



'A Family Achieving Excellence'

SELF EVALUATION DOCUMENT 2022-23

'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

HEADTEACHER INTRODUCTION

Trying to capture in words the culture of such a truly unique school presents a huge challenge. How can such an outstanding pupil experience, lived by thousands, be summarised as an introduction to a review document?

On one level, we are rightly proud and protective of the traditions which make this school so individual: our history as a Henry VIII 1541 school and our continued education of the choristers from Peterborough Cathedral; our daily acts of worship which bring the whole community together; our House music and sporting competitions overseen by student leadership groups; and our strong music and sporting traditions.

The culture at King's goes deeper than this, being 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. 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 considerable and important 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.

Despite the challenges of Covid, our school ran an incredible number of trips and extra-curricular activities: highlights include the World Challenge Expedition to Romania, an Economics trip to Budapest, a packed activities week, and a chance for students to live and study in Montpellier!

Leadership opportunities remained strong at King's, with over a hundred sixth form students involved in either mentoring or supporting our student commission group; over fifty students continue to work towards their Gold Duke of Edinburgh Award; and over £12,000 was raised for charity. In Music, incredibly, over 250 students continue to benefit from one to one music lessons, a number of students took part in our whole school musical ('We will rock you') and House Music continued (albeit as a virtual performance). In extra-curricular sport, students took part in over twenty different activities and the school achieved notable success in Athletics, Badminton and Basketball.

Just as important as tradition though, is the willingness and appetite to continue to strive for personal excellence for each and every one of the young people in our care. This self-review document uses a range of gathered information to reflect upon provision at our school. It

includes commentary around those externally validated areas such as strong GCSE and A Level results, feedback from the range of quality assurance activities completed during the last academic year, and reflects the input from parents and students during the annual survey. Our school continues to carefully consider how it can best serve the school community and be the school of choice within the local and regional area; this document also includes key targets that reflect my own as a new Headteacher and ultimately that of all our staff.



A roadmap produced by our students in 2022 that summarises the range of opportunities available at the King's (The Cathedral) School.

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QUALITY OF EDUCATION:

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

This year there was particular focus was on ensuring our Year 6, 11 and Year 13 students were prepared to



undertake formal public exams for the first time since 2019. Many of these students had limited or no previous experience in sitting exams in this context. We ensured that where students needed help they received it either within a whole class setting or

through individual interventions including **mentoring and tutoring**.

The School uses Fisher Family Trust (FFT) Aspire for Key Stages 3 and 4 to **set ambitious targets**, initially based on FFT **top 20% targets**. The School uses ALIS (provided by the Centre for Educational Monitoring at the University of Durham) to also set challenging targets for students at Key Stage 5.

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. An **incredible 52% all grades were A*/A and 78% of grades A*-B.**



Our Key Stage 5 Average point score per A Level entry was **41 (equivalent grade B)**; Value Added scores (which reflect progress from starting points) are not currently available nationally however we estimate progress to be **+0.1 to +0.2**, which is strong from a cohort with ambitious targets due to high prior attainment. Our highest performing subjects were Photography, Further Maths, Geography, Physical Education and Psychology and Textiles. The latter two showed significant improvement in performance from 2019.

GCSE Outcomes

GCSE results were particularly pleasing this year, especially when considering their context.



With overall **Progress 8** being calculated by SISRA to be **0.84** this reflects excellent progress by the vast majority of our students. A contributing factor for this was our low absence rates and the resilience that our students showed with their studies both when working at home and at School. It is also testament to the excellent academic and pastoral support provided by our staff

Year	Entries	9	9 to 7	9 to 4	9 to 1	Av points	Subject Progress Index (SISRA)	Av KS2 Prior
2018	1401	14%	51%	94%	100%	6.47	0.54	5.25
2019	1411	12%	44%	92%	100%	6.33	0.71	5.18
2020	1704	15%	52%	96%	100%	6.69	0.84	5.23

2021	1433	19%	60%	96%	100%	6.94	0.65	108*
2022	1388	17.3%	55.1%	97.4%	100%	6.71	0.76	109

* New KS2 SATs format

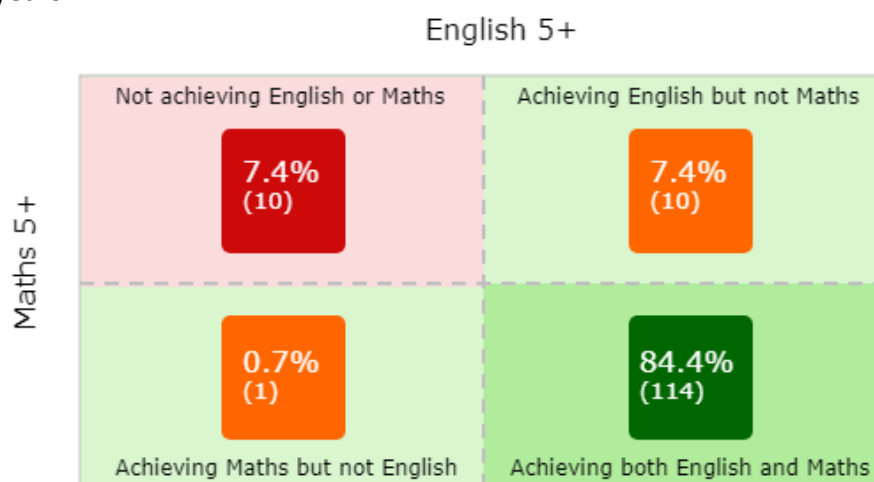
**estimated by SISRA collaborative sample

Achievement was strong in all the headline measures used typically by the Department for Education***

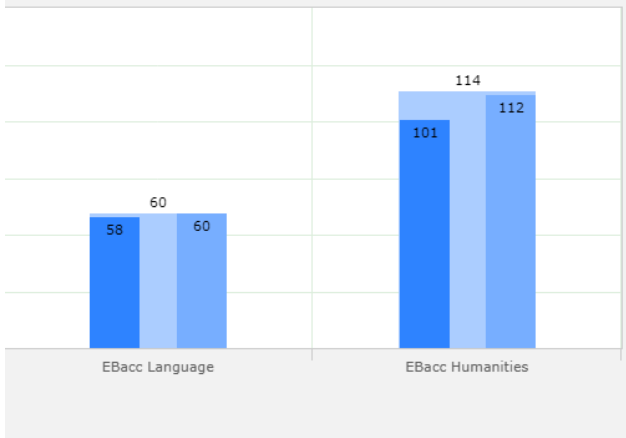
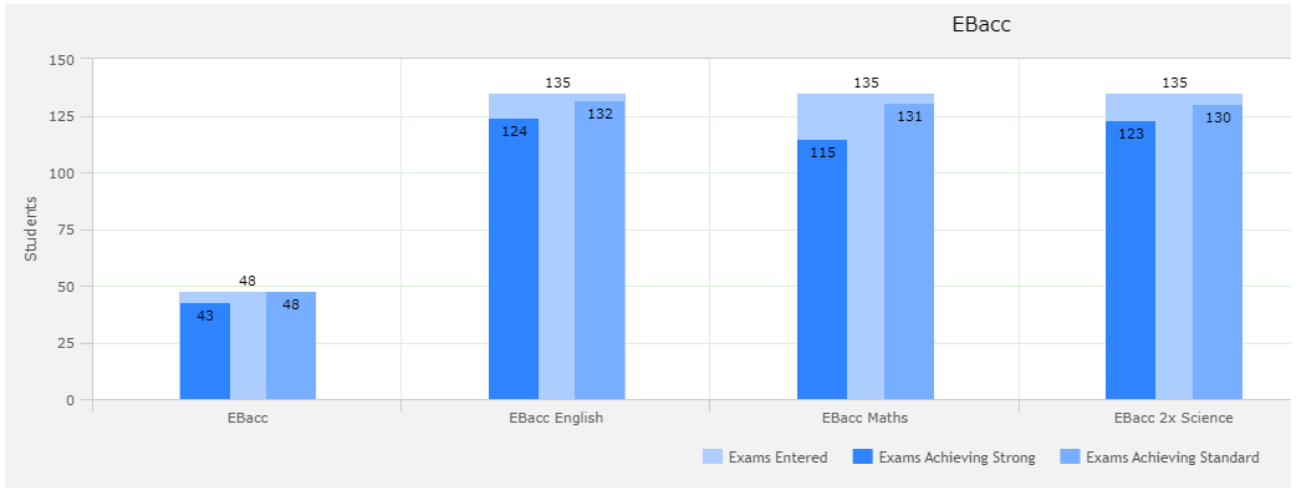
Measure	2021	2019	2018	2017
Attainment 8	67	64	65	62
Progress 8	0.84	0.7	0.7	0.5
English Baccalaureate entered	37%	71%	63%	69%
English Baccalaureate achieved (grade 5+)	33%	42%	44%	45%
Average E Bacc score per pupil	6.0	5.8	6.00	
Pupils achieving 4+ in English and Maths	97%	91%	95%	91%
Pupils achieving a 5+ in English and Maths	85%	75%	83%	73%

*** The government intent is not to publish these for 2022 due to the impact of Covid.

A breakdown of the performance in 'Basic Measures' in English and Maths at the strong pass level (Grades 5+) are shown in the graphic below. Attainment at this level is really strong in comparison with 2019 and with the national average. English makes a stronger contribution to these results than Maths, which also reflects the trend shown in previous years.



The lower than expected number of students being entered for the EBacc qualification reflects a strategic decision made by the school. A more detailed explanation can be found on our website [here](#). 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.



We were delighted that **all subjects achieved incredible positive Subject Progress (SISRA) score in comparison with their national peers.** Particularly impressive were the performance in in Fine Art, Food and Nutrition, and Music. Other notable performances were in Photography, Textiles, Drama, French, Geography and PE. 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 - 7 %	9 - 4 %	9 - 1 %	Total Grades	Average Points	SPI
All	19	58.4	97.5	100	1260	6.82	0.76
Art	38.9	83.3	100	100	18	7.83	1.67
Art Photography	23.1	61.5	100	100	13	6.69	1.17
Biology	25.6	67.1	100	100	82	7.34	0.34
Business Studies	16.7	56.7	93.3	100	60	6.7	0.88
Chemistry	30.5	76.8	100	100	82	7.56	0.74
Combined Science	0	21.5	95.4	98.5	130	5.48	0.86
Computer Science	20	40	95	100	20	6.55	0.85
D&T Product Design	23.5	76.5	100	100	17	7.29	1.3
D&T Textiles	11.8	52.9	100	100	17	6.88	1.21
Drama	26.7	53.3	93.3	100	15	6.93	1.38
English Language	7.5	48.3	95.9	100	147	6.33	0.47
English Literature	12.9	57.8	98	100	147	6.65	0.88
Food & Nutrition	22.2	77.8	88.9	100	9	7.11	1.62
French	24.2	69.7	100	100	33	7.3	1.38
Geography	27.7	65.1	100	100	83	7.19	1.31
German*	29.4	52.9	100	100	17	6.82	1.12
History	13.2	50	97.1	100	68	6.43	0.31
Latin*	18.2	68.2	100	100	22	7.18	-
Maths	16.3	43.5	97.3	100	147	6.36	0.49
Music	18.2	81.8	100	100	11	7.55	1.55
PE	28	52	100	100	25	6.88	1.24
Physics	28	81.7	100	100	82	7.61	0.71
RS	15.9	49.7	93.1	100	145	6.46	0.51

When reflecting on the different categories of students it was great to see that the **performance of our more vulnerable students is really pleasing** and should be celebrated. This reflects our significant investment into the support for SEND and disadvantaged students. We were delighted that our SEN Support and SEN EHCP students achieved positive progress scores. It was also pleasing to see that our students with the lowest prior performance at Key Stage 2 bucked the national trend by making the most progress at GCSE.

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](#).

There were a very small number of adopted students who took GCSEs this summer. At individual levels, when taking their background into account whilst they have been with us at King's, their performances were all very impressive. However, the progress measures do not reflect this. We have invested significantly over the last two years in staff professional development in working with students who have a background of being in care, in particular those with attachment difficulties and in supporting their mental health. The support for all our vulnerable students remains a priority.

Name	Students	Average Points	SPI
All	147	6.7	0.76
Adopted from Care*	<5	3.14	-2.69
Disadvantaged Student	15	6.71	1.2
EAL Student	18	6.74	0.94
FSM Ever 6	13	6.44	1.15
Male	70	6.56	0.76
Female	77	6.83	0.75
KS2 Banding Lower	8	4.27	0.99
KS2 Banding Middle	68	6	0.86
KS2 Banding Upper	59	7.59	0.62
Looked After	<5	4.44	0.46
Pupil Premium	20	6.19	0.81
SEN EHCP	<5	3.43	0.51
SEN Support	<10	4.55	0.14

Key Stage 2 Outcomes

In 2022, 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	2022	National	2019	2018	2017
Percentage of pupils who've achieved the expected standard in reading, writing and maths	94%	60%	93%	93%	80%
Average progress that pupils have made in reading between KS1 and KS2	+2.0	0	+2.6	+1.9	+0.3
Average progress that pupils have made in writing between KS1 and KS2	+3.0	0	+2.5	+3.0	-4.1
Average progress that pupils have made in maths between KS1 and KS2	+3.0	0	-0.9	-1.0	-2.3
Percentage of pupils who've achieved a higher standard in reading, writing and maths	0%	7%	13%	13%	7%
Pupils' average score in the reading test	114	105	108	108	109
Pupils' average score in the maths test	112	104	106	105	106
Pupil's average score in writing	104	101	106	107	102

There were many positives in this set of results; it was our **highest average scaled score** in Reading and our **highest average scaled score in Maths**. We are pleased to see such a high pass rate in writing compared to national average. Only one child did not pass (and they arrived late to the school mid-Year 5).

