

# *Prospectus 2024*

The King's (The Cathedral) School  
Peterborough







## WELCOME FROM THE HEADTEACHER

I am delighted to offer you a warm welcome to the King's (The Cathedral) School. I hope this prospectus provides you with all the information you require and offers an insight into what makes the school such a special place to study.

The school has long been synonymous with academic achievement where students of all abilities consistently achieve some of the strongest results in the country. Outstanding academic success is an important feature of the school but on its own not enough. Students who choose to study at the King's (The Cathedral) School benefit from accessing a wide range of extra-curricular activities including music, sport, the Duke of Edinburgh Award, and a wide range of national and international trips.

Established in 1541, the school is steeped in a long and proud Christian tradition. We cherish our strong links with the Peterborough Cathedral with students taking part in termly services, our House Music is a highlight for the hundreds of students who participate each year in this much loved competition, and our senior prefects continue to play an active role in supporting our younger students. Alongside these traditions, our dedicated team of teachers and support staff work in close partnership with parents to ensure that students feel part of a family where they benefit from a calm, purposeful and forward looking school.

Above all, our primary aim is to support your child to grow in confidence and to fulfil their true potential. I look forward to meeting you in person.

John Harrison  
Headteacher.

## INTRODUCTION

The King's (The Cathedral) School is a publicly-funded Independent Academy. It was founded by Henry VIII in 1541 as the Cathedral School to educate the Cathedral choristers and this close link with the Cathedral is still valued and maintained today.

Approximately, 1,200 pupils attend The King's School, with 60 in our Junior Department through to over 360 in the Sixth Form.

Since becoming comprehensive and co-educational in 1976, The King's School has maintained its outstanding record of success. Pupils of all abilities are encouraged to achieve their highest academic potential. Other aspects of development are not neglected: there is plenty of opportunity for participation in music, drama, outdoor activities, sport and social events, as well as a range of clubs and societies, catering for leisure pursuits. Our children are expected to develop a sense of responsibility for their conduct and behaviour, and to become aware of the needs and rights of others. The size of the School enables each pupil to find a sense of both identity and security: new pupils soon settle in and become part of our extended family. The School is very much up-to-date, and offers pupils a thorough preparation for life in the twenty-first century.

## STATEMENT OF VALUES AND ETHOS OF THE KING'S (THE CATHEDRAL) SCHOOL

The King's (The Cathedral) School is a partnership between students, staff, parents and Governors who seek to create within the School and the community an educational environment in which the strengths and potential of all are realised, the needs of individuals are respected, and high expectations are achieved. We seek to:

- Recognise and value the contribution of every member of the school community;
- Maintain the tradition of achievement and academic excellence to the best of each individual's ability;
- Foster a community in which good mutual communications are promoted and in which, through pastoral care, all students achieve self-esteem and an appreciation of others, with a sense of responsibility for their environment;
- Provide a broad range of extra-curricular activities that give opportunities for all to develop individual interests and skills;
- Encourage a happy, well-motivated staff to work effectively and successfully through good leadership, efficient structures and the provision of resources.

*The basis for these values is the Christian ethos of the School.*

**Our Motto is 'A Family Achieving Excellence'.**



## THE KING'S (THE CATHEDRAL) SCHOOL YEAR BY YEAR

### YEARS 3 - 6

In 2011 the School opened a Junior Department. 60 pupils were admitted, 15 into each of Years 3 to 6. Currently 15 pupils are admitted into Year 3 each year. The Junior Department is the Choir School for Peterborough Cathedral, providing an education for both choristers and a number of non-chorister pupils.

The Junior Department is situated in Madeley House, adjacent to the Music Department, and comprises two classrooms, a specialist practical room, a drama and activity room, an office, ICT area, library and cloakrooms. Outside, there is a designated play space for the junior pupils, consisting of both grass and hard surface. The Department is well-equipped with ICT facilities, interactive white-boards, and audio-visual equipment. The students also have access to a number of specialist areas shared with the rest of the School.

The pupils are taught in two classes, each comprising two National Curriculum years. Approximately 80% of the curriculum is taught by the class teachers, who are primary specialists. The remaining part of the curriculum is taught by subject specialists who also teach across the whole of The King's School age-range. Each class is supported by a Teaching Assistant. A team of Junior Department Sixth Form Prefects act as mentors to our younger pupils. All youngsters are taught French and, because of the strong musical emphasis within the Department and the School in general, all youngsters are expected to learn to play a musical instrument as an extra-curricular activity. In most circumstances parents will be asked to pay for the extra-curricular music lessons.

Homework relating to the topics studied is set regularly.

Junior Department pupils follow the normal timings of The King's School, and are the same as those from Year 7 upwards. However, there are adjustments within the day to accommodate the junior curriculum and also to allow the junior pupils to eat at a slightly earlier time than those in the main school.

The Junior pupils wear a uniform which is very similar to that worn by the older pupils. Full details of the uniform are provided to parents when an offer of a place is made for their son or daughter. As a guide, parents are asked to look at the uniform details later in the Prospectus.

Throughout the year the Junior pupils undertake a range of extra-curricular activities.

The Junior Department is very much part of the whole King's School, with the pupils as fully integrated as possible into the life of The King's School Family.

## YEAR 7

Pupils are introduced to a wide range of skills and areas of knowledge, as a foundation for their progress through the School. In their first year, all pupils study National Curriculum subjects, including R.S. and Learning for Life. Teaching support is available, if required. Relationships and Sex Education is dealt with as part of the study of living organisms within the Science course. There is a residential course in Outdoor Education. Teaching is in mixed-ability groups, except for Mathematics, which maybe grouped by ability during the first term. The Sciences are taught as an integrated subject. French and German are taught as the Modern Foreign Languages.

