly regarding issues like vaping and physical assaults. The school's clear approach to maintaining high standards, including immediate suspensions for vaping or any form of physical violence, reflects a commitment to fostering a safe and respectful learning environment. This hard-line approach has led to a rise in suspensions as the School works to enforce these expectations consistently, ensuring that all students understand the seriousness of such infractions. The policy, while contributing to the increase, aims to reinforce long-term positive behaviour.

Bullying

The school takes a strong line on bullying and the incidents of reported bullying are modest.

Pleasingly, **99% of parents and carers agreed or strongly agreed that their child felt safe in school** and when surveyed about bullying, around 96% of all parents and carers stated that their child had not been bullied or that if they had the school had dealt with it quickly and effectively. There were **23 recorded** incidents of bullying during the academic year. **86% of parents believed their child has never been bullied** at the school. Of those that have experienced bullying, 27% believe that the school did not deal with the issue effectively. Whilst the number of cases remain modest, we were disappointed with this perception as the school takes all issues of bullying seriously. While the overall number of bullying incidents remains modest, with the majority of parents satisfied with the school's handling of these issues, the 27% of parents who felt the school did not manage bullying effectively signals an area for further investigation. The school is committed to reviewing these cases closely to identify any gaps in communication or response and will explore ways to enhance support for both students and parents to ensure that all concerns are fully addressed.

Attendance Overview

Junior Department

As a school we recognise the strong correlation between attendance and academic outcomes, as well as the impact poor attendance can have upon life chances. We work hard to promote good attendance and support families to improve attendance where necessary. As can be seen below, **attendance in the Junior Department in 2023-2024 was consistently strong** and significantly above the national average (**97.1%**, 2.7% above). It is particularly pleasing to see FSM6 pupils across all Junior Department year groups consistently attending at rates better than national averages which is an indication of how our children enjoy learning and the many opportunities available to them at the King's School. Likewise, the very small number of SEND pupils in the Junior Department attend school routinely and with very high attendance records.

All Pupils	Pupils		All	Year 3	Year 4	Year 5	Year 6
All Pupils	61	School	97.1%	97.8%	97.3%	97.0%	96.2%
		FFT National	94.4%	94.7%	94.7%	94.5%	94.5%
		Difference	+2.7% ●	+3.0% ●	+2.6% ●	+2.5% ●	+1.7% ●

FSM6			All	Year 3	Year 4	Year 5	Year 6
FSM6	6	School	96.7%	95.5%	96.2%	98.1%	96.1%
		FFT National	92.0%	92.3%	92.4%	92.2%	92.2%
		Difference	+4.7% ●	+3.2% ●	+3.7% ●	+5.9% ●	+4.0% ●
			All	Year 3	Year 4	Year 5	Year 6
Not FSM6	55	School	97.1%	97.9%	97.4%	96.8%	96.2%
		FFT National	95.3%	95.7%	95.7%	95.6%	95.5%
		Difference	+1.8% ●	+2.2% ●	+1.7% ●	+1.3% ●	+0.7%
SEND			All	Year 4	Year 6		
Support	2	School	96.5%	96.2%	96.8%		
		FFT National	92.5%	93.0%	92.5%		
		Difference	+3.9% ●	+3.2% ●	+4.3% ●		
			All	Year 6			
EHCP	1	School	95.2%	95.2%			
		FFT National	89.3%	89.5%			
		Difference	+5.9% ●	+5.7% ●			
			All	Year 3	Year 4	Year 5	Year 6
Not SEND	58	School	97.1%	97.8%	97.4%	97.0%	96.2%
		FFT National	94.9%	95.3%	95.2%	95.1%	95.2%
		Difference	+2.2% ●	+2.5% ●	+2.1% ●	+1.9% ●	+1.0% ●

Senior School

Attendance in the senior school in 2023-2024 was strong and significantly above the national average (95.8%, 4.7% above). Years 8 - 11 were particularly strong compared to the national average with Year 7 slightly lower on a school level due to a small number of students with known long-term medical absences. Persistent absence continues to be a key area of focus, as we look to identify attendance concerns early and engage families on a 'support first' basis to ensure pupils return to full time education quickly.

All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All Pupils	812	School	95.8%	95.8%	96.3%	95.2%	95.9%	95.4%
		FFT National	91.1%	93.4%	91.6%	90.6%	89.9%	89.7%
		Difference	+4.7% ●	+2.5% ●	+4.8% ●	+4.6% ●	+6.0% ●	+5.7% ●

We use data proactively at King's to promote positive attendance figures; attendance is a standing item at fortnightly Year Group/Sixth Form Meetings and these figures are discussed at the fortnightly Safeguarding Meetings as we appreciate that poor attendance is also potentially a safeguarding concern.

The table below shows only a **very small difference (-0.7%) between students who were in receipt of Free School Meals** (last 6 years, FSM6) and the rest of the school's cohort. We are pleased that the school attendance for FSM6 is significantly above the national average (+9.0%). This was particularly noticeable amongst the Year 11 cohort

preparing for GCSE examinations (+12.2%). We recognise how this high level of attendance gives these young people the best chance of achieving excellence.

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	98	School	94.6%	94.1%	95.7%	97.1%	91.2%	94.9%
		FFT National	85.6%	89.6%	86.6%	84.9%	83.4%	82.7%
		Difference	+9.0% ●	+4.5% ●	+9.1% ●	+12.1% ●	+7.7% ●	+12.2% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	714	School	95.9%	96.1%	96.5%	95.1%	96.4%	95.5%
		FFT National	93.0%	94.9%	93.5%	92.7%	92.2%	92.0%
		Difference	+2.9% ●	+1.2% ●	+2.9% ●	+2.4% ●	+4.2% ●	+3.6% ●

Attendance for students with SEND was strong and significantly above the national average for students with EHCPs (+12.5%) and children receiving SEND Support (+8.9%) in all year groups. This is indicative of how our pupils feel a strong sense of belonging to the King's family and how they recognise the importance of consistent school attendance.

SEND			All	Year 7	Year 8	Year 9	Year 10	Year 11
Support	43	School	94.7%	96.4%	96.4%	88.0%	96.7%	89.8%
		FFT National	85.8%	90.1%	86.7%	84.7%	83.6%	83.1%
		Difference	+8.9% ●	+6.3% ●	+9.7% ●	+3.3% ●	+13.1% ●	+6.8% ●
EHCP			All	Year 7	Year 8	Year 9	Year 10	Year 11
EHCP	34	School	94.9%	94.0%	94.8%	98.2%	91.1%	95.6%
		FFT National	82.4%	86.7%	83.6%	81.4%	80.0%	79.1%
		Difference	+12.5% ●	+7.3% ●	+11.2% ●	+16.7% ●	+11.1% ●	+16.5% ●
Not SEND			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not SEND	735	School	95.9%	95.9%	96.4%	95.2%	96.1%	95.6%
		FFT National	92.3%	94.3%	92.8%	91.9%	91.3%	91.1%
		Difference	+3.6% ●	+1.6% ●	+3.6% ●	+3.3% ●	+4.8% ●	+4.6% ●

PERSONAL DEVELOPMENT: OUTSTANDING

Personal development lies at the heart of the school's ethos and values, encompassing the spiritual, academic, physical, social and emotional aspects of life.

Daily Assemblies, Prayer, and Spiritual Life



As a **Church of England Academy**, The King's School has provided a **broad range of opportunities for both students and staff to engage in prayer, reflection, and worship**. Each day began with a **collective act of worship**, organised by our Chaplain, and guided by the theme of the week. These assemblies ranged from whole-school gatherings to smaller group settings, offering moments of contemplation on topics such as spirituality, women in history, and joy.