This year the progress data **for higher ability writers is slightly lower than we expected**; Tweaks to planning have already been introduced already to rectify this.

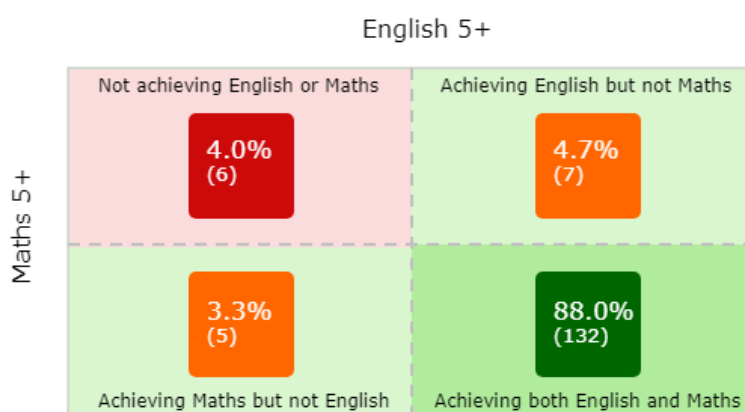
Internal Assessments

The information below summarises the position for the full 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 indicate that overall attainment for the whole year group is slightly higher than the students' expected targets. For disadvantaged students and SEN Support students there is a slight decrease in attainment compared to these targets. Review of provision including adaptations in lesson and interventions outside of lesson for these cohorts will be undertaken.

	Attainment 8	Attainment 8 Target	Difference
Year 10	65.48	65.08	+0.40
Disadvantaged	65.00	67.00	-2.00
SEN support	49.50	51.25	-1.75

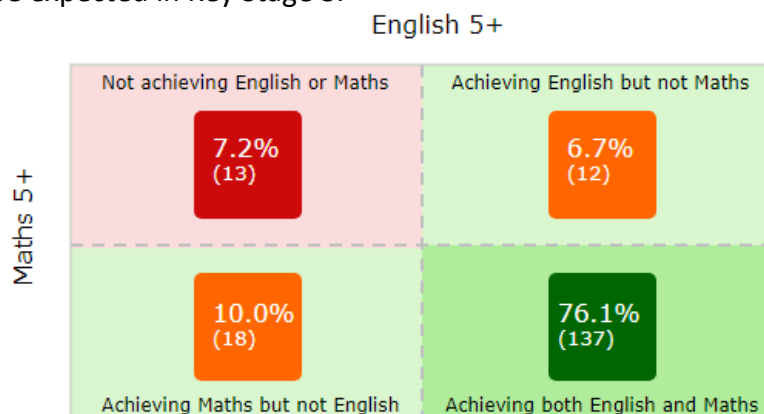
In terms of their 'Basic Measures' it is pleasing that this is comparable with performance by Year 11 at GCSE. Performance in Maths is slightly lower than English but the difference is much narrower.



Year 9 (now Year 10) end of Key Stage 3 attainment indicates that overall attainment for the whole year group is slightly higher than the students' average targets. Disadvantaged students are attaining on average in line with their average targets. SEN Support students and those with EHCPs are students attained higher than their average targets.

	Average points	Average Points Target	Difference
Year 9	6.16	5.96	+0.20
Disadvantaged	5.55	5.55	0
SEN support	4.35	4.25	+0.1
SEN EHCP	4.61	4.21	+0.4

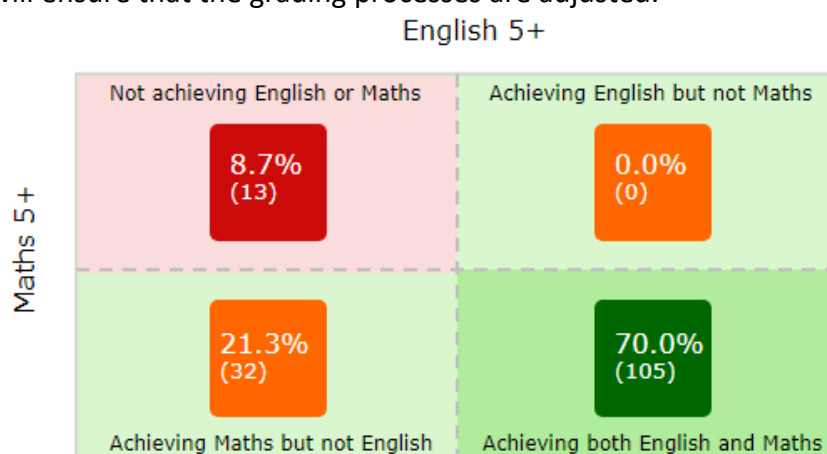
In terms of their 'Basic Measures' performance in Maths is slightly higher than English. Overall attainment compared to what would be expected at GCSE is lower, but this would be expected in Key Stage 3.



Year 8 (now Year 9) end of year exam attainment indicates that overall attainment for the whole year group is slightly higher than the students' average target. Disadvantaged students and those with EHCPs attained higher than their average targets. SEN Support students attained on average in line with their average Flight Paths.

	Average points	Average Points Target	Difference
Year 8	6.14	6.04	+0.1
Disadvantaged	5.27	5.17	+0.1
SEN support	4.16	4.16	0
SEN EHCP	4.21	4.01	+0.2

In terms of their 'Basic Measures' performance in Maths is significantly higher than English. The methods of assessment in the end of year exams will be compared and, if necessary, we will ensure that the grading processes are adjusted.

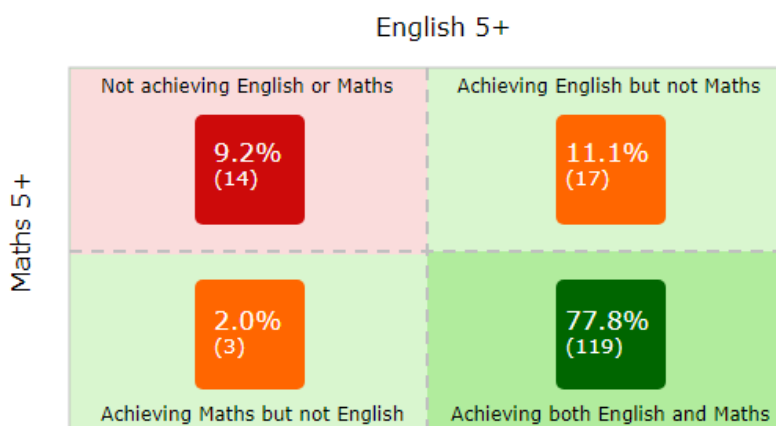


Year 7 (now Year 8) end of year exam attainment indicates that overall attainment for the whole year group is slightly higher than the students' average targets. Disadvantaged students and those with EHCPs attained higher than their average targets. SEN Support

students attained on average lower than their average Flight Paths. This will be looked into on an individual pupil basis.

	Average points	Average Points Target	Difference
Year 7	5.89	5.79	+0.1
Disadvantaged	5.10	4.80	+0.3
SEN support	3.84	4.44	-0.6
SEN EHCP	3.07	1.37	+1.8

In terms of their 'Basic Measures' performance in English is slightly higher than Maths.



Curriculum Planning

We continue to provide a curriculum that is broad and balanced for all our students.

	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		?	?

Last year, we reviewed our provision for each subject ensuring the **curriculum is ambitious** in each Key Stage and that it continues to be **sequenced appropriately**. One particular area of focus had been Computing at Key Stage 4 to ensure they all students had the opportunity to study aspects of information technology at sufficient depth to allow them to progress to higher levels of study or to a professional career, whilst also developing their capability, creativity and knowledge in information technology.

Last year we **reviewed the curriculum time allocated to Religious Studies at GCSE** and determined that it was not sufficient to deliver the whole curriculum effectively. Two extra lessons will now be provided per fortnight in Year 10, which have been released from English and Maths; review of this adaptation will be undertaken during the next academic year for RS.

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 (German, Music, Design Technology Textiles, Theatre Studies). This provision will continue to be reviewed annually to ensure it remains sustainable.

Computer Science A Level was taken for the first time this year having been introduced 2 years ago. Psychology A Level has now been taught full time on the academic timetable for two years having previously been delivered as a twilight model.



Curriculum Delivery

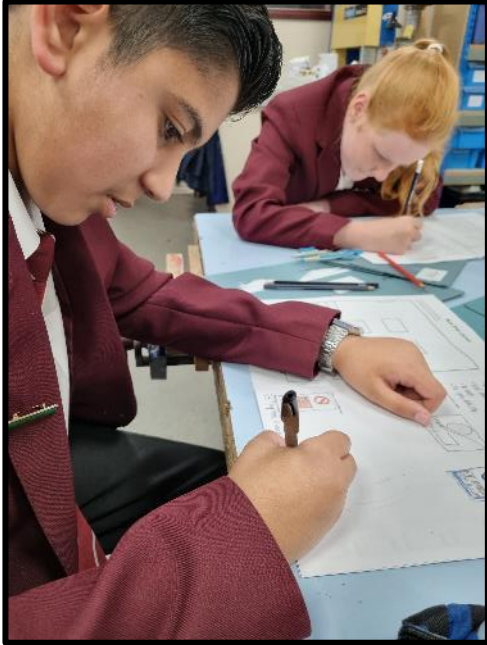
Central to every student's success is the **quality of Teaching & Learning**, both inside and outside of the classroom. This remains high on our agenda, being a standing item on all department meetings and middle leadership meetings, and frequent updates are provided through good practice emails and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

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.

Teaching and Learning priorities for the previous academic year were:

- to improve the quality of adaptive teaching to ensure all learners, including those with additional needs, make outstanding progress;

- to improve the quality of the acquisition of academic and subject vocabulary to ensure that all learners make outstanding progress;
- to embed regular retrieval and consolidation into Teaching and Learning practice;
- to strengthen the link between Wellbeing and **The Habits of Effective Learners** to improve the overall quality of education.



The quality of teaching has yet again been exceptionally strong this year with **99% of lessons judged by Heads of Departments as good or better**, and 70% judged as Outstanding. In addition, in response to the Teaching and Learning Survey completed by all students in Years 7,8,9,10 and 12, 93% of students agree that their lessons help them to learn, develop independence and make progress.

All Year 10 and Year 11 students follow 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. Those key members of staff within KSP responsible for formulating the Good Study

Habits sessions have attended Elevate's training and seminars for education staff.

What that means in practice, is that our students work on learning habits and styles; revision habits and styles with their tutors, being encouraged to try as many as they can, and also to share their own ideas. Students can use tried and trusted methods, find their preferred methods in their subject learning, and use these methods to improve their learning, their long-term memory, and their performance in exam situations.

By way of a few examples, we start Year 10 by talking about their exercise books as valuable learning and revision resources; we quickly move on to learning about revision as an ongoing learning tool, and techniques to help with that, then on to planning exam revision.

Love Your Exercise Book!

Slide taken from:
'Books as Resource' Session

We revisit these topics to help to keep students' minds focused on how they are learning effectively and how they are using revision tools as an ongoing process. We add in topics such as where to get help; how to make effective use of feedback at PPTCs; how to take care of physical and mental well-being throughout the process, and mentoring to monitor. Examples of some of this work is included in the graphics below.

Using your copy of your PPTC preparation sheet that you filled in BEFORE you had your data, along with the information given out at the parents evening, think about the areas you need to improve.

<p>Were there aspects of the course you did not understand?</p> <p>What specific skills should you be focussing on improving?</p> <p>Do you need more teaching or revision guides or other resources to support you?</p>	<p>Is your book in good order? Dates, titles, all in the right order, worksheets glued in?</p> <p>Are you reflecting on the lessons and reading back over your notes regularly?</p> <p>Are you reading over topics from a text book?</p>
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Slide taken from:
'Revision Planning' Session

Slide taken from:
'Revision Planning' Session

4 Which is right?
Water can

- a) give you healthy looking skin
- b) help you fight germs
- c) help the transference of nutrients around your body
- d) keep away headaches
- e) helps your heart to function properly.
- f) **All of the above.**

In short:
You'll be able to **concentrate better, keep awake longer, feel better/ healthier** all round and **work your brain harder!**

Slide taken from:
'Well-being' Session

Our Student Commission on Learning

A unique feature of the King's School is the direct involvement in a number of students in developing our approach to teaching and learning. We have a large number of students engaged in the **Student Commission on Learning**. This continues to be an integral part of developing effective skills and attributes of learning and it is now being designed to integrate the 5Rs of Learning and 5 ways to wellbeing. It was delivered by the Senior and Pastoral Prefects on a Tuesday morning to all Year 7, 8 and 9 students.