## YEAR 8

All pupils follow courses in all National Curriculum subjects, including R.S. and Learning for Life. German is available to all pupils as a second modern foreign language, or Latin/Classics may be studied as an alternative. Modern Languages, English and Mathematics are taught in groups arranged by ability. Other subjects are arranged in mixed ability groups. A Curriculum Activities Week is organised for all pupils.

## YEAR 9

All pupils continue their subjects studied in Year 8, apart from Science which is taught separately as Biology, Chemistry and Physics. Modern Languages, Mathematics, English and Science are taught in groups arranged by ability. A Curriculum Activities Week is organised, which offers the pupils a residential experience. All pupils are expected to attend.

## YEARS 10 AND 11

Subject courses normally lead to the GCSE examination. Pupils follow courses in English Language, English Literature, Mathematics, Religious Studies, Combined Science or three separate Sciences, and three others chosen from Art & Design, Business, Computer Science, Drama, Food Technology, French, Geography, German, History, Latin, Music, Product Design, Sport Studies and Textiles Technology. The viability of some of these courses depends, however, on the demand for them. English, Mathematics and Science are taught in groups, arranged by ability. All pupils follow non-examination courses in Physical Education and Learning for Life. A Curriculum Activities Week is organised for all pupils in Year 10. A study-skills course is offered to those pupils who we feel would benefit from studying fewer GCSE subjects.

## YEARS 12 AND 13

Sixth Formers are normally expected to follow three courses to A-level in Year 13. Such courses are offered in Art, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Economics, English Language and Literature, English Literature, French, Further Mathematics, Geography, German, History, Mathematics, Music, Physics, Psychology, Religious Studies, Sport Studies, Product Design, Textiles and Theatre Studies. The viability of these courses depends, however, on the demand for them. Students follow a programme of Learning for Life, and Research Studies, or the Extended Project Qualification, and enjoy an Activities programme where they have a wide choice of activity, including team or individual sports, as well as voluntary service.







## ASSEMBLY AND WORSHIP

Each day starts with a act of Christian worship and assembly. There is a weekly theme, and assemblies are led by staff and pupils from all years, plus visitors to the school. Our collective worship aims to be invitational, inspiring and inclusive. The whole school attends Cathedral Services several times a year to mark important church festivals or school events, such as the Dedication Service and the Leavers' Service. Alternative worship is held in school once a fortnight on a Friday, for example Communion and a Morning Prayer and Praise/CROPS-led service. Other opportunities for Christian prayer, teaching and friendship are provided in school and there is a dedicated Prayer Room open to pupils and staff of all faiths and none, as a place of quiet reflection.

## CHAPLAINCY

Our school is served by a part-time Chaplain, the Reverend Jenny Paddison, who assists the School in the living-out of its Christian values and offers spiritual and general support to those in need. The Chaplain has an office at the back of the Prayer Room and is available to offer support in any way to all members of the school community, including parents and staff.

As a Cathedral school we have six services each year in the Cathedral and the Chaplain organises these and recruits students to contribute to the shaping of these services.

For those who wish it, the Chaplain also prepares students for Confirmation and this usually takes place at the Easter Vigil service at Peterborough Cathedral each year. There are many opportunities for students to be involved in the spiritual life of the school and the Chaplain is there to nurture and support their and others' faith development.

CROPS (a Christian Youth Charity) also offers other activities to students, including Park-Up (games and chat) once a week in school, mentoring, Alternative Worship and external events.

## RELIGIOUS STUDIES

All students follow a programme of Religious Studies throughout their time at King's. Students study for the GCSE in Religious Studies. This covers Philosophy and Ethics, Christianity, and Islam. There are four teaching periods per fortnight in Years 9 & 11, and six in Year 10. Religious Studies is also a popular A-level option. Students follow the OCR course, taking one paper each in Philosophy, Ethics, and Developments in Christian Thought.

NB: It is open to parents to withdraw their children from religious worship or Religious Education on grounds of conscience. This is a very rare occurrence and the Board of Governors would normally expect parents applying to the School to be willing for their children to participate in both.

Extra-curricular opportunities:

**Year 7** – Trips to Coventry or The National Holocaust Centre to aid their studies.

**Year 8** - Visits to local Catholic and Baptist churches to aid our study of different Christian approaches. Other past events include the Anne Frank Exhibition, the Bible Exhibition and the GSUS project.

**Year 10** - Visit to a local Mosque to aid their study of Islam.

**Sixth Form** - Students usually attend the annual Religious Studies Sixth Form Conference, often in Cambridge. We usually invite a guest lecturer to deliver the King's Annual Theology Lecture.



## THE CURRICULUM

Times of the school day:

### Key Stage 2

Morning session	08:35 - 12:15
Afternoon session	13:10 - 15:25
Teaching time per week Key Stage 2	25 hours

### Key Stage 3

#### Years 7 & 8

Morning session	08:35 - 13:10
Afternoon session	14:10 - 15:25
Teaching time per week	25 hours

#### Year 9

Morning session	08:35 - 13:10
Afternoon session	14:10 - 15:25
Teaching time per week	25 hours

### Key Stage 4

Morning Session	08:35 - 13:10
Afternoon Session	14:10 - 15:25
Teaching time per week	25 hours

### Key Stage 5

Morning Session	08:35 - 13:10
Afternoon Session	14:10 - 15:25

## PASTORAL CARE AND DISCIPLINE

The form tutor is responsible for the general welfare and pastoral care of the pupils in tutor groups. He or she is supported in each year by an Academic Head of Year. There are also three Pupil Support Officers, one works with the Lower School (Years 7-9), one with the Middle School (Years 10-11) and one with the Sixth Form. Problems should be raised with the Pupil Support Officers in the first instance. The Headteacher, his Deputies and Assistant Headteachers will always make themselves available for consultation, if necessary, thereafter. An Assistant Headteacher has specific responsibility for each of Lower and Middle Schools, and the Sixth Form.