Beyond these daily assemblies, there were further opportunities for **spiritual growth**. The **Christian Union**, led by a youth mission enabler from Peterborough Cathedral, met every Monday lunchtime to explore topics such as success, failure, and temptation. Every other Friday, the CROPS team led **Alternative Worship**, a modern, dynamic service that blended lively worship music with relevant discussions. Other regular activities included **Holy Communion**, held fortnightly, and our **Parent Prayer Group**, which met monthly in the school's Prayer Room. This peaceful, multi-faith space in the Quad remained open throughout the day for quiet reflection or prayer. For those parents that could not attend, a newsletter was distributed outlining points of reflection based on the themes and messages from the collective worship of each month.

Building upon the school's Christian ethos of 'many members, but one body as it is with Christ' (1 Corinthians 12:12) staff, pupils and parents came together this year to develop The King's School's Christian Values. Such is the school's history and relationship with Peterborough Cathedral, stakeholders decided it was most appropriate to adopt three of the Cathedral's values with the addition of two more that reflect the school's unique moral purpose and ambition as a 'family achieving excellence'. The school's Christian values are:

1. Generosity

We are generous in our attitudes and actions, and the use of the gifts God has given us. This inspires us to create and maintain links with our local, national and international communities.

Jesus said, 'Give and it will be given to you. A good measure pressed down, shaken together, running over...' Luke 6:38.

As a consequence, we emphasise the importance of kindness and the golden rule across major religions to treat others as you would want to be treated yourself. As Jesus said, *'In everything, do to others as you would have them do to you ...'* Matthew 7:12.

2. Inclusivity

We recognise and celebrate that everyone is made in the image of God and aim to create an environment in which all can flourish, so we welcome all, regardless of gender, age, race, sexuality, disability, class, ability, culture or belief.

'For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.' 1 Corinthians 12:12

You shall love the Lord your God with all your heart, and with all your soul, and with all your mind..... You shall love your neighbour as yourself.' Matthew 22:37-39.

3. Joyfulness

We are joyful in our outlook, positive, creative and adventurous; celebrating excellence and affirming all that is true, honourable, just, pure, pleasing and commendable.

In your presence there is fullness of joy.' Psalm 16:11.

Jesus said, 'I have said these things to you so that my joy may be in you, and that your joy may be complete'. John 15:11

Jesus said, 'In this world you will have trouble. But take heart! I have overcome the world.' John 16:33

4. Spirituality

As a Christian school, we understand this to mean that Christ is at the centre of our faith. We also value Collective Worship as an opportunity for prayer, reflection and encounters with God. We view spirituality as a relational consciousness whereby individuals relate to self, others, the world around them and to a divine other. We, therefore, recognise a sense or belief that there is something greater than ourselves, that connects all beings to each other and to the whole of creation.

The human spirit is the lamp of the Lord, searching every inmost part.' Proverbs 20:27

'I have come that they may have life, life in all its fullness.' John 10:10.

5. Excellence

We believe that each and every one of our King's School family should be able to achieve their own level of personal excellence. We endeavour to enable these key values to help us actively to live out our vision for all members of our King's School family to achieve their own level of personal excellence. We recognise that this is best achieved as a collective endeavour within our own King's School family but also in joining with other communities, local, national and international.

'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things.' Philippians 4:8.

We began to explore opportunities to embed these values into the school's culture through deliberate referencing in daily Collective Worship, Cathedral Services, assemblies, subject curriculum and extra-curricular opportunities. As such, Christian worship is celebrated as a fundamental part of school life.

Inter-faith relations have been an important part of an increasingly diverse school and community. The school has worked hard to build links with the Muslim community which has a rich history of cultural and charitable contributions to the city. The school were honoured to welcome Imam Kholi from Khadijah Mosque; he delivered a wonderful assembly on the similarities between Christianity and Islam.

Our Chaplain was instrumental in fostering an environment that encouraged personal reflection and a deeper appreciation of life's spiritual dimensions. She provided support during times of personal challenge, and although we said farewell to Revd Jenny Paddison at the end of the academic year, we were excited to welcome our **new Chaplain, Revd Lex Bradley-Stow**, who will continue God's work with the same dedication and creativity in the Christian spirit.

Programmes to Foster Personal Growth

Our '**Learning to Learn**' (L2L) initiative, took place during Form Time, was facilitated by **Sixth Form Mentors** and overseen by our Lead Teacher for Teaching and Learning. Targeting Key Stage 3 students, this programme was designed to cultivate skills such as resilience, resourcefulness, reasoning, reflection, and responsibility—qualities essential for both current and future challenges. Much of the work was done in small groups, focusing on problem-solving activities. This year, the L2L programme continued to consolidate Rosenshine's principles, enhancing students' ability to recall, store, and connect new and prior knowledge. In the latter part of the academic year, the focus shifted to study skills, and each student received a 'Revision Cracked Book' to help develop effective revision and study techniques, equipping them with the tools necessary for both academic success and personal well-being.

At **Key Stage 4**, a complementary programme called '**Good Study Habits**' was run by Form Tutors, focusing on fostering strong study routines and building mental resilience. The importance of sleep, nutrition, and hydration were highlighted as key components of both effective study and overall well-being.

Commitment to Mental Health and Wellbeing

At King's, we approached mental health openly and positively across all aspects of school life over the academic year. Mental Health and Wellbeing were permanent items on the agendas of our Senior Leadership Team (SLT), Full Governors, and Governors' Personnel meetings, and these areas were integral to our School Development Plan. This included our commitment to promoting the mental health of both students and staff.

Our website, noticeboards, and displays around the school reflected our focus on mental health, with a wide range of resources available, from flyers and posters to online tools. After a comprehensive audit of our mental health provision, we were **proud to receive the Wellbeing Award for Schools in January 2024**, recognising our positive and proactive approach.

We now have **34 staff members and 53 students trained as Mental Health First Aiders**, a testament to our ongoing dedication to the wellbeing of our school community.

Tailored Support for Mental Health and Wellbeing

Our school is proud to have three full-time Pupil Support Officers (PSOs) who focus solely on supporting the mental health and wellbeing of our students. These dedicated staff members work across Key Stage 3, Key Stage 4, and Sixth Form, drawing on their extensive experience to address a range of student issues. In recognition of the challenging nature of their roles, our PSOs are supported by Continuous Professional Development Learning (CPDL) opportunities, as well as professional guidance from the YMCA and MHST.

To enhance their work, we partnered with several organisations, including **MHST, YMCA, Crops, YPCS, CAMHS, and YoUnited**. For students dealing with higher levels of trauma, we also had engaged **CrewTrident to provide specialist support**. Additionally, our Mental Health and Wellbeing Support Team worked directly with students experiencing moderate mental health challenges.

Equality, Diversity, and Inclusion (EDI)

At The King's School, we celebrate every individual in our community. Recognising the diverse needs of our students, we ensured that all members feel valued and included. Our student-led **Equality and Diversity groups** worked tirelessly to improve the school experience for those often marginalised in society. The four key groups—Culture and Ethnicity, LGBTQ+, Mental Health and Wellbeing, and Disability—spearheaded numerous initiatives this year.

The Culture and Ethnicity group once again organised the popular **Culture Market** at the start of Charities Week, which celebrated the diverse heritage within our school through food, music, and a vibrant sense of community. This group also facilitated a visit from our esteemed alumnus and current Foreign Secretary, **David Lammy**, who engaged in a thought-provoking Q&A session with students.



The Mental Health and Wellbeing group played a vital role in delivering year-group assemblies and contributed to our successful Wellbeing Award application. Meanwhile, the LGBTQ+ group continued to provide a safe and welcoming space for students, hosting a series of events including the "**Proud to Be Me**" week which featured music and stalls selling student-made products.

These initiatives, driven by our students, reflected our unwavering commitment to fostering an inclusive, supportive environment where everyone feels empowered to be themselves.

Sports Report: A Year of Stellar Performances and Unyielding Spirit

This year has been a whirlwind of sporting and athletic achievement, with over **52 teams competing in more than 100 fixtures** and tournaments across a wide range of sports. Students were also offered a wide range of extra-curricular sport with regular clubs running at lunch and after school.