The prefects have taught and 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. In conjunction with this a new student focused hands logo has been designed by a Year 13 student (Vivienne Lee), which represents the inclusiveness of the school and the relationship between learning and wellbeing. The programme is being adapted and reviewed with the continuing needs

and challenges that COVID-19 has created. 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 develop leadership and presentation skills from delivering a weekly session to a group of 30 students. 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. These were used to try to students for assessments and to perhaps fill the gaps in these skills. This is also linked to SIP targets of retrieval and vocabulary acquisition.



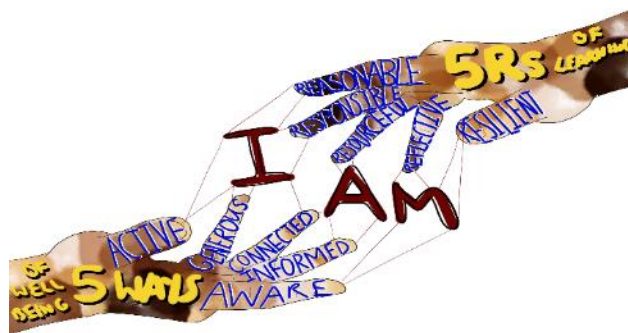
This year the Innovator Group has focused on the development of subject learning pathways, to enable students to understand the development of key knowledge and skills as they progress from Year 6-13. Students were selected from Year 8 – 13 with Year 13 and 12 students leading the sub-groups. They have had the opportunity to be part of a whole school focus and have collaborated with teachers to further enhance their understanding of the learning journey within specific subjects. The groups have met regularly though out the year in subject groups and as whole group to discuss and develop the pathways. Geography, History, Biology, Chemistry, Physics and Maths pathways have now been completed and will be displayed and used within Curriculum areas.

From the work that they have completed on the pathways they have been investigating the use of retrieval strategies and vocabulary acquisition in all subjects. This was linked to the teacher CPD focus for this year. Each year group has set up their own investigation to produce an audit of the activities / strategies used in their lessons. This culminated with the group presenting their findings in a whole school staff meeting.



Mentors

The **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 programme was launched at the start of the academic year and throughout this year there have been over 85 Year 12 students involved. They have met with their mentee on a weekly basis to help them with a variety with a variety of needs, from develop specific subject skills, to develop organisational and communication skills. This has been invaluable to a large number of KS3 and KS4 students and has enabled the mentor prefects to develop their mentoring skills. This was further developed during the year with the link with Learning Support to provide Year 7 & 8 students with more opportunities to develop their reading and comprehension with the introduction of a new reading scheme delivered by the mentors to be delivered alongside the LS accelerated reading scheme. This has proved to be very successful and popular with the students.



Support for Reading

As a school, we believe strongly that students should be encouraged and supported with their reading. All students access our Accelerated Reading Programme that provides a baseline assessment in Term 1. This helps ensure students access the correct reading scheme and are provided with support if needed.

Our The learning support team worked closely with our sixth form mentors to deliver Reading Support. All mentors are trained to deliver reading interventions by the SENDCo. The School have purchased Rapid Plus, to support KS3 struggling, English as an Additional Language (EAL) and SEND readers who are heard reading by sixth formers. Sixth formers hear the students read and then ask the accompanying questions from the resource pack. These questions develop a range of comprehension skills. In order to maximise progress in reading, students are heard read several times a week for short bursts.

Teaching Assistants support with reading both in lessons and during interventions. They have been trained in synthetic phonics and will receive ongoing training throughout the year. The department has two phonic based reading schemes for use by Learning Support staff. Phonic books, Catch-Up readers and the Read Write Inc. Fresh Start materials may be used where appropriate. One of the TAs in the Junior Department is trained to deliver Read Write Inc and delivers additional phonics tuition where appropriate. Students in the junior department who are not yet ready to be free readers benefit from the structured approach from the Oxford Reading Tree scheme.

Two members of the Learning Support department are qualified primary teachers with extensive experience in the teaching of reading.

This was the first full year that we have run the Accelerated Reader testing for both Year 7 and 8. There have been at least two cycles of testing this academic year. For Year 7 the average progress score is 7 months (which is as expected); however, for Year 8 it is only 1.6 months and approximately 30% of Year 7 and 8 students have shown a reduction in their reading age. In the light of this some further testing has been undertaken for EHCP and other students receiving reading interventions. More emphasis will be placed on the integration of the Accelerated Reader programme into English lesson next year to ensure consistency of support and testing of all students in year 7 and 8, and involvement of parents in support of the programme too. Learning support staff use the accelerated reader levels to ensure students are reading texts at the appropriate levels. Learning Support have worked closely with the school librarian to ensure there are suitable high-quality tests at an appropriate level for struggling readers.

Students identified as not reaching age related expectations in reading in year 6 are prioritised for additional reading support in year 7. Further students who score significantly below their chronological age, at least two years below their chronological age, on the Accelerated Reader test are also given additional support.

BEHAVIOUR:

Students of all years have exceptionally positive attitudes towards all aspects of School life. They are well mannered and show high levels of tolerance and respect for one another, which is regularly acknowledged by visitors to the school. The King's School's Christian values and ethos are fully understood by almost all pupils and this contributes significantly to positive relationships. The most recent SIAMS inspection stated that, 'This very strong sense of family impacts positively on relationships and behaviour', and it also recognised the significant impact that students make to both in class learning and the wider school environment. This report highlighted the sense of unity and togetherness between staff and students, something that is central to the successful running of the School.

Analysis of the data shows **that 84% of students receive fewer than 1 negative entry** per term across the whole year. When 'Organisation' is removed as a category, **just 12% of students receive more than 1 negative entry per term on average**. This highlights that behaviour both in and out of the classroom is exceptional. Academic Heads of Year (AHOYs) and form tutors put strategies in place to assist those individuals that need support in this area. This has proven to be effective as the number of entries for organisation drops by over 50% for Key Stage 4 Pupils compared to those in Key Stage 3. The table below shows data for negative entries.

Number of negative entries	Total % of students	With 'Organisation' removed
More than 1 per term	16%	12%
More than 2 per term	8%	6%
More than 3 per term	5%	4%
More than 4 per term	4%	2%
More than 5 per term	3%	2%

This data shows that the overwhelming majority of students in school engage very positively with the values, ethos and expectations of the School. Regular and considered analysis of behaviour data in team meetings allows staff to quickly identify and anticipate patterns of behaviour that might require an intervention, and in many cases, address issues before they become problematic. When this is needed, students are accurately identified and all aspects of their life are considered. This means the actions are skilfully selected and tailored to the individual student to ensure maximum impact and fairness to enable all students to achieve success in their education.

For the small number of students that receive a high number of negative entries, the School takes steps to support them. This includes providing Behaviour Support through the Behaviour Mentor who provides focused and intensive support followed by ongoing help to maximise the individual's chances of making a positive change. Last year there were no permanent exclusions, highlighting that is only ever used as a last resort.

The table below summarises the number of suspensions (Fixed Term Exclusions) and exclusions at the school in 2021-22 compared to the national average (where available) and our own historic data.

Fixed Term Exclusions (Suspensions)	Nat Ave		2018 2019		2020 2021	2021 2022		
	National Average Fixed Term Exclusion Rate		School Fixed Term Exclusion Rate		School Fixed Term Exclusion Rate	Fixed Term Exclusion Rate	Number of Fixed Term Exclusions	Total Students with Fixed Term Exclusions
All Pupils	10.75%		2.72%		2.73%	3.63%	65	43
Male	14.62%		4.70%		4.03%	2.20%	38	26
Female	6.85%		83.00%		1.42%	1.44%	27	17
Ever 6 FSM	26.69%		4.55%		8.92%	1.10%	21	13
Non-Ever 6 FSM	6.62%		2.20%		2.29%	2.53%	44	30
SEN (EHC & Support)	30.89%	29.95%	5.88%	20.83%	22.50%	0.51%	10	6
No SEN	8.00%		2.29%		1.74%	3.13%	55	37
English First language	11.57%		2.67%		2.41%	2.36%	40	28
English additional language	6.68%		3.33%		4.34%	1.27%	25	15

As above, the school is prepared to use suspensions as a sanction as required. Decisions to suspend are always carefully considered. In the last academic year, the school was significantly below the national average and there were no discernible patterns with regards to specific groups.

The table below summarises the use of permanent exclusions. The school has historically only permanently excluded students in the most extreme cases and where other options of support have been exhausted. In the last academic year one student was permanently excluded.

Permanent Exclusions	Nat Ave		2018 2019		2020 2021	2021 2022	
	National Average Permanent Exclusion Rate		School Permanent Exclusion Rate		School Permanent Exclusion Rate	School Permanent Exclusion Rate	Number Permanent Exclusions
All Pupils	0.20%		0.25%		0.12%	0.08%	1
Male	0.30%		0.52%		0.23%	0.08%	1
Female	0.11%		0.00%		0.00%	0.00%	0
Ever 6 FSM	0.51%		0.00%		1.78%	0.00%	0
Non-Ever 6 FSM	0.10%		0.00%		0.00%	0.08%	1
SEN (EHC & Support)	0.33%	0.65%	0.00%	0.00%	2.50%	0.08%	1
No SEN	0.15%		0.26%		0.00%	0.00%	0
English First language	0.22%		0.28%		0.00%	0.08%	1
English additional language	0.13%		0.00%		0.72%	0.00%	0

A key aspect of our culture is to celebrate the positive attitudes that students demonstrate. Last year in Key Stage 3 there were 17,733 positive behaviour entries

Year	Positive Behaviour Points
7	5693
8	6165
9	5875

It was pleasing to see very little variations between year groups, suggesting that these means of praising students is embedded across the Key Stage.

Lesson observation data supports these findings. Of the 140 completed observations, behaviour was **judged Good or better in 98.6% of observations**. In 79% of these behaviour was Outstanding. When surveyed, **89% of students said that they enjoyed coming to school**.

Feeling Safe

100% of Year 7 parents stated that their child felt safe at school, with the percentage dropping very slightly to **98% for Year 8-13 parents**. When surveyed about bullying, **88% of all parents stated that their child had never been bullied**. Of the remaining 12% who felt that their child had been bullied, 10% agreed that it had been dealt with quickly and effectively.

Outside of Lessons

We are really proud of the mature way students conduct themselves outside of lessons. **We trust students greatly** and they walk daily between the school and the sports field / Music in a mature manner with no reported incidents of negative behaviour. Termly students walk through Peterborough to the Cathedral and are complimented on their approach.

Students give back willingly to the school and the community. More than **ninety 6th form students were involved in the mentoring programme that focuses mainly on helping Key Stage 3 pupils**. In addition, major School events are almost entirely student led in their organisation. The highlights being House Music and Sports Day. Participation rates are very high, further demonstrating the connection students feel towards their School, and the positives attitudes they have.

Attendance

In 2021-22, attendance of students was **significantly above the national average** in all year groups except Year 11 which was in line with national average.

	All	Year 7	Year 8	Year 9	Year 10	Year 11
School	94.0%	96.0%	95.8%	94.5%	94.1%	88.0%
National	89.7%	91.7%	90.3%	89.3%	88.8%	88.1%
Difference	+4.2%	+4.3%	+5.5%	+5.2%	+5.3%	-0.1%

There was no discernible difference between the attendance of boys and girls;

Girls	School	93.4%	Boys	School	94.5%
	National	89.4%		National	90.1%
	Difference	+4.0%		Difference	+4.4%

The same is true for FSM pupils and those with SEND. **The attendance of FSM students is in line with their peers within School, and is 7.1% higher than the national average.** For SEND students there is, again, no significant difference between them and their peers. Indeed, **EHCP students' attendance is higher than those with no SEN and is 11.4% higher than the national average.**

The data shows that across all year groups attendance is outstanding and that the School acts swiftly and effectively to engage with students and their families for whom attendance is becoming a problem. Students are punctual and well prepared to learn. **Persistent absence accounts for 16.5% of all absences, which is significantly below the average of 35%,** and again serves to highlight that the processes in place work

PERSONAL DEVELOPMENT:

In the Year 7 2022 Parent/Carer/Survey, 96% strongly agreed (60.87%) or agreed (34.78%) that **their child is happy at The King's School**. 100% said their child felt safe and **93% that the school supports their child's wider personal development**. In the Year's 8-13 2022 Parent/Carer/Survey 92% strongly agreed (54.20%) or agreed (43.71%) that their child is happy at The King's School. 96% said their child felt safe and **83% that the school supports their child's wider personal development**

In the 2022 Pupil Survey, **83% agreed that the School encourages them to look after their emotional and mental health**. Whilst by no means a low score, we are committed to this message and will aim to continue to provide guidance in this area in line with our Christian values.