The School is a friendly, open and honest community, with a traditional approach to discipline, based on pastoral care. There are few rules but high expectations in the areas of behaviour, hard work and good sense. Guidance over school rules is given to the pupils at school and to parents by letter or consultation. Liaison between home and school is invaluable, and we are very fortunate in the level of support from parents which we enjoy. Staff are helped in their supervisory duties by School Prefects, drawn from Year 13.

## SAFE AND SUSTAINABLE TRAVEL TO SCHOOL

The School urges parents and students to think very carefully about sustainable means of travel to school. Students living within walking or cycling distance from the School are encouraged to do so. For more information on cycle and walking routes see [www.travelchoice.org.uk](http://www.travelchoice.org.uk) or call the Travelchoice Team on 01733 747474.

King's is situated close to the City Centre and within pedestrian reach of both the Railway and Queensgate Bus Stations. Stagecoach operates a number of routes that pass near to the School. Citi 1 uses Burghley Road and Citi 2 Park Road, all making connections at Queensgate. Route maps are available from the Stagecoach website. Contract buses to the northern and western villages, as well as a public transport bus which serves a route along the A47 to Uppingham and Oakham, arrive and leave from directly outside the School.

For more information on bus routes and services see [www.travelchoice.org.uk](http://www.travelchoice.org.uk) or ring Traveline on 0870 608 2 608. When phoning Traveline they will ask for the home postcode and the school postcode (PE1 2UE) so that they can provide information about route options and costs. Further information regarding travel arrangements can be found on our School website.

Please try to avoid coming to school by car, unless there is no public transport alternative. If you have to drive, please consider car-sharing, and then drop off away from the Park Road/Granville Street, Park Road/Huntly Grove and Park Road/Princes Street junctions. Congestion and careless parking at the start and end of the school day are a growing hazard to all pupils.

Crossing Park Road is **very dangerous**. Pupils **must** always use the pedestrian crossing. Parents are urged not to allow their children to cross Park Road anywhere else, for their own safety.

## THE CURRICULUM

The School curriculum is shown below in terms of periods per ten-day timetable cycle.

### CURRICULUM SUMMARY

#### KEY STAGE 2

25 Teaching hours per week

#### KEY STAGE 3

PERIODS PER WEEK			
SUBJECT	YEAR 7	YEAR 8	YEAR 9
Mathematics	4.5	4.5	4.5
Technology	3.5	3.5	3.5
Art	2	2	2
Music	2	2	2
Science	4	4.5	4.5
English/Drama	5.5	5.5	5.5
French	2.5	2.5	2.5
German/Latin	2	2.5	2.5
History	3	3	2.5
Geography	3	3	2.5
Religious Studies	2	2	2
Physical Education	3	3	3
Learning for Life	1	1	1
ICT	2	1	2
TOTAL	40	40	40

KEY STAGE 4

CURRENT PERIODS PER WEEK		
SUBJECT	YEAR 10	YEAR 11
English	6	6.5
Mathematics	5.5	6
Physical Education	2	2
Science	9	9
Religious Studies	3	2
Learning for Life	1	1
Options	3 x 4.5	3 x 4.5
TOTAL	40	40

GCSE Options

There will be three option columns, one subject will be selected from each column. The three subjects must include one of those indicated by \*. The probable subjects to choose from are:

Art & Design	*French	*Latin
Business	*Geography	Music
*Computer Science	*German	Physical Education
Drama	*History	Product Design
Food Technology		Textiles Technology



## RELATIONSHIPS AND SEX EDUCATION POLICY

The School recognises the importance of offering within Learning for Life and other curriculum areas a curriculum programme of Relationships and Sex Education (RSE), which is appropriate to the pupil's age and maturity, and is presented within a moral, family-orientated and Christian framework, and in line with the DfE Relationship and Sex Education Guidance (2020).

### Principles

Teachers and PSOs work to the following common principles:

- a) That parents are the key factor in helping their children cope with the physical and emotional problems of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings.
- b) That the School has a role in preparing pupils for life after school, that this includes RSE, but that it should be complementary and supportive to the role of parents.
- c) That the biological aspects of Sex Education are delivered through Science lessons in Years 7 and 10 and RSE is delivered through the LFL programme in Years 7, 8 and 9. LFL in Years 10 to 13, and Religious Studies in Year 10 then focus on the personal and ethical issues and dilemmas relating to sexuality and sexual relationships.
- d) Their teachers and PSOs should always encourage pupils to talk over problems with parents.
- e) That it would be inappropriate for any teacher to give contraceptive advice to individual pupils.
- f) That teachers should refer any pastoral or health concerns to the PSO and/or the School Nurse. For students over 16, referral may be made to the HYPA.

### Arrangements for withdrawing pupils from RSE:

By DfE directive, there is a right of withdrawal from those aspects of RSE which are not part of the National Curriculum. Any such parental/carers requests should be addressed in writing to the Headteacher.

### If a request for withdrawal is made by a parent/carers, the school will:

- discuss the nature of the concerns with child's parents/carers and, if appropriate, attempt to reassure them.
- attempt to ensure that where a pupil is withdrawn, there is no disruption to other parts of their education.
- point out that pupils who have been withdrawn may find that an embarrassment with their peers.
- point out that pupils may receive inaccurate information which could put them at greater risk.
- offer the parents contact with the School Nurse or other appropriate professional.