Badminton

Badminton has always been a popular pursuit among our students and this year saw a number of successes in competition. At the Peterborough School KS4 Girls' Singles Tournament, two of our students reached the quarterfinals, while Shante and Maelle also advanced to the quarterfinals in the doubles event. Our girls progressed to the semi-finals. In the boys' competition, a number of our students made it to the semi-finals. One of our students defended his title in the KS3 Boys' Singles, emerging as the overall winner for the second consecutive year.

Rugby

The Year 9 and 10 teams delivered convincing victories against a combined Hampton College and Hampton Gardens team. The **U14 team remained unbeaten**, showcasing their dominance, while the U15 team made significant strides in the national cup, ultimately bowing out to a formidable Gresham's team. The senior team also displayed resilience in competitive matches against Bourne Grammar and Spalding Grammar.

Basketball

The **Year 9 Boys' team secured a runner-up finish** in the Peterborough Schools League, while the Year 7 Boys' team claimed third place. Notably, **this year marked the debut of three girls' teams**, with the Year 9 Girls finishing as runners-up. The Senior Boys team also recorded impressive victories against Uppingham and Jack Hunt. The Year 7, 9, and 11 teams remain unbeaten in the group stages, advancing to the knockout stages in the new year.



Indoor Cricket

The Peterborough Schools Indoor Cricket League saw strong performances across the board. The Year 8 Boys, Year 8 Girls, and Year 11 Boys all finished as runners-up. The **Year 11 Girls**, however, went one step further, **winning their league**.

Football

The U13 Girls' football team reached the third round of the national cup, while the **Year 7 team advanced to the semi-final of the county cup, remaining unbeaten in the Peterborough Schools League**. JD teams also competed in various tournaments, with the Year 8 boys finishing third and the Year 10 boys securing second place in 7-a-side competitions.

Table Tennis

Our **U16 Boys Table Tennis team** has been a standout this year. After winning the Cambridgeshire competition, they triumphed in the regional finals in Nottingham. The team then competed in the national semi-final in Grantham, finishing second and **securing a place in the national final** in Wolverhampton after Easter.

Hockey

The U13 Girls Hockey team were runners-up in the South Kesteven Indoor Tournament, while the **U12 Girls finished first** and third in their respective tournaments. The sixth-form team qualified for the East of England Tournament, and the U15 teams secured second and third places in the Kesteven Indoor Tournament.

Cross Country



This year, **26 pupils represented Peterborough in the County Schools Cross Country Championships**, with impressive finishes across various age categories. Notably, six of our students placed within the top ten. At the Anglian Schools Championships, 12 pupils represented Cambridgeshire, with several advancing to the English Schools Championships. In the Peterborough Schools Championships, our teams won 5 out of 8 categories.

Netball

Seven netball teams have been actively competing in league fixtures and tournaments. There was success in the district tournaments, with the Year 8, 9, and 11 teams finishing third, the Year 10 team as runners-up, and the **6th Form team winning their competition.**

Sailing

In the sailing arena, several students achieved their RYA Stage 1 certificate. At the end-of-season awards evening, one student received the Garner Cup for the Most Enthusiastic Sailor, while a number of our finest were awarded the Memorial Sailing Shield for Improvement, with one being honoured with the Commander Willis Steadfast Award.

This year has been a testament to the dedication, skill, and teamwork of all our athletes. As we look forward to the next year, there's no doubt that more successes are on the horizon.

Music Department: A Year of Musical Excellence



The Music Department has had an outstanding year, with students showcasing their talents in a variety of performances, tours, and competitions. Pupils were involved in a wide variety of events and **over 150 of our students benefited from individual music lessons.**

Concerts and Performances

The year began with a triumphant **Tour Celebration Concert in October**, featuring instrumental and vocal performances by students who participated in the successful Belgium Music Tour. The concert was a testament to the hard work and musical growth of our pupils.

In November, the **House Music competition** took centre stage at the New Theatre, with over **400 pupils** participating. The event was marked by unforgettable performances, including "His Dark Materials" by Peter's Orchestra, "Glorious" by Chad's Junior Choir, "Fix You" by Oswald's Senior Choir, and "I'm Still Standing" by School House's Band.

The festive season saw over **150 pupils performing in the Cathedral Christmas Concert**, which included the school Orchestra, Senior Choir, Senior Concert Band, Junior Choir, and various other ensembles. The concert was a heartwarming display of the musical talent present across all year groups.

The Spring Term was highlighted by the **Whole-School Production of Chicago**, where a talented cast and orchestra performed to sell-out audiences. This was followed by the Spring Mid-term and Summer Concerts, where musicians from all school ensembles, from the Junior Department to Year 13, captivated audiences with their performances.



A notable performance at the **Spring Concert in St. John's Church** featured members of the Orchestra, Senior Choir, String Ensemble, and Senior Concert Band. The concert included renditions of Vivaldi's *Gloria*, Vaughan Williams' *Variations on a Theme of Thomas Tallis*, and selected chamber and solo pieces, such as movements from Bruch's *Violin Concerto* and Elgar's *Serenade for String Quartet*.

Community Engagement and Competitions

The Music Department's influence extended beyond the school, with students participating in **community events and regional competitions**. In September, a jazz ensemble performed at Oktoberfest. November saw performances by the Flute and Clarinet Ensembles at the Christmas Fair, while 11 pupils from the school contributed to the **Peterborough Youth Orchestra's premiere of *Mimi and the Mountain Dragon*** at the New Theatre.

In March, senior students performed at the **Peterborough Asylum and Refugee Community Association (PARCA)** fundraising event, delivering songs by Jamiroquai and Stevie Wonder. In June, current and former Choristers sang at the Old Choristers' Association Event, and a string quintet performed at Mrs Birch's Retirement Events.

Charity Efforts 2023-24

Our school's charitable work closely aligns with the Church of England's Courageous Advocacy initiative, encouraging students to act on their faith by supporting both local and global causes. Through a variety of projects—such as raising funds for WaterAid, supporting the BSSH Lion Hand Unit in Malawi, and partnering with local organisations like Kidney Research UK—we instil a sense of social justice and compassion. These efforts not only promote the common good but also empower students to lead and advocate for positive change, embodying the Christian principles of service and love in their daily lives.

By participating in student-led initiatives like the Culture Market and other charity events, students develop leadership skills and a global awareness that mirrors the Courageous Advocacy values of the Church. Our charitable efforts enable students to put their faith into action, encouraging them to stand up for those in need and contribute to a more just and equitable world. Through these experiences, they learn the importance of advocacy, compassion, and global citizenship, while growing as courageous leaders in their communities. Below is a more detailed narrative the wonderful charitable efforts last year.

Charities:

This academic year, our school proudly supported four main charities: The BSSH Lion Hand Unit Malawi, Children of Adam, WaterAid, and The British Heart Foundation. Through a series of engaging events including Charities Week, a Culture Market, Non-Uniform Days, and St George's Day celebrations, we were thrilled to have raised an **impressive £13,040.49**.

Throughout the year, our community came together for a wide array of creative and fun activities. These included arm-wrestling competitions, bake sales, guessing games like "How Many Sweets in the Jar," a bustling tuck shop, bead and bracelet making, busking, remote-controlled car time trials, and an ISOC stall. There were also science-themed challenges like "Pin the Organelle in the Cell," and a charity shop and book sale. Students and staff alike enjoyed participating in a human dartboard, push-up contests, "Guess Who?" games, a traditional food market, and tug-of-war. The variety continued with events like a raffle, the cream cracker challenge, "Guess the Mystery Object," Just Dance sessions, a water dunk tank, gift pong, penalty shootouts, spin the wheel, spice challenges, a prefect gown raffle, a bake-off, and even a match between the netball and rugby teams. Other highlights included a Year 7 social, paper airplane making, and Nerf gun shooting. The record-breaking fundraising total demonstrated the enthusiasm and generosity of our entire school community, including students, staff, parents, and local businesses.