Personal development is thread throughout the schools' curriculum offer and all pupils can access a rich and broad offer. Unlike many schools our Personal Social Health and Economy (PSHE) is delivered in taught curriculum time by a small team of teachers led by a subject specialist. As such, students enjoy a consistent and well considered curriculum that is age appropriate. Our personal development programme however goes far beyond the taught curriculum!

Programmes to Support Personal Development

Our '**Learning to Learn**' programme operates in Form Time and is run **by Sixth Form Mentors**. The programme is delivered to Key Stage 3 and is designed to develop resilience, resourcefulness, the ability to reason, to be reflective and responsible (our Five Hands of Learning) in order that our pupils can meet the demands placed upon them now and in the future. This is largely driven through small group work and problem-solving activities. In 2021, we added a second hand to reflect our commitment to promoting mental, physical and social health: awareness (of self and others, regardless of creed, gender, religion, sexuality and race). We absolutely appreciate that these two hands are interdependent; that physical, emotional and mental health are linked. The second hand represents a commitment to develop within our youngsters the ability, capacity and commitment to become more aware, active, generous, connective and informed; not only to develop their own capacity to be all these things but with a broader appreciation regarding the diverse nature of both our school, our local community, our city and the world in general.



Our Commitment to Pupil and Staff Mental Health and Wellbeing

Mental health is talked about positively within all areas of school life. Mental Health and Wellbeing is a standing agenda item at Senior Leadership Team (SLT), Full Governors and Governors' Personnel meetings.

Displays, noticeboards and our Website reflect our school's mental health approach and how our school promotes and supports mental health: information exists in the form of flyers, posters, displays, the school's Electronic Noticeboard and the School's Website [The King's School - Emotional Wellbeing & Mental Health \(kings.peterborough.sch.uk\)](https://www.kings.peterborough.sch.uk).

Helen Birch (Deputy Head -Pastoral) has completed the on-line training to enable her to become the School's **Mental Health and Wellbeing Lead**. A thorough audit of provision for mental health and wellbeing was completed in June 2022 [Microsoft Word - KSP Mental Health and Wellbeing Audit June 2022.docx \(kings.peterborough.sch.uk\)](https://www.kings.peterborough.sch.uk) and a revised action plan is in the process of being written.

Daily Assemblies and Prayer, Worship and Spirituality

As a Church of England Academy and the Cathedral School, The King's (The Cathedral) School offers **many opportunities for students and staff to pray, reflect and worship in School.**

Each school day begins with a collective act of worship (assembly) based on the theme of the week. These assemblies are co-ordinated by our Chaplain Rev Jen Paddison and include opportunities for worship as a whole school, year group, house and form group as the week progresses. We have a diverse programme of weekly themes over the School year, and consider various issues such as our **climate footprint, kindness, joy with mental health and wellbeing and associated resilience a regular feature**. In 2022 Helen Birch (Deputy Head Pastoral) delivered separate assemblies to Key Stages 3, 4 and 5 regarding Young Carers. As a consequence, members of the Sixth Form have come forward and are now supported by Centre 33 who work in conjunction with us. In addition to the daily act of worship (assembly), other opportunities for prayer, Christian teaching and friendship are provided in school, as follows:

CROPS is a modern style of worship with videos, lively worship songs and young leaders from CROPS (a local Christian outreach project for young people). 'Alive' (formerly known as the Christian Union) provides fun, food, prayer and teaching, led by Year 13 students on Tuesday and Thursday lunchtimes in Room 95. Park Up brings games and friendship in partnership with CROPS on Thursday lunchtimes in Room 95.

Our Parents Prayer Group meets in the Prayer Room on the second Monday of each month from 1.15 p.m. to 2.00 p.m.

The Prayer Room is situated in the Quad and is open throughout the School day. It is a quiet oasis of peace in the heart of our busy school and all members of the School community are welcome to use it when they need time out to think, reflect and pray. All students will get to know it through a dedicated form assembly in there each year.

Our School Chaplain assists the school in providing an atmosphere that encourages personal reflection, an appreciation of the spiritual dimension of life and the living out of its Christian

values. She also offers spiritual support to students, staff and parents/carers in times of loss, illness, bereavement and other personal challenges.
Bespoke Provision for Pupil Mental Health and Wellbeing

We have three full-time Pupil Support Officers (PSO) who are dedicated to supporting pupil mental health and wellbeing. They operate across Key Stage 3 - Years 7-9, Key Stage 4 - Years 10-11 and Key Stage 5 (our Sixth Form) - Years 12-13. They were employed because of their experience of dealing with young peoples' issues and have, and will be, supported by the opportunity to engage with any CPDL that they view as appropriate and a programme of professional support provided by the YMCA in acknowledgment of the issues that they have to deal with. We engage with a number of providers to support the work of our Pupil Support Officers e.g. YMCA, Crops, YPCS, CAMHS, YoUnited. We commission CrewTrident to work with students with specific mental health and wellbeing needs. We commission the Mental Health and Wellbeing Support Team to work with students experiencing low level/moderate mental health issues through their referral system.

Monitoring the Mental Health and Wellbeing of Pupils

The Year Group Team, comprising of the Assistant Headteacher [AHT] responsible for the Key Stage, the Academic Head of Year (who is responsible for monitoring academic progress), The Pupils Support Officer [PSO] and representatives from both the Pupil Premium and Learning Support Departments meet on a fortnightly basis to discuss both academic and pastoral concerns and associated interventions to support those pupils who need it. This may involve the use of outside agencies. The Key Stage 5 team meet on a weekly basis with the AHT, PSO and two Sixth Form Deputies and the Careers and UCAS advisor present. The minutes of these meetings are circulated to the year group Form Tutors, the Year Group Team and SLT. The two Deputy Headteachers, both Pastoral and Academic, oversee the Pastoral and Academic life of the School and become involved with individual students if the concerns escalate.

Mental Health and Wellbeing Initiatives

The School brings in a variety of speakers and providers to talk to and work with pupils regarding their mental health and wellbeing and safety. Our Time to Change Day was



designed to make our whole community more aware of mental health and wellbeing and be more receptive and able to talk about it. During the day, our Pledge Wall was populated with hundreds of student responses regarding a commitment to appreciating and allowing time for discussions about mental health and wellbeing. The corridors and stairs of our Junior Department were covered in pledges by our JD pupils. "Time to Change" bunting hung around the hall and dining room, in corridors, with posters displayed all over

the school, and staff embraced the day by initiating conversations about mental health and wellbeing and associated activities. The Mental Health and Wellbeing pupil group will run this again in March 2023. Our Empathy Day was run by the library and used literature to encourage students to develop empathetical understanding, highlights included the treasure hunt, drawing a comic strip and nominating an empathy superhero. **Future Tool Box worked with Year 10 developing life skills and mental resilience and the Terence Higgins Trust on Sexual Health. Every year we invite a professional, well known and respected counsellor, Vanessa Brown, to deliver an adolescent mental health and wellbeing talk** to parents and carers which is always positively received (see below Re. Year 11). You can access this recording on our Website ...

[https://intranet.kings.peterborough.sch.uk/kingswebsite/Wellbeing/MHEW of Young People Presentation 25-03-2021 Video.mp4](https://intranet.kings.peterborough.sch.uk/kingswebsite/Wellbeing/MHEW%20of%20Young%20People%20Presentation%2025-03-2021%20Video.mp4)

Mental Health and Wellbeing are one of the School's EDI (Equality, Diversity and Inclusion) **student lead groups**. They will re-establish the Mental Health and Wellbeing 'Change Group' consisting of staff, parents/carers and pupils under the auspices of Faye Chantrell (Head of Biology) and appoint pupil Wellbeing Champions from across Key Stage 3-5. Previous Wellbeing Champions have been responsible for the input to the Bulletin Board regarding: signposting, mindfulness activities, and clubs. They established an Anti-Bullying Club where members of our School could go to report bullying and unkindness. It is also a meeting place in which to make new friends. The Wellbeing Champions also organised Art Therapy sessions in which those attending made pieces of positivity.

The School is a member of the Peterborough Virtual School Connected Communities Project. Three staff have undertaken additional training in relation to this. All staff have attended trauma and attachment training. The school has been awarded the BraveHeart Silver Award in the Braveheart Attachment and Trauma Programme. There is a clear route for Children in Care to raise concerns through the Designated Teacher to enable direct contact with the Independent Reviewing Officer (IRO) and Social Worker.

Mental health and wellbeing are an essential part of our Learning for Life (LfL) curriculum; mental health and wellbeing are sequenced across all Key Stages with different themes building upon prior learning. As a consequence of this sequenced learning students are able to make positive decisions regarding their life style. We develop pupils' understanding of how to keep physically healthy, eat and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through a broad and frequent programme of extra-curricular activities: cross-curricular links exist in a variety of subjects e.g. LfL, Science, Physical Education and Psychology where the importance of healthy lifestyle and the adverse impacts of an unhealthy lifestyle on physical and mental health are taught. In Geography and Biology, pupils learn evidence and reasons for the negative impact of humans on our environment. Pupils also learn about strategies to reduce our carbon footprints and ensure sustainability. These themes are also covered in assemblies. Our RSE (Relationship and Sex Education) policy has been revised in accordance with DfE guidance and Schemes of Learning adapted accordingly with sequencing over the Key Stages so that knowledge and understanding are developed in line with maturity.

Equality, Diversity and Sexual Harassment and Abuse

Aside from the Mental Health and Wellbeing group, our Equality, Diversity and Inclusion initiative (EDI) also includes pupil groups leading on LGBT+, Black and Ethnic Minorities and Sexual Harassment and Abuse. These groups will be led by members of the Sixth Form and comprise of voluntary members from Key Stages 3 and 4. Their findings and initiatives will be shared with a previously established staff group who will work together with the pupils, after they have completed their task of investigating how prevalent these issues are within our school and suggesting what we can do to make our school become even more inclusive. They will then work with the staff group to agree and implement a time phased and funded action plan. Assemblies and presentations at the School Council, Staff and Governors Meetings and parental/carer communications will keep all our stakeholders informed. We are very excited by this initiative and especially that it will be pupil led as we both value and trust what they say. Last year we dedicated a week of assemblies to Black History to coincide with the national Black History Month.

Trips and Visits

The School employs a **dedicated member of staff who is employed to oversee the procurement of trips and residential visits. This is because we value greatly the positive impact of this provision which provides enormous cultural value and enriching experiences.** Each student accesses an Activity week programme in the summer term.

Over the course of this academic year we have made great efforts to restore the Trips Calendar to post COVID provision. Unfortunately, continued COVID 19 restrictions meant that we had to cancel the Disneyland, Paris Business Studies and Economics, and the Amsterdam Art trips. We were prohibited from organising our usual February ski trip and Berlin (History) trip. Since then, things became much brighter - the July 2022 Montpellier ran as did the World-Wide Romania Expedition (July-August 2022). The Business and Economics trip to Budapest in March also took place (see below). Our offer of trips, visits and excursions is enormous and, again, one that we celebrate as a positive feature of our school that adds cultural capital and experience to all pupils. We endeavour to ensure that there is a varied offer, distributed across all year groups and that all pupils have entitlement to experiences by supplementing, as appropriate, those pupils whose family cannot afford the expense of a trip.

This year we had **fifty-one students taking part in the Bronze Duke of Edinburgh Award.**



Aside from having to complete the three sections, they completed a practice expedition in the Rutland Water area, camping overnight at Wing Hall and then an assessed expedition around the Great Gidding Area which is not far from Sawtry. On both expeditions, the groups had to complete sixteen miles of walking, camping overnight and cooking both an evening meal and breakfast. They also had to carry all the equipment. All the students have managed to complete the award and there will be a presentation evening in November when they will receive their awards.

At the present time (October 2022) twenty-nine students have completed the Gold Duke of Edinburgh expedition and are working towards completing their sections and residential. Several staff give up a considerable amount of time to support these awards which secures numerous benefits for the students that participate for which we are enormously grateful. Closer to home our junior department (JD) has been on numerous day trips. In September 2021 they hiked to Marholm (Understanding the World), visited Barnack's Hills and Holes (Environmental). In November JD 1 pupils (Years 3-4) who had performed well in a variety of capacities were rewarded with the honour of collecting the School's Christmas trees. At the beginning of December, JD 1 visited a display of Christmas trees at All Saints Church. In March, the whole of JD (Years 3-6) visited the Natural History Museum (Understanding the World). Also, in March, JD 1 travelled to Ferry Meadows to continue the theme of Understanding the World, JD 2 undertook a Fossil Walk (Understanding the World) and hiked from Deeping to Glinton (Physical Development). In May 2022, JD 1 visited Peterborough Museum (Understanding the World). In June, all of JD had a visit from the Cave Bus (Understanding the World) and JD 1 hiked from Milton Ferry Bridge to Wansford (Physical Development). Additionally, in June, all of JD were able to visit Rock Up at Rushden Lakes (Physical Development).