## LEARNING FOR LIFE

‘Learning for Life’ is a combined Citizenship, PSHEE (personal, social, health and economic well-being education), Careers Education, and enterprise education, and is taught in discrete lessons across all year groups. The programme is further strengthened by some events during Activities Week, which take place in the summer term of Year 8. The assemblies’ programme also adds to ‘Learning for Life’ topics.

Students in all year groups have one ‘Learning for Life’ lesson of a double period in each two-week cycle. They cover a varied range of topics; such as citizenship, relationship and sex education, drugs education, health and wellbeing, bullying, study skills, financial capability, and preparation for life after school.

All students are encouraged to be active citizens, in as many ways as possible, both in and beyond the classroom. Activities’ Week combines aspects of citizenship and enterprise education.

The ‘Learning for Life’ programme helps to prepare students for each stage of their academic career, and for life after school. We provide information and advice to parents and students referring pupils to a Careers Adviser, when appropriate. Individual guidance is given on subject choices, vocational and career information at 14, 16 and 18. There is a Careers Library and Resource Centre, open to all at all times, and pupils are introduced to this in ‘Learning for Life’ lessons.

The School has a long tradition of students going on to Higher Education or joining the professions or business at a younger age. We have good links with universities and local colleges, as well as with local employers and all Year 11 and Sixth Form students are given much advice and support to help them progress to the next stage of their career.

## LEARNING SUPPORT PROVISION

The Learning Support Department at The King's School aims to ensure that all pupils receive the support they need, when they need it, to make the most of a broad and balanced programme of study within the framework of the National Curriculum. The Special Educational Needs and Disability Co-ordinator is Mrs Julia Hartley, who is assisted by a team of Teaching Assistants.

The Department seeks to fulfil its statutory duty with regard to the Revised Code of Practice for Special Educational Needs (January 2015). Pupil Passports are prepared for pupils on the Special Needs Register and circulated to parents and teachers. These act as guidelines for staff concerning recommended teaching strategies for pupils with special needs across the School. The progress of all pupils on the Special Needs Register is reviewed termly to fit in, as far as possible, with the School's reporting and assessment calendar.

Identification of pupils with special needs is made as early as possible on entry to the School, using a variety of methods – primary school liaison; cognitive ability testing; monitoring of progress; close liaison with curriculum areas and teaching staff; discussion with individual pupils and consultation with parents.

Support for pupils is mainly provided in mainstream lessons, but some pupils may be withdrawn for part of their timetable, to work on literacy, maths or other relevant skills. In addition, spelling and homework sessions can be offered at lunch/break times.







## PHYSICAL EDUCATION

Physical Education within The King's School is structured to follow the requirements of the National Curriculum and the aims of the School as a whole. Physical Education covers both activities in and outdoors. It is of a recreational, aesthetic and competitive nature, requiring individual effort and co-operation. Our Sports Hall (2003), astroturf (2005) and Fitness Room (2013) provide superb indoor and outdoor facilities.

The stated aims of the Physical Education Department are:

### DEVELOPING SKILLS IN PHYSICAL ACTIVITY

Pupils should be able to refine and adapt skills into techniques, to develop the range of skills they use and to develop the precision, control and fluency of their skills. At Key Stage 4, pupils should be able to improve the range, difficulty and quality of their skills and techniques, and develop the consistency with which they use and perform skills with precision, control and fluency.

### MAKING AND APPLYING DECISIONS

Pupils should be able to select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts. They should also refine and adapt ideas and plans in response to changing circumstances, to plan and implement what needs practising to be more effective in performance and to recognise hazards and make decisions about how to control any risks to themselves and others. At Key Stage 4, pupils should be able to select and use tactics, strategies and compositional ideas imaginatively in complex and demanding creative, competitive and challenge-type contexts and design original and effective plans that improve their own and others' performance. They should also be able to respond effectively and imaginatively to changing circumstances as they arise during a performance and organise and manage the environment they are working in to ensure the health, safety and wellbeing of themselves and others.

### DEVELOPING PHYSICAL AND MENTAL CAPACITY

Pupils should be able to develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities and to develop their mental determination to succeed. At Key Stage 4, pupils should be able to analyse how mental and physical capacity affects performance, maintain and develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities and active lifestyles. They should also be able to prepare mentally for successful involvement in physical activity, performance and engagement in healthy, active lifestyles.

### EVALUATING AND IMPROVING

Pupils should be able to analyse performances, identifying strengths and weaknesses and to make decisions about what to do to improve their performance and the performance of others. They should be able to act on these decisions in future performances and be clear about what they want to achieve in their own work and what they have actually achieved.

**MAKING INFORMED CHOICES ABOUT HEALTHY, ACTIVE LIFESTYLES**

Pupils should be able to identify the types of activity they are best suited to, identify the types of role they would like to take on and make choices about their involvement in healthy physical activity. At Key Stage 4, pupils should be able to identify the types of physical activity available to them and the roles they would like to take on and link physical activity with diet, work and rest for personal health and well-being. They should be able to make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs.

Physical Education is timetabled throughout the School, as follows, within the school week of eight 35 minute lessons per day.

Year	Periods per week
3 - 6	4 + swimming
7	3
8	3
9	3
10	2
11	2
12	2
13	2

Students have the opportunity to opt for GCSE Physical Education in Year 10 and 11 and A-level Physical Education in the Sixth Form.

The areas of the National Curriculum delivered are:

- 1) Outwitting opponents (Games).
- 2) Performing at maximum levels (Athletics and Swimming).
- 3) Accurate replication of actions (Gymnastics and Dance).
- 4) Identifying and solving problems (Outdoor Activities).
- 5) Exercising safely and effectively (Health & Fitness).