In addition to supporting our four main charities, our school community also raised over £1,500 for other important causes such as Kidney Research UK, Centre 33, The Kite Trust, and The Royal Medical Benevolent Fund. We continued our commitment to local initiatives by supporting the food bank and contributing to a local shoe box appeal. Our involvement with both local and wider communities remained a vital aspect of life at our school.

Trips and Residential Experiences



One area in which the school truly distinguished itself, was in offering students an exceptional range of trips and visits beyond the classroom. Thanks to the hard work and dedication of our staff, the school accumulated nearly a hundred trips over the course of a single academic year, with 100% of learners attending at least one school trip. While a small number of these were curriculum-based, the vast majority were designed to broaden students' horizons, foster a love of learning, and create enduring memories with their peers. The sheer volume of trips makes it impossible to list them all, below are few examples of the visits, excursions and expeditions enjoyed by our learners.

Montpellier: For those with a passion for languages and cultural immersion, there were some exceptional opportunities this year, including visits to the Roman Baths and a residential trip to Montpellier. Art students benefitted from a variety of experiences as well, from exploring the artistic landscape of New York to visiting fine art museums in Oxford and photography galleries in London. In the fields of Drama and English, students were treated to a range of performances, including Cabaret in London, Richard III at The Globe, and a local performance by Luke Wright in Oundle, showcasing his Silver Jubilee Poetry.

Sports Enthusiasts: We offered a number of trips to those that seek a little adrenaline from their excursions with a visit to the iconic venue Wimbledon. The highlight for many was the ski trip, which saw over 60 students enjoying a week of winter sports and camaraderie.



Iceland: For students captivated by the natural world, there were both local and international opportunities. Geography students explored the landscapes of Cambridge and Hunstanton, but it was the journey to Iceland that provided a truly remarkable experience, allowing students to witness the country's dramatic geography first-hand. They returned having narrowly missed an active volcanic eruption, a near miss that added an extra layer of excitement to the trip.

Junior Department: As is often the case, the Junior Department (JD) endeavoured to offer the largest number of trips. Among the eight organised excursions were walks around Rutland Water and Castor, visits to the

Peterborough Museum and Duxford War Memorial, and, perhaps most memorably, the highly competitive pancake race and the traditional cutting of the school Christmas trees, a much-loved annual event.

Morocco: The pinnacle of this year's trips was undoubtedly the three-week expedition to Morocco. Students trekked across the High Atlas Mountains and experienced the vibrant culture of Marrakesh. Highlights included visits to local villages, negotiating with market vendors in the souks, sipping mint tea, and sampling an array of local delicacies. One student captured the essence of the trip perfectly, saying:

"I loved experiencing how others live their lives. I will never forget this. Our guide inspired me to live my best life, and I intend to."



Cave Bus and It's a Knockout: In addition to these external visits, students also benefitted from a wide range of in-school activities designed to enrich their educational experience. Some of these activities were focused on physical challenge. All Junior Department students, for example, took part in the Cave Bus and Year 8 students participated in It's a Knockout, a particularly memorable event for both students and staff alike.

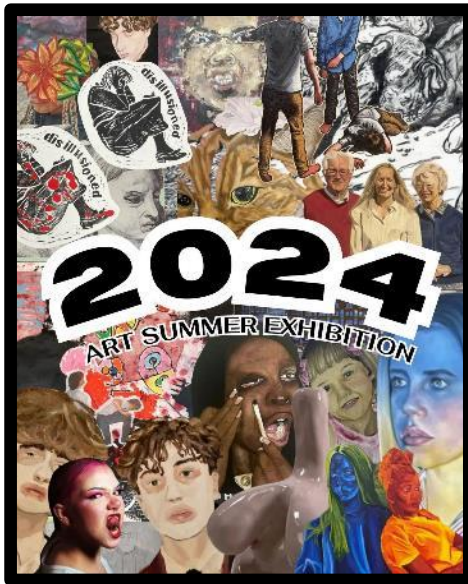
Art and Photography Excursions: In December, our Year 10 Fine Art students had the privilege of visiting the Ashmolean Museum in Oxford, where they explored the remarkable Colour Revolution exhibition and viewed a series of large-scale works by contemporary artist Flora Yukhnovich. Meanwhile, Year 10 Photography students embarked on a creative journey to London, where they visited The Photographer's Gallery and the Daido Moriyama retrospective at the V&A Museum. They spent the afternoon capturing the vibrant atmosphere of Chinatown, Soho, and Leicester Square through their lenses.

October brought an exciting trip for our Year 12 students, who visited several prestigious London galleries to kickstart their A-Level personal investigations. This trip provided a solid foundation for their artistic explorations throughout the year.

In February, students from Art, Photography, Design Technology, and Drama spent five immersive days in New York City. Their days were filled with visits to renowned art galleries and museums, while the evenings were dedicated to experiencing the vibrant culture of Times Square, shopping, dining out, and enjoying Broadway shows like *Back to the Future* and *Six the Musical*.

Artistic Workshops and Exhibitions: Year 10 and Year 12 Fine Art students had the unique opportunity to attend the opening of the Ana Dumitru exhibition, where they not only attended a lecture by the artist but also participated in hands-on workshops. These workshops included creating incised metal plates and Winogradsky columns, allowing students to engage directly with the artistic process.

In May, 26 Year 12 students showcased their creative talents by exhibiting their artwork at the Yarrow Gallery. These students took on the challenge of curating their own show, participating in a group critique, and eventually opening their exhibition to the public, gaining invaluable experience in presenting their work to a wider audience.

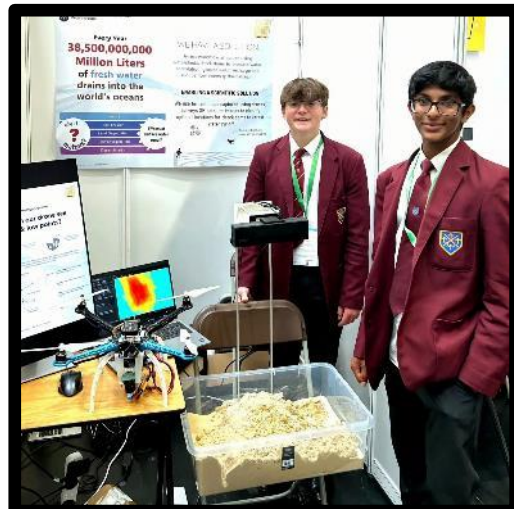
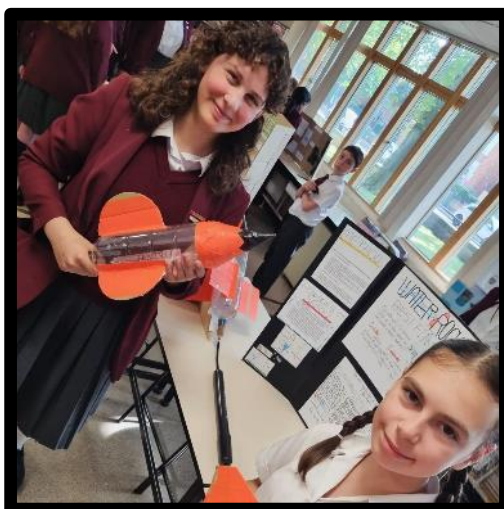


English Department Enrichment: The English Department has also offered a variety of enriching experiences this year. In December and March, a visiting theatre company performed *A Christmas Carol* and *Jekyll and Hyde* for our Year 11 students, both of which are key exam texts. Year 12 students enjoyed a series of cultural outings, including a performance poetry event, *Luke Wright's Silver Jubilee*, at the Stahl Theatre in Oundle, and a trip to The Globe Theatre in London to see *Richard the Third*.