In April 2021, the Classics Department offered a residential to all Key Stage 3 and 4 students. The party walked many kilometres of Hadrian's wall and visited numerous historical sites. Over three days in May, Year 10 Business Students travelled to Budapest and the Business Café Project which involved an analysis of this enterprise within

the town.

In December and March, pupils who had recently made their Confirmation were rewarded with a tour of Peterborough Cathedral's second and third stories which was led by an expert guide. Pupils found this both fascinating and informative.



For Art, Photography, Textile and Drama/Theatre Studies students at GCSE and A Level, experiencing galleries, exhibitions and theatre productions are an essential part of their courses. In October, the Year 12 Artist and Photographers travelled to London to visit a number of prestigious galleries, and historical sites; sketch books and cameras in hand. More locally, in November Art and Photography students were able to walk to Peterborough Museum and Art Gallery to view a pop-up art exhibition showcasing work from local artists. In November, Year 12-13 Theatre Studies students also travelled to London seeing two Westend Shows in the course of a day ('Cinderella' and 'The Curious Incident of the Dog in the Night-Time') they also had the opportunity to see 'Sister Act' in July. Year 10 Drama students were also offered the opportunity to see a Westend show in London in July ('Jack Absolute Flies Again'). Sixth Form Textile students visited the Fashion and Textile Museum in London on a cold December day. December also saw the Year 10 Art and Photography students visit to the Ashmolean Museum in Oxford. In December, Year 12 Art and Photography students visited a different selection of London galleries than they had in October, strengthening their knowledge and portfolios. Norfolk in January provided the Year 10 Photographers with the ideal setting for the taking of landscape photographs, wildlife and everyday objects in situ. In March and June, Year 12 Artists travelled to the Yarrow Gallery in Oundle to take part in art and print-making workshops. Year 10 Drama students were also offered the opportunity.

As part of the four days of compulsory field work, the Geography Department takes Year 13 to Cranedale Field Studies. The opportunity allows students to investigate a wide arrange of geographical topics using a variety of field work methods and data analysis techniques. In June, Year 12 French and German students travelled to Cambridge University for a 'Languages Outreach Day' which aimed to encourage students to consider studying languages post A Level. Students did some work in their language of choice and then experienced a completely new language e.g. Portuguese or Japanese later in the day.

In early June, the whole of Year 9 visited Peterborough Cathedral as part of their study of world religions. Due to the success of this, we also ran the same trip at the end of June for all of our Year 7 students. In March, four student took part in a 'Year 10 Maths Feast' and challenged their mathematical abilities by competing against teams from others schools.

All A Level English Language students are required to reference a life-performances in their examination. To this end they were offered the opportunity to see theatre performances of their set texts in March (Hamlet) and June (King Richard III).

In June, Year 9 attended the Cambridgeshire County Day which housed more than one hundred marquees hosting one hundred and twenty business, public sector, charity, community, sporting and performing organisations in Cambridgeshire, as well as displays including tractors, trucks, diggers, bikes, boats], emergency and military vehicles. A member of Year 9 commented, 'It was a highly informative day, there were lots of interesting stalls. It was great to meet lots of different people and receive information about a range of opportunities and to get lots of gifts! I found the Cambridge Science Centre stall particularly engaging, learning about how DNA is formed''.

As a School, we were lucky enough to be allocated tickets to the Wimbledon Lawn Tennis Championships in June and as such were able to take a selection of our GCSE PE students experience this iconic event.

Activities Week provided students with a range of activities both within and outside the School, day and residential. For Year 7, the week is divided into two; for the first part of the week they attended a residential at Gillwell, the centre for Scouting in the UK. Although our staff accompanied the youngsters, the activities were run by specialist staff at the centre and activities included: Raft Building, Grass Sledging, Jacobs Ladder, Crate Stacking, Archery and the legendary 3D Swing. For the remainder of the week, Year 7 enjoyed daily activities. On the Thursday, under the auspices of the RS department, pupils visited the National Holocaust Centre and Museum in Newark, Nottinghamshire. Here they took part in 'The Journey Exhibition' where they experienced the life and times of Leo, a Jewish boy during the Nazi holocaust. This experience had a cross-curricular theme linking the Year 7 Judaism topic with the Year 8 English study of the modern English classic 'The Boy in the Striped Pyjamas', and the Year 9 History topic of the Holocaust in the context of the Second World War. On the final day of their week Year 7 took part in a 'Shakespearience day' which aimed to bring Elizabethan theatre to life. During the day, pupils took part in a number of interactive, fun activities; they were introduced to the play's key themes, characters, plot and aspects of stagecraft. The day climaxed in a live performance of 'A Midsummer Night's Dream', provided by Quantum Theatre, which was performed in Peterborough Cathedral's Cloisters.

During Activities Week, Year 8 enjoyed a rich array of experiences. They began the week by visiting Sheringham, a small and charming town on the North Norfolk Coast. This provided the perfect setting to carry out some digital geography fieldwork followed by beach games. Young Enterprise joined us in school for a day where they provided students with an economic awareness of the link between what they do at school and their future life prospects. Students were encouraged to identify goals and aspirations and to understand how the choices they make and their level of achievement affects the attainment of these goals. Students were also able to attend a workshop run by Future Toolbox who aim to raise aspirations, create mindsets and empower young people to harness a positive attitude. During this workshop, students were able to develop new learning techniques and were encouraged to think about creative learning methods.

Other activities included an afternoon of fun and motivational teambuilding, which saw students battle through inflatable obstacles in the 'It's a Knockout Activity'. Students were also able to visit the Warner Bros. Studio Tour in London where they were offered the opportunity to experience the authentic sets, props, costumes, animatronics and special effects used in the eight Harry Potter films. They ended the week by visiting Cadbury's World where students discovered how the famous brand makes their chocolate bars. They also attended a Design and Technology workshop where they had the opportunity to use their imagination and design a Cadbury wrapper working together in small groups.



In the heart of the Lincolnshire countryside, just north of Grantham, lies the beautiful grounds of Caythorpe Court. This was the home for Year 9 during their outdoor and adventure residential. The students were accommodated in rigid frame tents which stood on hard, 'all weather' bases, de lux camping! Students were placed into groups of twelve, each with their own instructor and School member of staff. There were four activities each day, two in the morning and two in the afternoon lasting around an hour and a half. Activities included Raft Building, Giant Swing, Canoeing, Climbing, Survivor, Jacob's Ladder, Aeroball, Trapeze and Giant Stand Up Paddle Board, Archery, Orienteering, Tunnel Trail and Vertical Challenge.

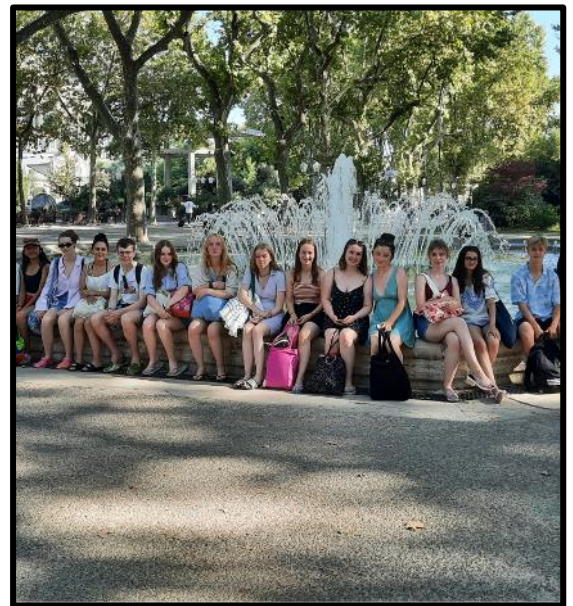
For Year 10, Activities Week involved a number of school-based workshops which built upon the Learning for Life programme and Work Experience. On the Monday morning, MAD4Life delivered 'Future Toolbox' focussing on building skills and enabling students to cope better with the stress of GCSE examinations in Year 11. In the afternoon, they were spoken to by the Breck Foundation who gave a -safety workshop designed to increase awareness of personal safety when using social media, the internet and gaming online. On the Tuesday, the Terrence Higgins Trust ran a workshop based on consent and healthy relationships. Year 10 were on Work Experience placements from Wednesday-Friday. [The King's School - Activities Week 2022 \(kings.peterborough.sch.uk\)](https://www.kings.peterborough.sch.uk)

In late July, Year 10 and 11 pupils participated in an Expedition to Romania. It was an action-packed trip, where resilience, risk taking, teamwork and endurance were required in all the experiences they undertook. This included a 10-hour trek in Piatra Craiului National Park, a 2-day trek (involving over 22 hours of trekking) to Maldoveanu Peak (the highest Peak in Romania). The group completed a 60km mountain bike expedition and hiked through the seven ladders canyon, which tested everyone's nerve of heights, as well as rock climbing. As well as these, they undertook a river raft adventure and paddle boarding. They also experienced the environmental, cultural and historical aspects of this country, visiting the Carpathia Wildlife Reserve, bear sanctuary culminating with both groups adopting a bear for the year. As well as this, the students learnt about the history from the



Transylvanian castles, to the modern changes to the country, by visiting Brasov. Finally, there was a community/charity opportunity, from money raised. Groups spent the day at an orphanage and provide a cash donation and art equipment and spent the morning at the orphanage playing games and doing art work with the children. Group 2 visited a refugee camp and provided a range of provisions that were required and visited and spent time with the families at the centre.

In July 2022, sixteen students from Years 9, 10 and 12 took part in the language school trip to Montpellier. Students stayed in pairs with host families for five days, enabling the students to benefit from being immersed in French life, as well as being able to improve their language skills, fluency and confidence in speaking. Lessons, which concentrated on improving competency, took place on five mornings, and activities ranged from questioning local residents to writing postcards at the tourist office. As the week progressed, students flourished, enjoying being able to communicate successfully and take risks in their language learning. Afternoons were spent enjoying cultural activities, such as a boat trip to the Camargue to see wild horses, bulls and flamingos, as well as a trip to famous caves and a UNESCO World Heritage site (to tie in with the Key Stage 5 Curriculum).



Our Educational Visits Planner on our Website gives a parent/parents/carer/carers an overview of events offered to pupils during the academic year - [The King's School - Educational Visits Budget Planner \(kings.peterborough.sch.uk\)](https://www.kings.peterborough.sch.uk/educational-visits-budget-planner).

Extra-Curricular Activities

There is **extensive provision for extra-curricular activities in Music, Drama, Sport and other activities such as Chess and Scrabble and CROPS. A whole School Drama and Musical production are always a highlight with this year's production of 'We Will Rock You' involving a cast of fifty-five performers across Key Stages 3-5 (Year 11 to Year 13), seven students were involved in technical aspects such as assistant directing, lighting, sound, costume and back stage crews and a band of musicians. This year's production is Sister Act (March 2023).**



We have a strong tradition of musicality at our school through our Cathedral links and events such as House Music. This heritage is

supplemented by a rich provision of peripatetic tuition involving the full range of orchestral instruments, plus singing, drum kit, and electric and acoustic guitar, with typically 300 one-to-one lessons taking place each week. **Music Department**

ensembles, which rehearse weekly, include: Orchestra, Senior Choir, Junior Choir, Concert Band 1, Concert Band 2, Senior String Ensemble, Junior String Ensemble, Clarinet Group 1, Clarinet Group 2, Brass Ensemble and Flute Ensemble.



Our musicians perform in a variety of events annually including the Spring Concert (which typically comprises a large-scale work such as a Mass, symphony or concerto), and the Summer Concert. On alternating years, students travel on European Music Tours to locations in France, Belgium, Spain, Austria, Italy and the Czech Republic, and participate in massed voices and instrumental events with professional musicians such as Howard Goodall and Nicholas Morris. In addition to the highly popular Christmas Concert, which takes place in Peterborough Cathedral, pupils are involved in carol singing in the Cathedral Square and at various local homes for the elderly.

The Physical Education department at the King's School strives to create lifelong participation in Sport and Physical Activity, through a comprehensive curricular programme and an extensive offer of extra-curricular activities. Pupil wellbeing is at the heart of our curriculum: creating a caring, encouraging and 'mindful' learning environment where expectations are high, lessons are structured and pupils thrive, respect and care for one another, respond to challenge, take risks and receive praise. We provide a broad and balanced, well planned Physical Education curriculum across all key stages, which gives pupils experience of over twenty sports and physical activities.

We value greatly the extra-curricular sport and activities programme; **we offer a broad range of activities and encourage all students to participate fully. We feel that this plays an essential part in developing self-confidence, teamwork and leadership qualities.** Those



activities on offer range from traditional team games to recreational activities. Several hundred pupils have represented the School playing in a variety of different teams across many different sports. The school has enjoyed its fair share of success, so much so that there would be too much to mention, but these range from JD pupils winning the swimming gala and Peterborough athletics events to

pupils competing in the English school cross country event.

Sailing Club meets every Friday after school between April and October at Nene Outdoors at Nene Park, for a sailing session. We own six toppers, five picos, three fevas, a Q'ba and two Argo dinghies, though many regular members own their own dinghies too. Currently, nearly forty students belong to the team; racing, working through their RYA stages and generally having fun. Sailors need to have RYA Stage 1 to join the club, but can start at any point in their secondary school career.