**ACTIVITIES OFFERED—KEY STAGE 2**

Athletic Activities	Games	Dance & Gymnastics	Outdoor Education	Health & Fitness
Athletics events and Sports Day Cross Country Sports Hall athletics	Hockey Netball Rounders Rugby Football Basketball Badminton Tennis Cricket Dodgeball	Floor Apparatus Vault Educational Dance	Years 5/6 - Residentials Raft building Abseiling High Ropes Physical/mental challenges Orienteering	Aerobics Swimming

### ACTIVITIES OFFERED—KEY STAGE 3

The Games category has the greatest time allocation at Key Stage 3 and 4, with special attention placed on traditional sports, especially rugby, football, netball, hockey, cricket, athletics and rounders.

Athletic Activities	Games Activities	Gymnastic Activity	Outdoor Education	Health & Fitness
Cross Country Athletics	Rugby Netball Hockey Football Basketball Tennis Cricket Rounders Volleyball Badminton Table Tennis Handball	Gymnastics Trampolining Educational Dance	Problem-solving Orienteering Residential Yrs 7 & 9 Watersports Camping Skills Land-based survival skills Mountain Biking	Aerobics Skipping Continuous training Circuit training Fitness Room Boxercise Yoga Plyometrics

### ACTIVITIES OFFERED—KEY STAGE 4

Athletic Activities	Games Activities	Swimming Activity
Cross Country Athletics	Rugby Netball Hockey Football Basketball Tennis Cricket Rounders Volleyball Badminton Table-Tennis	Swimming
Gymnastic Activity		Health & Fitness
Trampolining		Fitness Room Yoga Boot Camp

## THE LIBRARY RESOURCE CENTRE

There is a fine and progressive Library Resource Centre which is used for teaching purposes by all departments. Staff and students are able to use the Library for private study and recreational reading throughout the school day. The Library is on two floors, and has seating for 68 students. There is a stock of over 14,000 print and electronic books and a good collection of audio book CDs are available for loan. There are 20 computers on the school curriculum network, plus 32 netbooks and 29 iPads for use within the Library or in classrooms. Online resources such as newspapers, journals and databases are available through the Library Website. Students are given instructions in Library Skills during Year 7 and are shown how to use Oliver, the Library Management System, to search for their own resources.

The Library Resource Centre is open every day from 8.15 a.m. to 4.30 p.m., and students are encouraged to use it during break and lunch-times for independent study and reading for enjoyment. The students are able to recommend suitable books for the Library. A Book Club meets on a Tuesday break-time to encourage an interest in books and reading. The Library organises a wide range of events throughout the academic year, including National Poetry Day, World Book Day and Harry Potter Book Day.

A separate Careers Library contains an up-to-date stock of books on careers, Further and Higher Education and wider topics. A variety of computer programs are available to assist students with their Higher Education and career choices.

## EXTRA-CURRICULAR ACTIVITIES

The School is very busy during breaks, lunchtimes, evenings and weekends. Clubs include Art, CROPS (Christian Options in Peterborough Schools), Book Club, Drama, Sailing, alongside Young Enterprise and Outlook Expeditions.

Year 10 pupils and above are offered the opportunity to take part in the Duke of Edinburgh Award Scheme (Bronze and Gold) and in Year 12 the Bar Mock Trials.

## MUSIC

Music is central to our school life. There are large numbers of talented and enthusiastic musicians participating in Senior and Junior Orchestras, Senior and Junior Choirs, Brass Groups, String Quartets, Wind Quintets and two Concert Bands. There is a very full programme of concerts and recitals at School and in local churches. Musicians of the School are in demand to perform in the locality. Over the last few years tours have also taken place to the Czech Republic, Spain, Germany, Belgium, Hungary, Austria, France and Italy. Music tuition is available in a wide range of instruments and all orchestral players and singers are expected to participate in the range of activities available. The Department occupies excellent facilities which comprise: two main class teaching/rehearsal rooms, a new music ICT suite with thirty computers and music notation software, a small Recital Room, a Sixth-Form teaching room, a percussion teaching room, two instrument stores, six further practice/teaching rooms, Music Department Library and Department Office. In addition to the full-time staff, there are 13 visiting instrumental teachers, who not only teach individual lessons but also rehearse instrumental and vocal ensembles.



## RESIDENTIAL EXPERIENCE

For many years The King's (The Cathedral) School has valued residential education - much of which is based on the curriculum and is seen as an integral part of a pupil's development. Pupils can gain enormously both from the subject-matter studied and in social skills and growing self-confidence. It is an excellent opportunity for staff and pupils to work together for mutual benefit.

In recent years Year 7 has taken part in a residential visit to Epping Forest to participate in a number of outdoor activities in their summer term. Year 9 students have taken part in a week of outdoor activities in Lincolnshire. All students in these years are expected to attend.

The Modern Foreign Language Department run trips, Montpellier and Berlin and are popular with students. We offer visits to the Flanders Battle Fields and Expeditions into Europe and Worldwide.

We are monitoring closely the government guidelines to what we may be able to offer next year.

## CHARITY WORK

A great deal of charity fundraising takes place each year for charities chosen annually by the students. Activities have included various sponsored events, collections and the Sixth Form Revue. Each year there is a 'Charities Week' which in the past has included a non-uniform day, various sales and a wide variety of entertainment. Each event enables pupils to use their own initiative, enthusiasm and organisational skills. Sixth Form Prefects take the lead in helping and encouraging younger pupils with events.

Last Year the pupils raised over £12,700 during the year, which was split equally between 4 charities.

## CHARGING FOR SCHOOL ACTIVITIES

The Governors wish to stress their belief in the essential value of out-of-school, as well as school-time, activities to a well-rounded education. They will continue to strive to offer as full a programme of activities as possible for all pupils. This out-of-school programme has always been fully supported by voluntary contributions from parents, with the Governors offering financial support in cases of hardship.