In addition, a group of Year 12 students and staff attended a local performance of *Twelfth Night* at the Lido, which featured several of our students in key roles. The Literature Society and Poetry Society, both ran by Sixth Form students, continued to thrive, and this year we proudly appointed our second Poet Laureate, Karla Schneider.

Science Enrichment: Science students have also benefited from a wide range of extracurricular activities. All Year 8 students visited London Zoo as part of a joint Science and Geography trip, where they observed animal behaviour and presented their findings to their class. The BAE Systems Education Programme Roadshow visited the school, offering an engaging and informative session on electricity for Year 7 and 8 students.

The KS3 Science Club has been a hit, with students participating in activities like growing crystals, UV light labs, and building hovercrafts. This club saw regular attendance throughout the year. Additionally, the Year 8 Science Fair provided students with the chance to explore scientific ideas beyond the curriculum, culminating in a judging event to select the best project.



Our Year 12 students had the opportunity to share their passion for science during a visit to a primary school in Stamford, where they conducted demonstrations and classes for Year 5 and 6 students. This outreach program was a great success, with our students receiving high praise for their enthusiasm and knowledge.



A year of space exploration: Over the year, STEM departments at King's supported students in entering the UK CanSat competition, an engineering challenge organised by the UK STEM Council and funded by the European Space Education Resource Office (ESERO). The competition tasked teams with designing, building, and launching a weather satellite the size of a 330ml drinks can, known as a CanSat, to an altitude of 400m.

Participation in the programme increased this year, with King's entering two teams from Year 12 and a third team from Year 10. Given the maximum number of entries allowed from across the UK, we were incredibly proud that, for the second consecutive year, one of our teams made it to the finals, **placing in the top 12 out of 250 teams**. This achievement was indicative of the exceptional calibre of STEM students at King's.

All students who participated gained invaluable work experience that will undoubtedly support their future career aspirations. In addition, they earned either a Silver or Gold level accreditation through the nationally recognised Industrial Cadets programme and a Gold CREST Award in Science – the highest accolade in the CREST award scheme for independent student research projects.

Biology Department Achievements: The Biology Department has reintroduced the AMGEN project for Year 13, in collaboration with Homerton College, Cambridge. This initiative allows students to gain hands-on experience with advanced genome manipulation techniques, bridging the gap between theory and practice. Our Year 12 students also participated in the academic poster competition run by Imperial College London, submitting entries on topics such as the human heart and advancements in dental veneers.

A successful field trip focused on studying biodiversity gave students the chance to use specialised equipment to measure plant and animal diversity, followed by mathematical analysis and evaluation of their data. The Biology Department continued to thrive, with students volunteering for a local primary school visit, where they led activities like cell examination and designing water rockets.

Business & Economics Initiatives: The Economics Society, run by Sixth Form students, was a vibrant hub of discussion and learning throughout the year. Year 13 students met weekly to discuss current economic topics and prepare for their exams, later in the year enthusiastic Year 12 students took the reins, organising meetings, discussion and entrepreneurial projects.

Year 10 GCSE Business students had the opportunity to set up their own mini enterprises, creating business plans and applying for Tycoon loans from the Peter Jones Foundation. Their excitement and entrepreneurial spirit were evident as they worked towards making their businesses successful and profitable.

During the summer term, GCSE Business students conducted primary and secondary research for a proposed café in the local area. A field trip to Peterborough provided them with firsthand information to enhance their business plans, making the project a practical and engaging learning experience.

Careers

Over the course of the year, our students were fortunate to engage in a variety of inspiring careers events, designed to give them a clearer sense of how their academic achievements can translate into future opportunities. These experiences placed their hard work into real-world contexts, encouraging them to think about the paths they might pursue, firmly aligning with several of the Gatsby Benchmarks for Good Career Guidance.

A standout event for our Year 10 students was the NHS Expo, where they gained invaluable insights into the wide array of careers within healthcare. From nursing and midwifery to biomedical science and medical technology, the Expo provided a thorough overview of the roles that keep the NHS running. Students had the opportunity to meet professionals working in fields such as physiotherapy, mental health support, and radiography, learning not only about the clinical side of healthcare but also the vital administrative and technological positions that play such a crucial role in patient care. This event tied perfectly with Gatsby Benchmark 5 (Encounters with Employers and Employees) and acted as ideal preparation for the work experience programme that followed. We are proud to report that 98% of our Year 10 students secured on-site placements (Gatsby Benchmark 6: Experiences of Workplaces), providing them with hands-on experience in diverse industries—a significant achievement for the school.

Additionally, we welcomed visits from companies with strong connections to the city, such as Caterpillar and Perkins Engines. These sessions gave students an inside look at engineering, manufacturing, and business management roles, demonstrating the career possibilities available locally, further supporting Gatsby Benchmark 5. One of the year's most memorable experiences was a visit from the Royal Navy, which gave students a unique perspective on careers in the armed forces. The session focused on how these careers are increasingly technological, covering advancements in robotics, cybersecurity, and state-of-the-art navigation systems. These encounters offered students first-hand knowledge about careers that they might not have considered, further reinforcing the importance of Gatsby Benchmark 2 (Learning from Career and Labour Market Information).

As a school, we are committed to ensuring that every student is given tailored advice and guidance. Our dedicated Careers Officer provides one-to-one meetings for all students in Key Stages 4 and 5 (Gatsby Benchmark 8: Personal Guidance), helping them navigate their transition into adulthood with confidence. Whether exploring further education, apprenticeships, or other career pathways, our bespoke, expert support guarantees that no student is left to make these critical decisions without the proper guidance, ensuring they are fully prepared for their future.

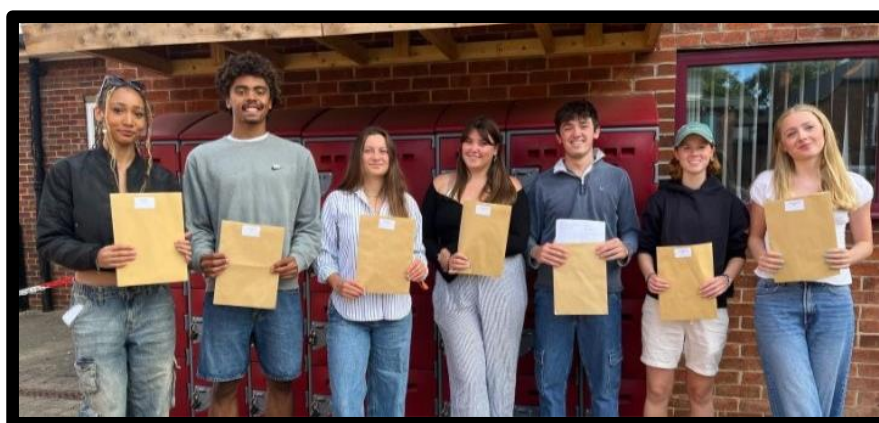
The Sixth Form: Outstanding

We work with amazing young people in our sixth form, who put an exceptional amount of effort to achieve on an individual level but also give a great deal back to the school and wider community. Demand for places at the Sixth Form remain incredibly high both from those students who have been through the King's School and those wishing to join from other local schools. Students follow an **A-Level Programme of Study** designed to prepare them effectively for the next steps in their career both through the quality of education received, the non-qualification activity that we offer and through the opportunities for effective careers guidance and personal development.