Charity Work

The whole School supports several charities each year to support local, national and international causes. These are chosen by our Charities Prefects, for the year 2021-22; they chose that we should support: Red Cross Covid Appeal, Survivors Trust, Auditory Verbal and local charity Light Project Peterborough. Fundraising began with games and stalls at Sports Day in Summer 2021 then during the Autumn Term there were non-uniform days, collections at the Cathedral and a Christmas Jumper Day. Moving into the Spring Term attentions were focused on Charities Week - the sun shone and students had a wonderful time taking part in activities such as: Cake Sales, Name The Teddy Bear, Guess The Sweets in a Jar, Handmade Cards, Lucky Dips, Water Pong, Triple Bottle Flippie, Toilet Roll Racing, Wordle Live, Dodgeball, Cream Cracker Races, Gameshows, Leg Waxing, Chilli Eating, Fair Games, A Quiz, Raffles, Netball, Doughnut Sales, Pizza Sales, Guessing Games, A Toilet Brush Challenge, Football Matches, Splat The Rat, Skittles, Scalextric Racing, Volleyball, Tug of War, Pie the Teacher, a Puppet Show, Busking, a Dance Competition, House Captain Soaking, Non-Uniform Day, Water Balloon Challenges and a Year 7-8 Evening Social. **In total funds raised for the academic year 2021-22 was £12,881.42! Particular commendation goes to our school's Islamic Society who raised over £1000 on their Charities Week stall!**

The charities that the Year 13 Charity prefects have chosen for 2022-23 are: PARCA (Peterborough Asylum and Refugee Community Association), Robert Horrell Centre (a Cancer Wellbeing Service) and Mind and Cool Earth.



As a School, we understand that there are many less fortunate than ourselves so we complete **monthly Food Bank collections**. Pupils, parents and careers are proactive in supporting these collections which provides food to low income families who are increasingly resorting to this essential provision in our times of increased austerity. We have achieved the Silver Trolley Award for the school making the greatest contribution every year since 2013-14 in acknowledgment of our support of this initiative. We also support additional charities by special arrangement, for example, last year a small group of Year 12 boys arranged a football match for Cancer Research UK and raised over £1000.

Careers Guidance

Students at King's (The Cathedral) School go on to become active members of British society. Many become professionals in key aspects of public life e.g. roles within the NHS, politicians, solicitors, teachers, police officers, social workers amongst other professions. Others set up their own businesses. Extensive careers advice beginning in Year 7 with a Careers Development Plan that can be found on the school's website. [The King's School - Careers \(kings.peterborough.sch.uk\)](http://kings.peterborough.sch.uk)

Work based learning is a developmental experience and our provision is planned to support this. **In Year 9, students are invited to take a day to attend work with** a parent or close family contact. This is to allow for a supportive introduction to workplaces and was introduced in 2021/22 with a small number of students completing this. In 2022/23, a year group launch is planned to encourage greater uptake. Students from Years 9-11 are sent details of online work placement opportunities, both free, (including Speakers for Schools, Young Professionals, Barclays life skills, Medic Mentor, Upskill Me) and paid for (InvestIn) provision. Where paid for opportunities have bursary access, we support applications and encourage appropriate students to apply.

All students undertake a **three-day work-based placement in the summer of Year 10**. In July 2021, almost all Year 10 students completed this; one of the few schools in the region to have done so. This success was repeated in July 2022, where almost all students attended the three days in work. There is a wide range of opportunities, across the sectors and skill levels. Students with differing needs were supported by a wide variety of staff to find the most appropriate and supportive placements. Work placement in year 10 is enhanced by lessons in LfL beforehand, assemblies and tutor discussion after. All students completed a record book of reflections as part of the learning process.

Post 16 destinations are carefully monitored through a staff mentoring programme.

Those pupils who are identified as not wanting to or able to access the Sixth Form at King's are helped to identify alternative destinations. This includes visits to local Sixth Form Colleges in Peterborough and Stamford. Expert, post destination career advice provided by a designated Careers Advisor who has knowledge of and access to alternative providers.

On GCE ('A Level) and GCSE (Year 11) results day numerous staff are available to both help and advice students including Richard Dew, our full-time member of staff, responsible for career and UCAS support.

Cathedral and Choristers

Last year the choir were able to participate in fundraising events such as the Cathedral Fun Run and Family Fayre. Something which had not happened since before the pandemic, so it was great to welcome families and socialise together. The choir launched a new CD, recorded during lockdown, 'In His Hands' and was released in the Autumn term. The CD is a selection of well-known hymns and carols which congregations had missed singing during the pandemic. The children sang and were recorded in unusual conditions; they were socially distanced as this was recorded during the pandemic.



The choristers resumed their annual concerts in the Cathedral by joining the Peterborough Choral Society and early period ensemble, Eboracum Baroque for a performance of Handel's Messiah. Choristers were able to start going out into the community to perform. In May, they performed in a concert at St Mary Magdalene's Church on the estate of Castle Ashby. Our Year 8s participated in the 'Inter-Faith event at Ferry Meadows and also performed in Castor.

Our senior choristers took their RSCM Bronze Award Exams, and all excelled in their marks. The choir went away on a weekend to London, which involved visiting the Tower of London, going on the London Eye and going to the Eucharist at St Paul's where the City of London Sinfonia accompanied St Paul's Cathedral Choir as they sang Haydn's 'Nelson Mass'. The whole school attends Cathedral Services several times a year to mark important church festivals or school events, such as our Dedication Service, Speech Day and Prizegiving, and the Leavers' Service.

Membership of Houses

An integral part of life at the King's School is our House system. Every pupil is assigned on of our four houses. Each House has two House Captains and four Vice-Captains, chosen from Year 13, based upon their contribution to the School and their House during their time at King's.

All students are given the opportunity to gain 'House Points' for various achievements. Students compete in sporting, musical and academic activities throughout the school year and are greatly encouraged to identify with their House 'community' - working towards the hope of winning the prestigious 'House Cup', awarded after Sports Day, at the end of the school year. The event of the year, though, has to be 'House Music'. All the Houses compete in one night of fantastic musical entertainment, putting on pieces from their own orchestras, band, junior choir, senior choir and then raising the roof with the whole House 'finale'.

THE SIXTH FORM:

A Level overall results - attainment

A Level results were particularly pleasing with 52% of students achieving the top grades (A*/A). This is the highest this figure has been in recent times and significantly bucking the national trend were higher than previous years where CAGs and TAGs were awarded.

Year	Entries	A*	A	B	C	D	E	U	A* to A	A* to B	A* to E
2017	637	8%	25%	28%	20%	12%	5%	2%	33%	62%	98%
2018	641	9%	28%	29%	19%	11%	4%	1%	36%	65%	99%
2019	535	14%	28%	31%	18%	7%	2%	1%	41%	72%	99%
Average 17-19	604	10%	27%	29%	19%	10%	4%	1%	37%	66%	99%
2020	453	17%	31%	28%	16%	7%	1%	0%	49%	76%	100%
2021	582	20%	30%	29%	14%	6%	2%	0%	50%	78%	100%
2022	547	25%	27%	27%	14%	6%	1%	0.4%	52%	78%	99.6%

A Level by subject

The table below summarises the performance of students by subject. Whilst care should be taken in terms of numbers of students entered in each subject and the ability range of classes on entry, performance was particularly strong in Art, Business, D&T: Fashion and Textiles, Further Maths, Geography, Maths, Music, Physical Education and EPQ (Extended Project). It is an incredible achievement that the average grade in all subjects was at least a B.

Name	Entries	A* %	A* - B %	A* - E %	Average points	Average Grade
All	184	24.9	78.1	99.6	44.5	B+
Art (Fine)	13	30.8	92.3	100	46.92	A-
Art (Graphics)	1	0	100	100	40	B=
Art (Photography)+	7	42.9	85.7	100	48.57	A=
Biology	73	27.4	68.5	98.6	41.92	B+
Business	27	29.6	85.2	100	48.52	A=
Chemistry	68	27.9	64.7	100	42.79	B+
Classical Civilisation	14	21.4	71.4	100	42.86	B+
Comp Science	18	27.8	72.2	100	43.89	B+
D&T: Fashion & Textiles+	5	20	100	100	46	A-
D&T: Product Design	7	14.3	85.7	100	42.86	B+

Economics	41	12.2	82.9	100	44.63	B+
English Language & Literature	10	10	70	100	39	B=
English Literature	24	20.8	91.7	100	47.08	A-
French	7	28.6	71.4	100	41.43	B=
Further Maths	10	80	90	100	57	A*-
Geography	26	26.9	96.2	100	48.46	A=
History	19	10.5	84.2	100	44.21	B+
Mathematics	74	37.8	86.5	100	49.05	A=
Music	2	0	100	100	45	A-
Physical Education	10	20	90	100	46	A-
Physics	32	25	59.4	96.9	39.06	B=
<i>Psychology</i>	43	16.3	81.4	100	44.19	B+
Religious Studies	17	5.9	76.5	100	40.59	B=
<i>Theatre Studies+</i>	8	12.5	62.5	100	38.75	B=
EPQ	24	62.5	95.8	100	27.5	A+

A Level Group data

Group	Students	Average points	Average Grade
All	184	44.5	B+
Disadvantaged Student	15	42.89	B+
EAL Student	43	45.12	A-
FSM Ever 6	16	43.75	B+
Male	79	43.54	B+
Female	105	45.23	A-
Pupil Premium	20	42.5	B+

Specific learner groups made good progress against their peers. EAL students achieved above the year average and Disadvantaged students were in line with all students which was really pleasing to see.

16-19 Tuition Fund Students

19 staff delivered over 100 hours of revision sessions as part of the 16-19 tuition fund provided to schools to help support student who had gaps in their learning due to the National lockdowns. It was delivered across 17 subjects to 70 students. These results show that at the end of Year 12 (KSAS) those students were on average 0.78 below their potential, and yet by the time they sat their A level exams, those students were able to

achieve their potential at 0.0. These results were really pleasing, as it shows with some quality, professional tutoring, these students were able to achieve success.

KSAS	A Level
-0.78	0.00

Year 12 End of Year data (current Year 13)

Name	Total Grades	Average Pts Per Entry	Average Grade
Art	9	41.11	B=
Biology	89	44.61	B+
Business Studies	19	41.05	B=
Chemistry	78	36.54	B-
Classical Civilisation	8	50.00	A=
Computer Science	15	33.33	C+
Drama & Theatre Studies	7	41.43	B=
Economics	35	31.71	C+
English Language & Literature	7	37.14	B-
English Literature	27	32.59	C+
French	6	45.00	A-
Geography	34	39.71	B=
German	1	30.00	C=
History	12	27.50	C-
Maths	69	34.06	C+
Music	4	42.50	B+
Physical Education	8	38.75	B=
Physics	28	38.93	B=
Product Design	7	48.57	A=
Psychology	56	35.71	B-
Religious Studies	31	44.84	B+
Textiles	5	44.00	B+
Summary	555	38.31	B-

All students in Year 12 completed end of year exams or King's School AS Exams (KSAS) to assess their attainment and progress over Year 12. The results were a fair representation but showed that a large number of students had not experienced the formal exam process due to COVID. They will be given another opportunity in February of Year 13 to practise this process before they sit their public exams in Summer 2023.

Post 18 support

All our students benefit from a programme of careers guidance that supports their post 18 choices.

All students have at least two one to one sessions with our Careers and UCAS Advisor.

This time is used to help support students applying to university with their personal statements, choice of courses and institutions and the UCAS process more generally. They also were 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.

Students are encouraged to attend Open Days to help make good choices. We limit these to two during term time, in both Year 12 and 13. This is to ensure that absence does not impact on their academic performance. There is a tricky balance to find, as students understandably want to experience a range of institutions.

Post 18 Destinations

Given the previous two years of COVID conditions, and the subsequent lower uptake of university places that was seen across the UK, we were pleased with the return to normality. Many Universities offered open days and interviews, as did employers. This meant our students could make informed choices about what they chose in regards to their Post 18 pathway.

Our success across a number of undergraduate disciplines was pleasing. They showed the varied qualities and talents of our students, including; Anthropology, Dance Science, Arabic and Liberal Arts. **49% of our students achieved a place at a Russell Group University.** We are also really pleased to support students getting into the force, the police and directly into employment. We also supported a small number of students from our previous cohort to get placed into universities and courses of their first choice.

Overall Post 18 destination data

188	Applied to UCAS
118	Firm Places gained
19	Insurance places gained
20	Unconditional places gained
23	Placed through Clearing
6	Firm Uni revised offer
10	Oxbridge
18	Medicine
91	Russell Group
186	Overall Placed UCAS
2	To be confirmed
13	Overall alternative destinations
5	Gap Year
2	Forces
2	FE Further Education
1	Apprenticeship
3	Employment

Below is a summary of destination data for those students leaving the school at the end of Year 13 in 2022.