The Governors do charge for instrumental music tuition, but make no charge for activities specifically required to fulfil a public examination syllabus, the statutory duties of the National Curriculum or those relating to Religious Studies.

All other activities are voluntary. Many of these however will only be viable as long as parents show through their support that these activities are valuable and valued.

## THE OLD PETRIBURGIANS' ASSOCIATION

All former pupils are members of the OPA which in recent years, has organised social events in Peterborough, London and Cambridge, as well as supporting the School actively in many ways, often financially.

## THE KING'S FRIENDS

All parents and staff are automatically members of the King's Friends, which supports the School through a number of social and fundraising events, e.g. for quiz nights, barbeques and live music evenings. Parents provide practical help to the School by assisting with sports fixtures, coaching and providing refreshments for a wide range of events. They currently fund one of the school minibuses.

## COVENANT AND GIFT AID GIVING

The King's Friends fully endorses the School's Covenant and Gift Aid scheme. It started in 1987 and receives generous support from a large number of parents.

## SCHOOL HOUSES

There are four Houses within the School: St. Chad's, St. Oswald's, St. Peter's and School House. These are vertical 7-18 groupings which provide the opportunity for sports and other competitions, and represent smaller communities, with which pupils are encouraged to identify.

## SCHOOL UNIFORM

All pupils wear uniform and the School expects high standards of appearance. Parents sign a home/school agreement with the Governors, undertaking that their child will conform to these uniform and appearance expectations. Pupils are encouraged to take pride in their uniform and identify with this symbol of our community. 'TOTAL CLOTHING' is the supplier of our School Uniform. Items may be ordered online at [www.totalclothing.co.uk](http://www.totalclothing.co.uk) or their shop is situated on the Botolph Trading Estate, Oundle Road, Peterborough, PE2 9QP, contact number 01733 394758.

## HOMEWORK

Homework, a very important aspect of life at The King's School, is regularly set in all subjects, according to a homework timetable, which is available to parents on request. In Year 7 pupils should spend one hour per night on homework, rising to two hours per night in Year 11. The Sixth Form should spend five hours per A-level subject per week outside class-time.

Year 7 to 13 pupils are provided with access to 'Show My Homework', in which they view their homework assignments. Space is also provided for form tutors and parents to make comments, if they wish. All members of the Junior Department are set homework on a regular basis.

## DOCUMENTS

Documents relating to the curriculum; statutory instruments and articles; examination syllabi and National Curriculum documents and the 2013 OFSTED Inspection report are held at the School, and are available on request from The Headteacher's Personal Assistant. The School was last inspected in March 2013.

## FURTHER INFORMATION: CONTACT NAMES

Further information about the School please contact the Headteacher's Personal Assistant, Jo Baker at [baker.jm@kings.peterborough.sch.uk](mailto:baker.jm@kings.peterborough.sch.uk)

and for admissions the School Registrar, [admissions@kings.peterborough.sch.uk](mailto:admissions@kings.peterborough.sch.uk) or telephone 01733 751541.

## APPENDICES

1. The Governors of The King's (The Cathedral) School.
2. Exams and Results.
3. School Term and Holiday Dates.

## FOUNDATION GOVERNORS APPOINTED BY PETERBOROUGH CATHEDRAL CHAPTER

Mr Q Arnold

Mr M Bloom (Vice Chair)

Mrs A Carton

Mrs T Castledine

Mr S Crane

The Very Revd Chris Dalliston (ex officio) Dean of the Cathedral

Mr T Hitch

Mr K Palmer (Chair)

Mr C Trotman

The Revd Canon Precentor, Dr Rowan Williams

## FOUNDATION GOVERNOR APPOINTED BY THE PETERBOROUGH DIOCESAN BOARD OF EDUCATION

Mr A Boulton

## COMMUNITY GOVERNORS

Dr L Jones

Vacancy

## PARENT GOVERNORS

Dr M Akram

Mrs H Anderson

Mr P Thompson

Mr D Norman

## HEADTEACHER

Mr J Harrison

## STAFF GOVERNORS

Mrs S Stimson

Mrs L Thurlow

## COMPANY SECRETARY

Mrs N Ray

## CLERK TO THE GOVERNORS

Mrs C Curtis

All Governors may be contacted via the Company Secretary at the School.

Key Stage Two Test 2023 Results

Subject	Achieved Standard
English Grammar, Punctuation, Vocabulary and Spelling	88%
English Reading	88%
Mathematics	76%