A-Level Attainment (2024 Outcomes)

A-Level results were very strong in 2024 with 37% of students achieving the top grades (A*/A). This was particularly pleasing given that grade boundaries had increased back to pre-covid levels. As can be seen below, and in line with national trends, results **overall mirrored closely the achievement of students (Average 2017-2019).**

Year	Entries	A*	A* to A	A* to B	A* to E	Av points	Grade	Av. GCSE Pts
2017	637	8%	33%	62%	98%	35.6	C+	6.68
2018	641	9%	36%	65%	99%	37.4	B-	6.76
2019	535	14%	41%	72%	99%	41.1	B	6.92
Average 17-19	604	10%	37%	66%	99%	38.0	B-	6.79
2020 CAGs	453	17%	49%	76%	100%	43.6	B+	7.04
2021 TAGs	582	20%	50%	78%	100%	43.8	B+	7.33
2022 adjusted	547	25%	52%	78%	99.6%	44.5	B+	7.30 (CAGs)
2023 grade protection	553	13%	38%	72%	99.6%	41.0	B	7.40 (TAGs)
2024 no protection	549	13%	37%	66%	99.5%	39.87	B	7.34 (adjusted)



On a subject level, whilst average points provide a useful indicator of achievement, care should be taken with subject comparisons as each subject varies by size of cohort (1-89) and ability range on intake. With that this mind, performance last year was **particularly strong in Art, Business, Chemistry, DT: Product Design & Textiles, Economics, French, Further Maths, Geography, Theatre Studies, Maths, Psychology and EPQ.**

65 students were supported by the 16-19 tuition funding in which 14 staff delivered sessions across 11 subjects, significantly supporting an improvement in overall outcomes. Additionally, 10 students received 10 1:1 tuition sessions and 12 received 3:1 tuition sessions from My Tutor.

Group	Students	Average Points	Average Grade
All	180	39.87	B
Disadvantaged Student	18	38.11	B-
EAL Student	46	35.35	B-
FSM Ever 6	18	38.11	B-
Male	79	38.92	B
Female	101	40.62	B
Pupil Premium	19	38.75	B
SEN Support	2	39.87	B

A-Level by Subject

Subject	Entries	A* %	A*-A %	A*-B %	A*-E %	Average Points	Average Grade
All	549	12.9	37	66.3	99.5	39.87	B=
Art (fine)	16	31.3	62.5	100	100	49.38	A=
Art (photography)	2	50	50	50	100	45	A-
Biology	77	13	35.1	54.5	98.7	37.4	B-
Business Studies	26	0	19.2	69.2	100	37.31	B-
Chemistry	66	12.1	43.9	65.2	100	40.45	B=
Classical Civilisation	19	5.3	10.5	68.4	100	37.89	B-
Computer Science	15	13.3	26.7	40	100	34	C+
D&T: Fashion & Textiles	5	40	40	60	100	42	B+
D&T: Product Design	8	0	37.5	62.5	100	40	B=
Economics	30	10	36.7	83.3	100	43	B+
English Literature	23	13	26.1	78.3	100	41.3	B=
French	5	0	40	60	100	40	B=
Further Maths	14	50	71.4	92.9	100	51.43	A=
Geography	24	0	45.8	75	100	40.83	B=
German	2	0	0	50	100	30	C=
History	32	6.3	21.9	56.3	100	36.88	B-
Maths	71	18.3	53.5	76.1	100	43.1	B+
Music	5	0	20	40	100	36	B-
Physical Education	9	11.1	33.3	33.3	88.9	33.33	C+
Physics	24	20.8	37.5	50	95.8	34.17	C+
Psychology	47	14.9	38.3	74.5	100	42.13	B+
Religious Studies	21	4.8	9.5	33.3	100	31.9	C+
Theatre Studies	8	0	25	100	100	42.5	B+
EPQ	20	40	75	100	100	53	A+

Retention

Our **retention from the start of Y12 into Year 13 is very strong** with the vast majority of our students staying with us for a two-year programme. The data is stable over time:

2021-2022 97%

2022-2023 98%

2023-2024 100%

GCSE Maths and English

We provide Maths and English support for those students who don't achieve a standard pass, and in November 2023 3 students retook GCSE Maths (Two achieving a grade 4, one achieving a grade 2).

Post 18 Destinations

74% of students who applied to university gained their firm or insurance choice for an undergraduate course, which was really pleasing. We are also really pleased to support small but growing number of students who have pursued a **degree apprenticeship pathway**, gaining employment with the Murphy Group and Highways Agency. We also supported a small number of students from our previous cohort to get placed into universities and courses of their first choice. **16 students were accepted on medical, veterinary and dentist related courses** which was an amazing achievement. Likewise, **7 students achieved a place at either Oxford or Cambridge**.

Our success across a number of undergraduate disciplines was pleasing, showing the varied qualities and talents of our students.

Year 13 (2024)	Number	%
Firm places accepted UCAS	112	62
Declined firm for alternative	17	9
Insurance places accepted	21	12
Clearing placed	20	11
Art foundation	1	1
University Abroad	2	1
Further Education	1	1
Employment	1	1
Gap Year Organised	17	9
Apprenticeships	5	3

Post 18 Support



Our post 18 support is superb. 99% of Y12 and Y13 students (178 completed the survey) stated that they felt safe at school. All students received at least two one-to-one sessions with our Careers and UCAS Advisor. 86% of Y12 and Y13 felt they had been very well supported by the school with their next steps after A-Levels. This time is used to help support students applying to university with their personal statements, choices of courses and institutions, and the UCAS process more generally. They were also heavily supported during **Post 18 Week in July of Year 12** as well as individual support from their Learning for Life teachers and their subject teachers in the Autumn Term of Year 13. Alongside this, students had mock interviews, where necessary. Often these were held in school, with ex-students and other professionals conducting those interviews. Those students following an alternative path were supported by our Independent Careers Advisor to ensure their advice was impartial and specialised.

Last year, **all Year 12 students participated in a Futures Day** during the Summer Term, designed to increase their employability skills, their life skills and **their understanding of post 18 higher education and apprenticeship opportunities.**



Students were able to create a bespoke programme that met their post-18 choices and were able to attend sessions that were relevant to them. There was a **wide range of options with subject related careers explored by employers and former students including journalism, television production, mechanical engineering, investment management, social work, nursing careers, occupational therapy, environmental careers, civil engineering, legal careers, bio medical research, forensic science, classics, border security, supply chain and logistics, veterinary medicine, civil service careers, fashion and design, and careers in the police.**

Employers attending included **the NHS, the Environment Agency, Anglia Water, Irwin Mitchell LLP, ITV and Cambridgeshire Police.** The day also included a session for all students from **the Sydney Sussex College, University of Cambridge** on preparing for higher education.

During the event, all students attended a session about university applications and the UCAS process, and started their UCAS applications.

Work Experience

We are so proud that the vast majority (**95%**) of our 199 Year 12 students undertook an **extended work-based placement** in the summer of Year 12. In person placements both locally and nationally included Arm Computing, Accountants, Allinson Homes, Architects, Bauer Media, Barristers Chambers, BT, Carter Jonas, Caterpillar, Dental Practices, Diligenta, Flag Fen Archaeological Park, GB Railfreight, GP Surgeries, Hinchingsbrooke Hospital, Holland & Barratt, Interior Designers, Investment Management companies, Members of Parliament (MPs), MRC Laboratory, National Trust, Pharmacies, Peterborough City Hospital, PECT (Environmental Charity), Peterborough City Council, Peterborough libraries, Peterborough Cathedral, Peterborough Museum, Primary Schools, Psychiatric Consultants, Osteopaths, Physiotherapy Practices, Opticians, Solicitors, Tall Ships Youth Trust, Telford and Wrekin Council, Theatre Companies, Thorpe Hall Hospice, University of Cambridge, and Veterinary Practices.



For the small number of students unable to obtain in-person placements they were supported to access online opportunities such as future learn courses, work experience with PWC and SOAS Summer School. The students found the experiences very rewarding and have been using them to supplement their university applications in the personal statement section.