Provider	Course	Grades
University of Leicester	Medicine	A*A*A*
University of Leicester	Law	ABB
University of Leicester	Computer Science	BCC
De Montfort University	Pharmacy with a Foundation Year	CDE
De Montfort University	Pharmacy (4 years)	BCD
University of Leicester	Pharmacy (4 years)	BBB
University of Warwick	Economics	
University of Gloucestershire	Photojournalism and Documentary Photography	A*BC
University of Warwick	Biological Sciences with Placement Year	ABB
University of Birmingham	English	AAB
University of Nottingham	Natural Sciences	BBC
Durham University	Anthropology and Archaeology	ABC
University of Nottingham	Finance, Accounting and Management	A*AA
Loughborough University	Aeronautical Engineering with a Foundation Year	BBD
Durham University	Classics	ABB
University of Nottingham	Chemical Engineering	AAA
University of Leeds	Sport and Exercise Sciences	ABB

University of York	Biology	A*AA
Loughborough University	Psychology	A*AB
University of Liverpool	Law	
Durham University	Ancient History	A*A*A
University of Nottingham	Economics	A*A*A*
University of Warwick	Film Studies	A*AA
University of York	Business and Management with a Year in Industry	AAB
University of Warwick	Discrete Mathematics	A*A*A*
University of Lincoln	International Relations and Politics	BCD
University of Birmingham	BSc Global Environmental Change and Sustainability	A*AA
UCL (University College London)	Medicine (6 years)	A*A*A*
University of Reading	Modern Languages (French/German/Italian/Spanish) and History	BBC
Bishop Grosseteste University	SENDI & Theology, Philosophy & Ethics	BBC
Durham University	Criminology	A*A*A*
University of Birmingham	History of Art	AAB
Nottingham Trent University	Psychology	ABC
University of York	Business and Management (with a Year in Industry)	ABB
Anglia Ruskin University	Midwifery	BBB
University of Exeter	Mathematics	A*AB
University of Cambridge	Economics	A*A*A* (A*)
University of Cambridge	Computer Science	A*A*A* (A*)
Nottingham Trent University	Creative Writing	BCC
University of Manchester	Psychology	AAB
University of Manchester	Chemical Engineering with Industrial Experience	A*AA
University of Nottingham	Mathematics and Economics	A*AB(A*)
Loughborough University	Human Biology	AAB
University of Exeter	Environmental Science	AAB
Loughborough University	Accounting and Financial Management (with placement year)	A*BB
University of Cambridge	History	A*AB
Royal Holloway	English and Creative Writing	AAB
Westminster University	Gap Year	DDD
University of East Anglia UEA	Medicine	A*A*A*
University of Nottingham	Psychology	ACD
University of Chichester	Dance Science	AAB

Staffordshire University	Computer Games Development (with a placement year)	CCC
Loughborough University	Chemistry	BBB
University of Oxford	Physics	A*A*A* ()
University of Leicester	Biological Sciences	A*AA
Brighton & Sussex Medical School	Medicine	A*A*A*
University of Brighton	Biomedical Science	A*AA
University of Exeter	Politics and International Relations (with Study Abroad)	AAA
Leeds Arts University	Fashion Photography	A*BC
University of York	Economics	ABB
King's College London	General Engineering	ABB
Loughborough University	Aeronautical Engineering	A*A*A
University of Birmingham	Business Management (Year in Industry) (4 years)	A*AA
University of York	Biomedical Sciences	AAC
University of Exeter	Liberal Arts with Study Abroad	A*AA
Loughborough University	Design (with placement year)	BBB
University of Leeds	International Business	AAA
University of East Anglia UEA	Business and Human Resource Management with a Year in Industry	A*AB
University of Leeds	Religion, Politics and Society	BBC
University of Nottingham	Engineering and Physical Sciences with Foundation Year	BCC
University of York	Business and Management with a Year in Industry	AAB
University of Plymouth	Physical Geography and Geology	BCD
Anglia Ruskin University	Primary Education Studies	CD
University of Sussex	International Business (with a professional placement year)	CCD
De Montfort University	Pharmacy	CCC
University of Liverpool	Medicine	A*A*A*
University of Liverpool	Medicine	A*A*A*
Harper Adams University	Rural Enterprise and Land Management (with Placement)	A*AB
University of Herts	Physiotherapy	CCD
University of Leicester	Law	A*AB
Loughborough University	Accounting and Financial Management	A*AA
University of York	Economics and Finance	ABB
University of Reading	Biomedical Sciences	CDE
University of Brighton	Biomedical Science	CCC
University of Cambridge	Medicine	A*A*A*
UCL (University College London)	Economics with a Placement Year	A*A*A

De Montfort University	Pharmacy (4 years)	BBC
University of Reading	Biomedical Sciences	AD
University of Nottingham	Architecture	BBC
Loughborough University	Accounting and Financial Management	
Newcastle University	Biomedical Sciences	AAB
University of Reading	Graphic Communication	BBB
University of Birmingham	Classical Literature & Civilisation and Philosophy	A*AA
University of Aberdeen	Molecular Biology	ABC
University of Warwick	History and Politics	A*AA
University of the Arts London	Architecture	A*AA
University of Leicester	Software Engineering	ABB
University of Nottingham	Law	A*AA
Sussex University	Anthropology	BBC
Nottingham Trent University	Psychology with Criminology	BCE
Durham University	History	A*AA
Nottingham Trent University	Economics with Business	ABB
University of Leicester	Medicine	AAB
Loughborough University	Fine Art (with placement year)	A*AC
University of Nottingham	Electronic and Computer Engineering	ACD
Cardiff University	Mathematics	A*ABC
University of Surrey	Psychology	BBC
University of Leicester	Computer Science	BCD
University of Leeds	Medicine	AAB
Loughborough University	Business Economics and Finance	AAA
University of Leicester	Medicine	A*A*A*
Newcastle University	History	AAA
University of Reading	History	BBC
University of Brighton	Biomedical Science	CCC
University of Cambridge	Geography	A*A*A
University of Leicester	Computer Science (with a year abroad)	CCD
Hull York Medical School	Medicine	A*A*A
Coventry	Civil Engineering	BCD
University of the Arts London	Costume for Performance	ABD
University of Nottingham	Accountancy	A*A*A
UCL (University College London)	Pharmacy	A*AB
Cardiff University	Physiotherapy	A*AB
University of Bath	Computer Science and Artificial Intelligence	A*A*A*
University of Oxford	Medicine	A*A*A*
University of Buckingham	Medicine	AAB
King's College London, University of London	International Development	A*A*A

Loughborough University	Psychology	A*A*A*
London School of Economics and Political Science, University of London	Politics and Economics	AAA
University of Exeter	History with Study Abroad	A*AA
SOAS University of London	Arabic	BCC
University of York	Business and Management with a Year in Industry	AAB
University of Lincoln	Psychology	AAB
University of Nottingham	Law	AAB
Staffordshire University	Musical Theatre	A*AB
University of Exeter	Art History & Visual Culture and Modern Languages	A*BB
University of Liverpool	Chemistry with a Year in Industry	A*A*A
University of Bath	Natural Sciences	A*A*A
University of Nottingham	Criminology	BBB
London School of Economics and Political Science, University of London	Economics	A*A*A* ()
University of Exeter	Medicine (5 years)	A*A*A*
University of Cambridge	Law	A*A*A
University of York	English	A*BB
University of Lincoln	Interior Architecture and Design	BBB
University of Surrey	Business Economics	AAB
University of Leeds	Business Economics	A*A*A*
Nottingham Trent University	Accounting and Finance	CDE
University of Southampton	Civil Engineering and Architecture	A*AB
University of Cambridge	Medicine	A*A*A*
University of East Anglia	Psychology	BBB
University of Leeds	Computer Science	A*A*A
Oxford Brookes University	History	CCC
De Montfort University	Accounting and Business Management	ABE
University of Sussex	Art History	BBC
Durham University	Economics	A*A*B
University of Cambridge	Medicine	A*A*A*
University of Sheffield	Accounting and Financial Management	ABB
Huddersfield University	Law	ABB
University of Leicester	Computer Science	ABB
University of Derby	Journalism	CCC
Kingston University	Midwifery with Registered Midwife	ABB
Loughborough University	Textile Design (with placement year)	A*AB
De Montfort University	Film Studies	BCC
University of Leeds	Medicine	A*AB

Newcastle University	Geography	AAB
University of Bath	Architecture (with placement)	A*AA
Newcastle University	Computer Science (Game Engineering)	CCC
University of Leicester	Media and Communications	A*A*C
Anglia Ruskin University	Optometry	ABB
University of Leeds	Interdisciplinary Science with Foundation Year	CCC

Super curricular Opportunities

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

For the first time at King's, students were invited to opt-in to attend sessions during the day that were relevant to their current post 18 plans. The options included sessions from Cambridge and Anglia Ruskin universities on preparing for higher education, Oxbridge admissions and developing super-curricular activities. We were joined by ARU's Medical Admissions tutor for sessions on Medicine admissions and ARU also offered taster sessions on Law, Business and Finance & Accounting courses for our students.

Employers offering sessions included the accountancy firm, Zellis, who provided a session on interview preparation, Army Recruitment, Vivacity and Cambridgeshire Police. A former King's student, from Virgin Media, offered a popular session on Apprenticeships as an alternative to the traditional university route. Finally, Year 12s took part in an interactive 'student life game' run in collaboration with NEACO designed to enhance their life skills.

Student feedback on the Futures Day was very positive overall and provided us with some great feedback to build on its successes for next year's programme, where we will be inviting colleagues from our newly opened university – ARU Peterborough.

Work Experience

We are so proud that **the vast majority of our 190 Year 12 students undertook a four-day work-based placement in the summer of Year 12.**

Work placements in Year 12 are enhanced by lessons in LfL. Students were given the flexibility of organising a work placement throughout the year or during the work experience week within Activities week at the end of the summer term. In person placements included the British Army, Flag Fen, schools, a local football club, Peterborough City Hospital, care homes, Perkins Engines, Anglian Water, local pharmacies, local veterinary practices, Mencap, Vivacity, Smiths Motor Group, Godmanchester Town Council, St Paul's Cathedral, local architecture firms, Hunt and Coombs solicitors, The Daily Telegraph and many more.



Some students (less than 10) were unable to obtain in-person placements and instead opted for the 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.

Ethan MacGillivray went to Keolis Amey Docklands, the operator of the DLR in London, where he worked with the Legal and Commercial Director and also took this amazing shot of Canary Wharf!



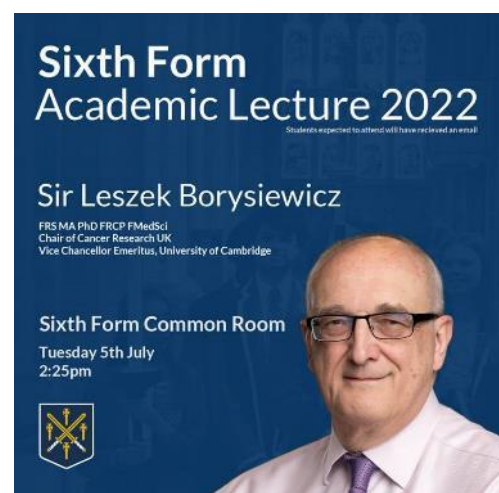
Vicky Hope with Sir Keir Starmer on her journalism work experience.



Austeja Zigmantaviciute (back right) working at a care home for her medical-related work experience.

Sixth Form Lecture

We were fortunate to welcome an esteemed scientist to provide the **Sixth Form with a lecture**. Sir Borysiewicz not only enlightened us on his career over the years, but provided us a very interesting insight into his research into cancer and the associated treatments.



Student Leadership & Volunteering

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 and they also help younger students who might be struggling with difficulties settling in or in managing their organisation or behaviour.

Extra-Curricular Offer for Sixth Form

Like many sixth forms we offer the opportunity, once a week, for our students to forget about their academic work and to let off steam or channel their inner selves! Whether that be through team or individual sports, writing for the school magazine, volunteering within school or in another local setting, helping create this year's yearbook or even dabbling in art or helping prepare for the whole school production. There is enough breadth in our provision that all of our students can find something that helps them just to take some time out.

Sixth form benefit from a wealth of fieldtrip opportunities (please see our Personal Development section for details).

Student Welfare Induction

It was great to hold face to face **Sixth Form Induction** for the first time in 3 years. The students who came for the two-day course experienced a taster in the subjects they were interested in, as well as a number of ice breaker and team building activities to get to know one another.



Wellbeing and pastoral care **We have dedicated team around the sixth form** including 17 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. Last year we ran our annual Resilience Workshop, which targets our

Year 13 students and provides them with skills and strategies to help them cope with the pressures of their last year at school. **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.

Year 13 Leavers' Events

It was great for Year 13 to finish the sixth form experience and have a 'normal' send off. This included a final farewell breakfast and assembly, where of course, Jerusalem was sung with great gusto, as well as a fantastic event at The Bull Hotel, superbly decorated by our King's Friends.