## 2022 2023 GCSE Level Performance

Number of YR11 on roll: **150**

not entered for GCSE: **0**

Subject	Gender	Entry	9	8	7	6	5	4	3	2	1	U	
Art & Design	Female	<b>18</b>	4	2	7	3	2	0	0	0	0	0	
	Male	<b>6</b>	0	1	0	1	2	1	1	0	0	0	
	<b>Total</b>	<b>24</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Biology	Female	<b>41</b>	9	13	3	11	4	0	1	0	0	0	
	Male	<b>44</b>	12	8	9	10	4	1	0	0	0	0	
	<b>Total</b>	<b>85</b>	<b>21</b>	<b>21</b>	<b>12</b>	<b>21</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Business Studies	Female	<b>25</b>	0	6	5	6	5	2	0	1	0	0	
	Male	<b>41</b>	2	9	7	10	8	4	1	0	0	0	
	<b>Total</b>	<b>66</b>	<b>2</b>	<b>15</b>	<b>12</b>	<b>16</b>	<b>13</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	
Chemistry	Female	<b>40</b>	9	11	7	6	7	0	0	0	0	0	
	Male	<b>44</b>	13	9	9	9	3	1	0	0	0	0	
	<b>Total</b>	<b>84</b>	<b>22</b>	<b>20</b>	<b>16</b>	<b>15</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Combined (Double Award) Science*	Female	<b>67</b>	0	5	10	13	22	13	4	0	0	0	
	Male	<b>61</b>	1	3	11	20	12	13	1	0	0	0	
	<b>Total</b>	<b>128</b>	<b>1</b>	<b>8</b>	<b>21</b>	<b>33</b>	<b>34</b>	<b>26</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Computer Science	Female	<b>9</b>	1	0	6	1	1	0	0	0	0	0	
	Male	<b>3</b>	0	0	3	0	0	0	0	0	0	0	
	<b>Total</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Design and Technology	Female	<b>26</b>	7	7	6	4	1	1	0	0	0	0	
	Male	<b>8</b>	1	0	3	3	1	0	0	0	0	0	
	<b>Total</b>	<b>34</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Drama/Performing Arts	Female	<b>8</b>	1	1	0	0	3	2	1	0	0	0	
	Male	<b>8</b>	0	0	0	3	3	1	1	0	0	0	
	<b>Total</b>	<b>16</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	
English Language	Female	<b>74</b>	2	11	17	26	10	5	3	0	0	0	
	Male	<b>75</b>	0	4	13	29	13	12	4	0	0	0	
	<b>Total</b>	<b>149</b>	<b>2</b>	<b>15</b>	<b>30</b>	<b>55</b>	<b>23</b>	<b>17</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	
English Literature	Female	<b>73</b>	7	10	15	24	12	3	2	0	0	0	
	Male	<b>75</b>	3	7	14	20	18	9	3	0	1	0	
	<b>Total</b>	<b>148</b>	<b>10</b>	<b>17</b>	<b>29</b>	<b>44</b>	<b>30</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	
Food Technology	Female	<b>5</b>	0	3	2	0	0	0	0	0	0	0	
	Male	<b>2</b>	0	0	2	0	0	0	0	0	0	0	
	<b>Total</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
French	Female	<b>16</b>	1	4	6	0	5	0	0	0	0	0	
	Male	<b>14</b>	2	3	4	1	2	1	1	0	0	0	
	<b>Total</b>	<b>30</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Geography	Female	<b>39</b>	4	7	9	8	6	3	2	0	0	0	
	Male	<b>34</b>	3	4	7	10	6	3	1	0	0	0	
	<b>Total</b>	<b>73</b>	<b>7</b>	<b>11</b>	<b>16</b>	<b>18</b>	<b>12</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	
German	Female	<b>10</b>	4	3	1	0	1	1	0	0	0	0	
	Male	<b>10</b>	0	0	2	2	5	0	1	0	0	0	
	<b>Total</b>	<b>20</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	

\*Combined Science is a dual award, candidates receive 2 GCSE grades.



Subject	Gender	Entry	9	8	7	6	5	4	3	2	1	U
History	Female	32	2	5	6	4	2	8	5	0	0	0
	Male	27	1	2	7	4	6	6	1	0	0	0
	<b>Total</b>	<b>59</b>	<b>3</b>	<b>7</b>	<b>13</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>
Latin	Female	5	0	1	2	1	1	0	0	0	0	0
	Male	8	1	1	0	2	3	1	0	0	0	0
	<b>Total</b>	<b>13</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Mathematics	Female	75	5	13	6	15	15	18	2	0	1	0
	Male	75	13	15	10	15	14	6	2	0	0	0
	<b>Total</b>	<b>150</b>	<b>18</b>	<b>28</b>	<b>16</b>	<b>30</b>	<b>29</b>	<b>24</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>
Music	Female	12	0	1	2	5	1	2	1	0	0	0
	Male	7	1	2	3	1	0	0	0	0	0	0
	<b>Total</b>	<b>19</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Physics	Female	41	6	14	7	4	6	4	0	0	0	0
	Male	44	14	10	8	7	4	1	0	0	0	0
	<b>Total</b>	<b>85</b>	<b>20</b>	<b>24</b>	<b>15</b>	<b>11</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Religious Studies	Female	74	4	13	15	13	15	7	5	1	1	0
	Male	73	3	5	13	19	17	7	7	2	0	1
	<b>Total</b>	<b>147</b>	<b>7</b>	<b>18</b>	<b>28</b>	<b>32</b>	<b>32</b>	<b>14</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>1</b>
Sport/PE Studies	Female	7	1	3	2	1	0	0	0	0	0	0
	Male	13	3	2	4	1	1	1	1	0	0	0
	<b>Total</b>	<b>20</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Russian GCSE / 9FC	Female	1	1	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

9-1 TOTALS	Gender	Entry	9	8	7	6	5	4	3	2	1	U
	Female	707	69	134	136	150	119	69	26	2	2	0
	Male	683	74	86	133	170	124	68	25	2	1	1
	<b>Total</b>	<b>1390</b>	<b>143</b>	<b>220</b>	<b>269</b>	<b>320</b>	<b>243</b>	<b>137</b>	<b>51</b>	<b>4</b>	<b>3</b>	<b>1</b>

## 2022 2023 A-Level Performance

Number of Students in School aged 16 / 17 / 18:

194

Entered for A-Level Examinations

186

Subject	Gender	Entry	A*	A	B	C	D	E	U	Q	X
Art & Design Photography	Female	1	0	0	0	1	0	0	0	0	0
	Male	2	0	0	2	0	0	0	0	0	0
	<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Biology	Female	46	8	10	17	5	4	2	0	0	0
	Male	43	7	12	10	9	4	1	0	0	0
	<b>Total</b>	<b>89</b>	<b>15</b>	<b>22</b>	<b>27</b>	<b>14</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
Business Studies	Female	5	0	2	1	2	0	0	0	0	0
	Male	14	3	1	8	2	0	0	0	0	0
	<b>Total</b>	<b>19</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Chemistry	Female	41	4	16	13	4	3	1	0	0	0
	Male	35	6	7	14	4	3	0	1	0	0
	<b>Total</b>	<b>76</b>	<b>10</b>	<b>23</b>	<b>27</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
Classical Civilisation	Female	7	1	1	4	1	0	0	0	0	0
	Male	1	0	1	0	0	0	0	0	0	0
	<b>Total</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Computer Science	Female	3	1	1	1	0	0	0	0	0	0
	Male	12	0	2	3	2	4	1	0	0	0
	<b>Total</b>	<b>15</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
D&T Product Design	Female	4	1	0	2	1	0	0	0	0	0
	Male	3	0	1	1	1	0	0	0	0	0
	<b>Total</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
D&T Textiles	Female	5	1	2	2	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Drama	Female	7	0	0	4	3	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Economics	Female	11	1	3	4	1	1	1	0	0	0
	Male	24	4	5	7	7	1	0	0	0	0
	<b>Total</b>	<b>35</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
English Language & Literature	Female	6	1	0	2	3	0	0	0	0	0
	Male	1	0	0	1	0	0	0	0	0	0
	<b>Total</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
English Literature	Female	20	3	6	6	5	0	0	0	0	0
	Male	6	0	0	4	1	1	0	0	0	0
	<b>Total</b>	<b>26</b>	<b>3</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Fine Art	Female	6	0	2	2	0	2	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
French	Female	5	0	3	2	0	0	0	0	0	0
	Male	1	0	0	1	0	0	0	0	0	0
	<b>Total</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Subject	Gender	Entry	A*	A	B	C	D	E	U	Q	X
Geography	Female	20	3	6	9	1	1	0	0	0	0
	Male	15	1	4	7	3	0	0	0	0	0
	Total	35	4	10	16	4	1	0	0	0	0
German	Female	1	0	0	0	1	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	1	0	0	0	0	0
History	Female	3	0	1	1	0	1	0	0	0	0
	Male	9	2	2	3	2	0	0	0	0	0
	Total	12	2	3	4	2	1	0	0	0	0
Mathematics	Female	29	2	12	10	2	3	0	0	0	0
	Male	39	6	11	12	6	2	2	0	0	0
	Total	68	8	23	22	8	5	2	0	0	0
Mathematics Further	Female	3	0	2	1	0	0	0	0	0	0
	Male	2	1	0	1	0	0	0	0	0	0
	Total	5	1	2	2	0	0	0	0	0	0
Music	Female	2	0	1	1	0	0	0	0	0	0
	Male	1	0	0	1	0	0	0	0	0	0
	Total	3	0	1	2	0	0	0	0	0	0
Physics	Female	9	2	1	4	2	0	0	0	0	0
	Male	19	1	7	2	7	2	0	0	0	0
	Total	28	3	8	6	9	2	0	0	0	0
Psychology	Female	35	6	5	8	11	3	1	1	0	0
	Male	19	3	3	6	4	2	1	0	0	0
	Total	54	9	8	14	15	5	2	1	0	0
Religious Studies	Female	23	1	4	9	7	2	0	0	0	0
	Male	8	1	3	0	2	2	0	0	0	0
	Total	31	2	7	9	9	4	0	0	0	0
Sport / PE Studies	Female	3	0	0	1	1	0	1	0	0	0
	Male	4	0	3	0	1	0	0	0	0	0
	Total	7	0	3	1	2	0	1	0	0	0
TOTALS	Gender	Entry	A*	A	B	C	D	E	U	Q	X
	Female	295	35	78	104	51	20	6	1	0	0
	Male	258	35	62	83	51	21	5	1	0	0
	Total	553	70	140	187	102	41	11	2	0	0

## School Term Dates 2023 - 2024

### 2023

Summer Term Closes at 12.30 pm **Wednesday 19 July 2023**

### 2023-2024

Professional Training Day School Closed **Monday 4 September 2023**

Professional Training Day School Closed **Tuesday 5 September 2023**

Autumn Term Opens **Wednesday 6 September 2023**

**Half Term** **Monday 23 October - Friday 27 October 2023**

Autumn Term Closes at 12.30 pm **Wednesday 20 December 2023**

### 2024

Professional Training Day School Closed **Wednesday 3 January 2024**

Spring Term Opens **Thursday 4 January 2024**

**Half Term** **Monday 19 February - Friday 23 February 2024**

Spring Term Closes at 12.30 pm **Thursday 28 March 2024**

Summer Term Opens **Monday 15 April 2024**

**May Day** **Monday 6 May 2024**

**Half Term** **Monday 27 May - Friday 31 May 2024**

Summer Term Closes at 12.30 pm **Thursday 18 July 2024**

Professional Training Day School Closed **Friday 19 July 2024**

Professional Training Day School Closed **Monday 22 July 2024**

### 2024-2025

Professional Training Day School Closed **Monday 2 September 2024**

Professional Training Day School Closed **Tuesday 3 September 2024**

Autumn Term Opens **Wednesday 4 September 2024**

**Half Term** **Monday 28 October - Friday 1 November 2024**

Autumn Term Closes at 12.30 pm **Friday 20 December 2024**

### 2025

Professional Training Day School Closed **Monday 6 January 2025**

Spring Term Opens **Tuesday 7 January 2025**

**Half Term** **Monday 17 February - Friday 21 February 2025**

Spring Term Closes at 12.30 pm **Friday 4 April 2025**





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Every effort has been made to ensure the accuracy of the information in these documents. The School will take all reasonable action to deliver these services in accordance with the descriptions set out within. However, the School reserves the right to vary these services, using all reasonable efforts to offer a suitable alternative. All costs, rates and prices stated in this document are subject to amendment and should be

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