We were pleased that Ofsted recognised the support that the school provides to our sixth formers at this important time in their lives:

“The school ensures that pupils and sixth-form students make well-informed decisions about their futures. For example, through facilitating careers fairs and inviting alumni to talk to pupils about their experiences.” (Ofsted, 2024)



Annex: Post 18 Destinations (2024)

University/Employer	Course/Post
Aberystwyth	Psychology
Aberystwyth	Genetics
Anglia Ruskin University	Computer Science
Anglia Ruskin University	Biomedical
Anglia Ruskin University	Medicine
Anglia Ruskin University	Biomedical Sciences
Anglia Ruskin University	Primary Education Studies (Accelerated)
Anglia Ruskin University	Biomedical Science
Aston	Economics
Aston	Accounting and Finance
Aston	Economics and Management
Bath	Mechanical Engineering
Bath	Economics
Bath	Education with Psychology
Birmingham	Medicine
Birmingham	Human Sciences
Birmingham	Computer Science
Birmingham	Law
Birmingham	Dentistry
Birmingham	Geography
Birmingham	Economics
Birmingham	Physics
Brighton	Psychology
Brighton	Medicine
British Sugar	Supply Chain Purchasing Degree Apprenticeship
Cambridge	Medicine
Cambridge	History
Cambridge	Medicine
Cambridge	Engineering
Cambridge	Modern & Medieval Languages
Cardiff	History
Cardiff	Financial Mathematics
Caterpillar	Global Supply Chain Degree Apprenticeship
Chichester	Physical Education and Sports Coaching
De Montfort	Nursing (Adult)
De Montfort	Architecture
De Montfort	Paramedic Science
De Montfort	Law LLB
Durham	Computer Science
Durham	English Literature
Durham	Modern European Languages & History
Durham	Natural Sciences
Durham	Geography
Durham	Combined Honours in Social Sciences
Durham	Ancient History

Durham	Natural Sciences
Durham	Politics and International Relations
Durham	Natural Sciences
Durham	Philosophy
Durham	Classical Civilisation
Edinburgh	Biological Sciences (Biotechnology)
Essex	Law
Exeter	History
Exeter	Mechanical Engineering
Exeter	Medicine
Exeter	Medicine
Further Education	Arboriculture & Tree Management
Glasgow	Geography
Glasgow	Classical Studies & English
Guildhall	Performance Design (Stage Management)
Hampton College	Finance Apprenticeship
Hertfordshire	Optometry
Huddersfield	Music Performance
Hull	Biomedical Engineering with FY
Imperial	Medical Biosciences
KCL	Law
KCL	Biochemical Engineering
Kent	Medicine
Lancaster	Economics, Politics and International Relations
Leeds	Product Design
Leeds	Music and Music Technology
Leeds	Classical Studies
Leeds	Geography
Leeds	Sustainable Fashion
Leeds	Art & Design
Leeds	Computer Science
Leeds Arts University	Illustration
Leicester	Finance
Leicester	Economics and Accounting
Leicester	Criminology
Leicester	Medicine
Leicester	Computer Science with FY
Lincoln	Law
Lincoln	Interior Architecture & Design
Liverpool	Law
Liverpool	Medicinal Chemistry
Liverpool John Moores	Primary Education
Loughborough	Civil Engineering
Loughborough	Sports and Exercise Science
Loughborough	Economics & Management
Loughborough	Chemical Engineering
London School of Economics	Economics
London School of Economics	Economics

Man Met	Computer Science
Newcastle	Marine Biology
Newcastle	Psychology
Newcastle	Biomedical Science
Newcastle	Psychology
Newcastle	Sustainable Land and Business Management
Newcastle	Marine Biology
Newcastle	Agri-Business Management
Newcastle	English Literature
Newcastle	Politics & History
Newcastle	Business Management
Northumbria	Business Management
Nottingham	Pharmaceutical Sciences
Nottingham	Engineering & Physical Sciences with a FY
Nottingham	Veterinary Medicine
Nottingham	Medicine
Nottingham	Architecture
Nottingham	Mathematics and Economics
Nottingham	Veterinary Medicine
Nottingham Trent	Business Management and Marketing
Nottingham Trent	Software Engineering with FY
Nottingham Trent	Economics
Nottingham Trent	Biomedical Sciences
Oxford	Biochemistry (Molecular and Cellular)
Oxford	Classics II
Portsmouth	Dental Hygiene and Dental Therapy
Salford	Journalism : Multimedia
Sheffield	Chemistry with FY
Sheffield	Medicine
Sheffield	Landscape Architecture
Sheffield	Aerospace Engineering
Sheffield	Music
Sheffield	Biomedical Science with Industrial Placement
Sheffield	Nursing (Adult)
Sheffield	Mechanical Engineering
Sheffield Hallam	Computer Science
Southampton	Music
Southampton	Law
SP Jain	Business Administration
St Andrews	Mathematics
St Andrew's NC. US	Sports, Golf
St Mary's	Sport Rehabilitation
Swansea	Marine Biology
University Arts London	Foundation Diploma in Art and Design
University College London	Chemistry
University College London	Pharmacy
University East Anglia	Medicine with a Gateway Year
University East Anglia	Global Development

University East Anglia	Law
University East Anglia	Chemistry
University East Anglia	Psychology
Warwick	Mathematics
Warwick	Global Politics with Year Abroad
Warwick	Natural Sciences
Warwick	Global Sustainable Development
Warwick	Engineering
Warwick	History
Working	London Law Firm
York	Computer Science
York	Environmental Science
York	PPE
York	Psychology
York	Psychology
York	Accounting , Finance & Management
York	Psychology
York	Philosophy

Enrichment and Community Involvement



Our Sixth Form students take on a range of leadership roles at school, **98% of Year 13 opt to become a Prefect**, and lead in a range of different aspects of the school: **Houses, Departments, Pastoral** – leading on our Learn-to-Learn programme, teaching a Key Stage 3 class on a Tuesday morning, working as part of a duty team at break or lunch, to name but a few roles. Year 12 also opt for leadership roles, and **approximately 90 of them volunteered as mentors last year as part of our ‘Student Commission’, many mentors help younger students improve in one or two academic areas**, they also help younger students who might be struggling with difficulties settling in or in managing their organisation or behaviour.

Outside of school 94 students gave of their time to volunteer within the community, of which 18 went to Peterborough City Hospital.

‘I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me’. Matthew 25:35.

This year the charity prefects chose to support The BSSH Lion Hand Unit Malawi, Children of Adam, WaterAid and The British Heart Foundation. The combined fundraising from collections, non-uniform days, charities week and the new addition of St Georges Day celebrations resulted in £13040.49 being raised. We are absolutely delighted with the record-breaking fundraising effort this year and are very grateful to all the staff, students, parents and local businesses that supported us.

In addition to our main four charities, our school community has also raised in excess of £1500 for Kidney Research UK, Centre 33, The Kite Trust and The Royal Medical Benevolent Fund. We have continued maintained our support for the food bank and have contributed to a local shoe box appeal. Our involvement with local and wider communities continues to be an important part of school life.



Outside of lessons, **14 Year 12 students successfully completed their Gold Duke of Edinburgh Award**. This included a 4-day expedition in the Brecon Beacons including a walk along Dragon’s Back. They have also successfully completed the other components of their DofE award and will hopefully be invited along to a Royal Palace later this year!

Within school, students take part in a **range of extra-curricular activities**. Our **Wednesday programme** allows students the free choice to access a range of options including sport, music, drama, art or career-based sessions. Sixth form students represented the school in a range of sports including football, hockey, netball and cross-country. Across the school year students are encouraged to take part in a range of activities that enrich their taught curriculum.

“The school equips students in the sixth form with social and cultural capital. To develop their leadership skills and to contribute positively to the school, they can become mentors for younger pupils. Students participate in and lead a range of societies. They also learn about philosophy, religion, arts, essay writing and financial skills as part of their ‘research studies’. This means students continue to have academic interests beyond their chosen courses.” (Ofsted, 2024)



In 2024 **all students new to the school had the opportunity to meet with senior leaders in order to discuss their A-Level options and career aspirations**.