LEADERSHIP AND MANAGEMENT:

Trust plays a key part and is one of our School's major principles. We trust that staff who have come into teaching to make a difference, prepare and teach lessons that enable every child to make maximal progress. Our **CPDL programme is comprehensive and provides staff with a wide range of approaches to guide them in continuous development in the teaching and leadership practices.** Much of the programme allows staff to customise the CPDL to meet their professional needs which are identified through the annual performance appraisal process. Naturally, a centralised programme of CPDL runs alongside this which reflects the School's priorities for the academic year. The Leadership Team seeks to empower colleagues to teach and support, as well as they possibly can, in an atmosphere of mutual trust between all members of the King's School Family.

The Senior Team understands that visibility is an important part of leadership and, if you visit our School, you will observe that this is so. You will see them out and about before school, during break and lunch, and often found visiting lessons throughout the day. The Leadership Team are also considered to be fully accessible and operate an open-door policy where any member of staff may come and speak with them at any time. The Leadership Team has variously been described by colleagues as warm, supportive and approachable. They model the tone for what they expect from colleagues. They, in turn, reciprocate so the desired behaviours are modelled by staff for students.

We regard effective Middle Leaders as crucial to the success of our School. Departmental visions reflect the whole-School's vision and our clear statements of intent in terms of the aspirations that the Middle Leaders and their teams have for both themselves and the students they serve.

The **Governing Body bring a broad variety of backgrounds and experiences to the School that enable them to have meaningful discussions about the vision for the School** and their review of how that vision is being implemented on the ground. They fully understand that their role is strategic and not operational and have clear comprehension of how the school operates; this includes Pupil Premium SEND, CPDL, Safeguarding, Mental Health and Wellbeing amongst others. Each department is assigned a link governor who visits the School in the capacity as Critical Friend to support the Middle Leader with the vital work they do.

Responding to change

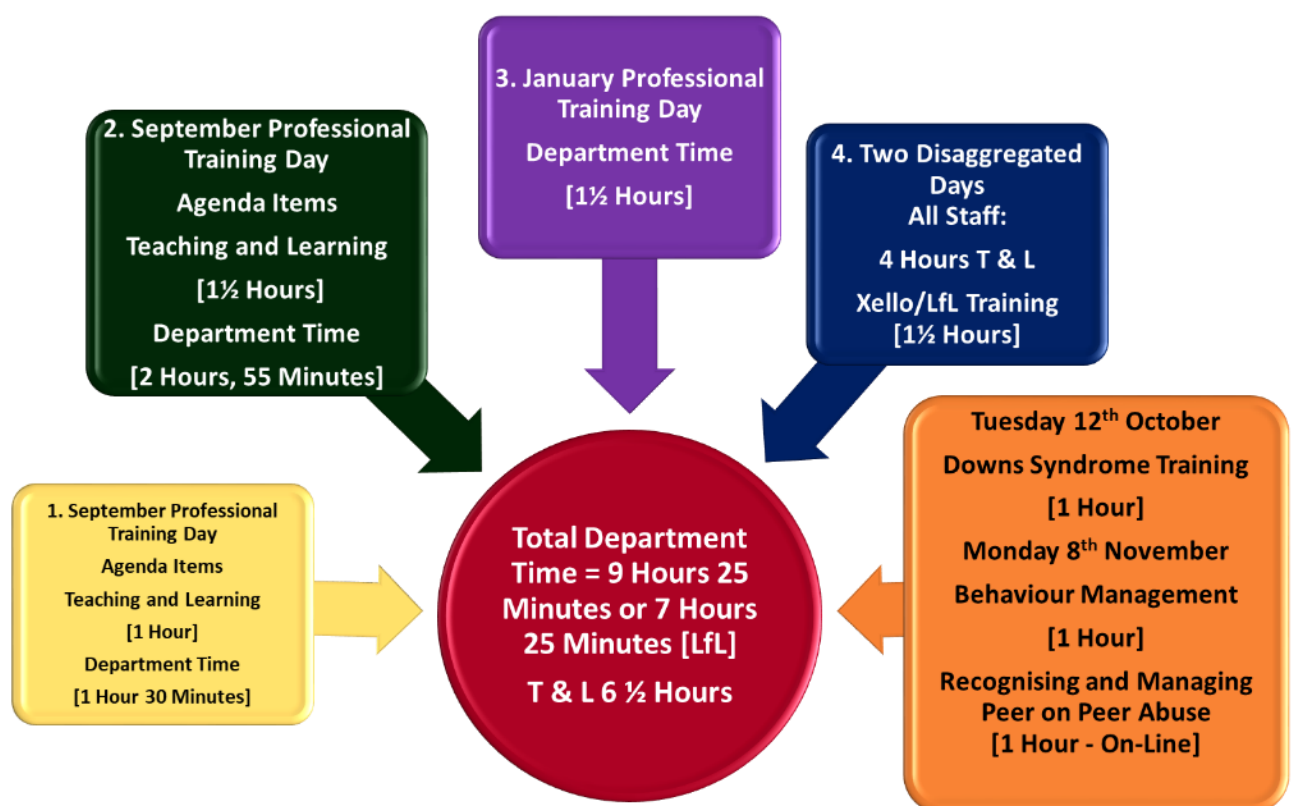
This year we have welcomed **five students in Year 7 with Educational Health Care Plans (EHCPs) with Moderate Learning Difficulties (MLD).** Staff were given extra support and training to ensure lessons were appropriately adapted. We are expecting a similar number of MLD students into the new Year 7 in September. A significant amount of work has been undertaken to adapt these students' overall curriculum for September, including appointing a teacher with primary school experience.

This work has involved consultation with teachers, senior leadership, governors and parents. The Enhanced Provision curriculum will involve bespoke provision for both Year 7 and 8 MLD students during humanities and languages lessons whilst ensuring the students are fully included in all other lessons, tutor sessions and extra-curricular opportunities. The Enhanced Provision will have particular focus on reading, writing and maths. This provision will be closely reviewed during the 2022/2023 academic year. We will also need to make decision about their curriculum provision for Year 9 and at Key Stage 4.



Continual Professional Development and Leadership (CPDL)

The following graphic shows the allocation of CPDL directed time for the previous academic year.



In School CPDL

CPDL Twilight sessions began with a session where departments reviewed Curriculum Planning and associated Schemes of Learning in association with the current Ofsted framework. In October 2021, members of the Teaching and Learning Group ran a series of Market Stalls in the hall which highlighted three aspects of best pedagogical practice and proved an effective means of sharing good practice; this process involved departments setting three targets to be implemented over the coming months. In February 2022, this session was followed up by departments working in their bases to commit to a shared access folder three resources that they have created based on the October training day. In March 2022, departments reviewed the impact of the three targets they had set themselves on student learning.

External CPDL

One hundred and twenty-four CPDL courses we attended in total. There was the usual diet of Exam Board meetings; mostly conducted on-line. The Safeguarding Team attended various safeguarding update meetings (Neglect, Respect, On-Line Safety, Peer on Peer Abuse, Tackling Sexual Harassment and Abuse in Schools, MyConcern User Group, Safeguarding and Child Protection Prejudice Reporting for Education, Designated Safeguarding Lead/Deputy Refresher Training, Child Criminal Exploitation and Domestic Abuse - An Introduction to Risk Assessments, A Trauma Informed Approach to Working with Male Survivors of Rape and Childhood Sexual Abuse, Safety Planning for Schools and the Online Safety Bill Briefing). All staff accessed bespoke training. For example, our Careers Advisor, Richard Dew, attended the Russell Group Teachers' and Advisers' Conference and the IAG Conference. Various member of the Learning Support Department attended: Level 4 Certificate in Higher Level Teaching Assistant, Provision Map Training, The Impact of Nurture on a Child's Social, Emotional Mental Health (SEMH) and Identification of Speech Communication Needs (SLCN) - Strategies to Support and Intervention and Strategies for Dyslexic Learners. Our Pupil Support Officers attended: Tips for Supporting Learners with Anxiety, Understanding Behaviour Through the Lens of Trauma, Wellbeing for Education Recovery and Working with Children and Young People who Self Harm.

We had two teachers join us who were new to the teaching professions (ECTs - Early Career Teachers). They were supported by Helen Birch (Deputy Headteacher - Pastoral) in a weekly meeting where they worked through the Early Career Framework. The ECTs were provided with scanning, voice recognition and screen capture software and supported to attend any relevant Inset including the Early Career Conference and subject specific CPDL. They will continue the second year of their ECT programme in the next academic year.

We renewed our whole-school National College membership which enabled access to a wealth of webinar training; staff made good use of these, accessing numerous courses relevant to their own professional development.

10% of the school's CPDL budget was allocated to mental health and wellbeing enabling staff to attend relevant training. One of the School's Pupil Support Officer's (Kathryn

Denman) is a trained Mental Health First Aid Trainer. Her qualification was financed through the School's CPDL budget. Kathryn has delivered mental health training to numerous staff and Sixth Form pupils which has been supplemented by other staff completing online Mental Health and Wellbeing Level II courses. As from the end of the academic year 2022: thirty-nine staff have completed mental health and wellbeing training and twenty-six Sixth Form students. A wealth of resources has been created to aid staff who have received CPDL on how to listen and respond to a young person in distress, many of these are on the Mental Health and Wellbeing section of the School Website and there is a signposted directory of resources for staff on the School Intranet.

The **School is proud to be one of the initial members of the Peterborough Connected Communities project.** Three key staff, the Pupil Premium Lead, Key Stage 4 Pupil Support Officer and the Head of Learning Support have attended six days of training around trauma and ACEs led by the Educational Psychologist attached to the virtual school. As part of this work, they have undertaken a research project. All staff have attended whole school training on trauma and attachment.

Last year the School worked closely **with Crew Trident, an organisation who provide specialist support and intervention. Crew Trident have extensive experience in supporting children who had or are experiencing trauma.** Last year, under the direction of Head of Learning Support, they mentored a number of individuals. Crew Trident have supported school in advocating for CIC at child care reviews and through direct contact with social service

Safeguarding

We have an extensive programme of staff training that facilitates staff awareness of safeguarding issues that involve all stakeholders and our Safeguarding team, which comprised of four experienced Senior Leadership members, communicate regularly and meet fortnightly to address concerns raised. We complete an annual review of safeguarding provision which is audited by our Safeguarding Governor, Tim Hitch. The Safeguarding Lead (DSL) reports to governors at every meeting and our measures are verified by an external provider. Your child or child in your care will be assured of our unstinting commitment to ensure that you child/child in your care is both safe and looked after.

[The King's School - Emotional Wellbeing & Mental Health \(kings.peterborough.sch.uk\)](https://www.kings.peterborough.sch.uk)

Workload and Staff Wellbeing

Conscious of staff workload the school set up a working group to examine ways of reducing our staff's workload and this resulted in a **reduction in the number of assessment points from six to three.** In the same vein senior staff led on initiatives designed to encourage staff to **mark smart.** Representatives of staff are consulted regarding significant strategic and operational decisions, including the assessment and reporting calendar.

We have a rich array of provision for staff mental health and wellbeing: we have regular 'cake days' in the staff room to celebrate significant events or for SLT and governors to just say 'thank-you' to staff for their hard work. The staff enjoy access to a free and well-

equipped gym and a number of **staff-orientated activities such as weekend walks, weekend staff treks in areas of outstanding natural beauty, after school and weekend yoga, fitness, football, and inter-Department lunches**. All staff contribute to a **staff fund** that is committed to supporting staff in both moments of joy and grief by sending flowers. The School is generous in looking after staff returning from suffering with mental and/or physical health through a negotiated 'phased return' programme and ongoing support. This includes a Back to Work Interview with the Line Manager who discusses how the School can best support that member of staff moving forward. Every Christmas we enjoy a staff social which has taken the form of been a well-attended Ceilidh which has been sponsored by the School. The school pays an annual membership for Health Assured which allows access to a variety of services including access to mental health and wellbeing support.

Appreciating that change and a new job are major stressors for new staff we have a **comprehensive Induction Programme** which helps them to settle in and immediately feel a valued member of our King's School family. In the first term, we organise a lunch for those staff to listen to their feedback regarding their induction; this is always overwhelmingly positive.

Key Targets for 2022-23

- KS2: Maintain the current very high standards and continue to achieve significantly better progress than national standards in maths, reading, writing and SPaG; extra focus on writing.
- KS4&5: Maintain the current very high standards and continue to achieve significantly better progress than national at GCSE (progress 0.5-1.0) and A Level (0.2) for all groups of students across the majority of subjects.
- Ensure dedicated resource and curriculum provision is in place to provide an outstanding education for young people on Education Health Care Plans (EHCP's), and those who are vulnerable or have significant learning needs.
- 90% of all observations of Teaching and Learning as carried out by Senior Leaders are good or better with 40% being outstanding
- Whole school attendance is above national averages or 95% whichever is the greater
- Enhance the use of rewards within School to further promote positive behaviour.
- Enhance the extra-curricular and trips programme forward so that it is an exceptional offering across every year group.
- Further develop and deepen our approach towards diversity, equality and mental health.