Students benefitted from a **two-day induction course**, experiencing taster sessions and taking part in a number of ice breaker and team building activities to get to know one another, all designed and led by our own sixth form students.

Wellbeing and Pastoral Care

We have **dedicated team around the sixth form including 18 specialist tutors**, a Pupil Support Officer (full time and without a teaching timetable) and two Sixth Form Deputies, all of whom help to care for the needs of our students.

Our Learning for Life Programme (Lfl) helps support students on a range of topics, including post 18 research, drink driving, vaping, sexual health, healthy relationships and budgeting. We offer **Research Studies** to all sixth formers, which helps students maintain a rounded education, including debates in religion, ethics, philosophy, arts, financial capability, media and the environment.



LEADERSHIP: OUTSTANDING

In everything, do unto others as you would have them do to you....' Matthew 7:12

In the summer of 2024, **the school was** judged to be **Outstanding in every category**. An amazing achievement for all the school staff.

"The school has a positive reputation among parents and the local community. Leaders' decisions are always in the best interests of pupils and students. Their aim is for the school to continue to build on its rich history and traditions in a positive way". (Ofsted, 2024)

Admissions

The School remained oversubscribed for admissions with an increased number of applicants at all entry points.

Year	Year 3	Year 7	Year 12
2023	93	638	252
2024	108	652	284
% Increase	16%	2%	13%

Staffing

Strong leadership is secure at all levels including both teaching and support staff. In 2023-2024 a new experienced SENCO joined the SLT and leadership in this area was further strengthened by creating a new role of Deputy SENCO and two roles leading Access Arrangements were created. Human Resource management was also strengthened by the appointment of a designated Human Resources Manager.

Professional Development

After the previous year's focus on embedding Rosenshine's Principles of Instruction through an all-staff model, Leadership consulted on an improved Professional Development Program. In 2023-24 CPD reduced the focus on whole staff training and slightly increased Department Training time. The key change of note was the development of Training Pathways to allow staff greater choice to meet their personal needs from three routes: Classroom Practice, Leadership and Wellbeing.

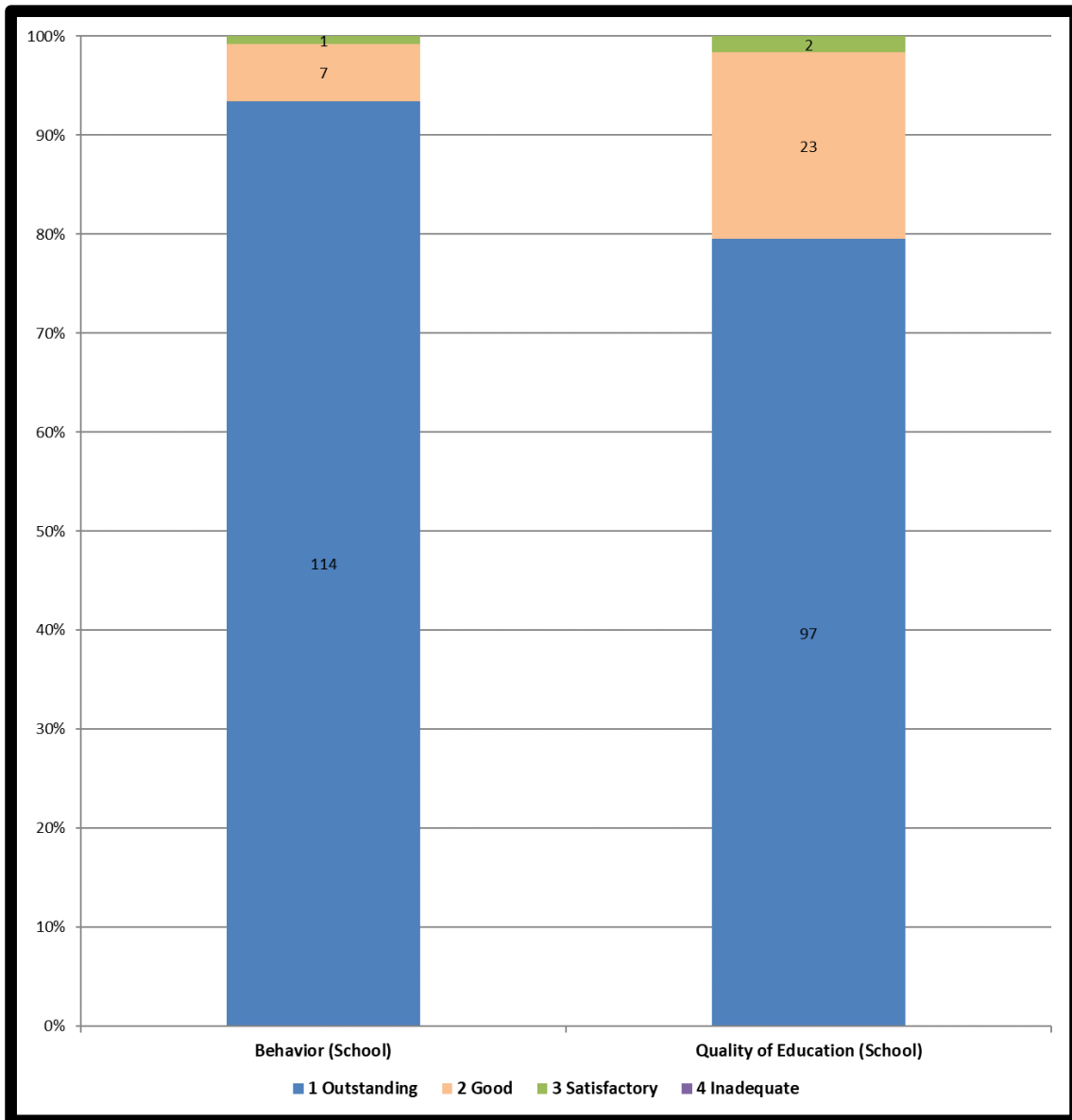
The best attended sessions were the **Wellbeing Pathway** (on average 30 staff across each session, and The Classroom Practice Pathway with 22 staff attending 'How to Ace a Lesson Observation' and 19 attending '365 for the classroom'.

A little more time was also included for staff to pursue their own personal development through providers such as the National College, as well as to undertake some peer observation.

89% of staff surveyed agreed that there were opportunities to develop their knowledge and skills.

Quality Assurance

The Quality Assurance Schedule allowed leadership to judge the impact of CPD through no notice observations. Lesson Observations demonstrated that 98% of lessons were good or better, and 79.5% were Outstanding.



Lesson Observation Grades 2023-2024

Leadership introduced a new Behaviour Policy and used Training Days to implement changes and explore practice. Lesson Observation data also showed that **99% of lessons observed demonstrated behaviour to be good or better**, with 80% judged Outstanding (see above).

Safeguarding

The school is committed to ensuring that Safeguarding is effective. In July 2024, our safeguarding was inspected as Outstanding in all areas. We continue to consider best practice, having **introduced My Voice** in 23-24 which allows students to anonymously report incidents that concern their safety or the safety of others. The School also used the CPD Budget to buy in enhanced National College membership to include specific Safeguarding Training. 100% of staff surveyed agreed that they knew how to keep children safe in school, and **99% of parents surveyed indicated that their child felt safe at this school.**

Programmes of Study

After consultation with the governors, parents and SENCO, we were pleased to be able to offer a new GCSE for a small group of learners with significant learning needs ensuring that both their learning and skill needs will be met by the end of Year 11.

Site Infrastructure

During 2023-2024 improvements were made to a range of site installations:

- Refurbishment of Technology Toilets
- Provision of additional dining space
- Installation of a new Fire Safety System with associated lighting
- Vaping Alarms in all toilets
- New Wireless Network
- New Physical IT storage
- Resurfacing and drainage improvement to the front car park
- Resurfacing of the area leading to Learning Support
- Re-painting of corridors