



The King's (The Cathedral) School

SELF EVALUATION 2022-23

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



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

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HEADTEACHER INTRODUCTION

Whether you prefer the word 'unique', 'distinctive' or 'exceptional' there is no denying that The King's (The Cathedral) School provides a wonderfully memorable education for the over 1200 students within its care. It is an education that we should all be very proud of from the young and energetic students in the junior department through to our sophisticated sixth formers who act as strong and mature role models to the rest of the school.

As a senior leadership team, we are well aware of our responsibility as custodians of the school. The rich history permeates the walls of the school and is best exemplified in those school events that thousands of students have enjoyed over the years - the Cathedral Services where students maturely mark key occasions in the school year; House Music where 300 students took part in our competitive but good natured music competition (well done School House), our Christmas concert where close to 100 performers wowed a packed Cathedral, Charities week where students raised over eleven thousand pounds for local and national charities, our week long Activities week, and Sports Day where students aimed to both beat each other and long standing school records.

Our second responsibility as educators is also to embrace change. This year, students and staff have adapted well to the removal of the school bells, the introduction of a new teaching and learning framework (based around Rosenshine's principles), the familiar figures of senior leaders observing lessons, the use of a new system to record homework, and the development of Equality, Diversity and Inclusivity groups. Over the summer we have been delighted to complete the refurbishment of the astro-turf, the modernising of the Humanities toilet block and the creation of a new Pupil Support area, central to the school. By the new year we expect to have completed the building of a new stand-alone dining area, adding additional eating facilities for our students. From September 2023 all students will have access to an individual locker to store their equipment and we will carefully watch how the school adapts to the change to the length of the school day.

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

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

But The King's School experience is always far more than academic results. This year, the school ran an incredible number of trips and extra-curricular activities, highlights include the World Challenge Expedition to Namibia, a ski trip to Austria, language trips to Paris and Rome, a packed activities week, and a music trip to Brussels.

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 sixty students continue to work towards their Gold Duke of Edinburgh Award; and over £11,000 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 (Sister Act). In Sport, students took part in over 20 different activities and the school achieved notable success in Athletics, Badminton and Basketball.

QUALITY OF EDUCATION: OUTSTANDING

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

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

Academic Outcomes

The School uses Fisher Family Trust (FFT) Aspire for Key Stages 3 and 4 to set ambitious, yet attainable targets (Flight Paths), initially based on FFT top 20% targets. The School has used ALIS (provided by the Centre for Educational Monitoring at the University of Durham) to also set challenging targets for students at Key Stage 5. In 2023/2024 the School will be using GL Assessment CAT4 tests to set these targets.

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. **38% of all grades were A*/A and 72% of grades were A*-B.** We were expecting the overall results to be more in line with 2019 than the previous 2 years, and that was the case with **average points being 41 in both 2023 and 2019.**

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 available nationally however, using ALIS we estimate **progress to be approximately +0.2** (using ALIS), which is strong from a cohort with ambitious targets due to high prior attainment.

Performance based on attainment and progress was high in a number of subjects, most noticeably Business, D&T Textiles, French and Music.

GCSE Outcomes

GCSE results were particularly pleasing this year, especially when considering the national context. With overall **Progress 8 being calculated by SISRA to be 0.71.** This reflects excellent progress by the vast majority of our students. It is also testament to the excellent academic and pastoral support provided by our staff. As with our A Level results, we were expecting the GCSE more in line with 2019 than the previous 2 years, and that was the case with **average points being 6.3 in both 2023 and 2019.** In fact, the **Attainment 8 score was marginally higher, being 64 in 2023** and 63 in 2019.

Year	Entries	9	9 to 7	9 to 4	9 to 1	Av points	SPI (SISRA)	Progress 8	Av KS2 Prior
2017	451	10%	45%	93%	100%	5.77	N/A	0.48	5.18
2018	1401	14%	51%	94%	100%	6.47	0.54	0.70	5.25
2019	1411	12%	44%	92%	100%	6.33	0.71	0.67	5.18
2020	1704	15%	52%	96%	100%	6.69	0.84	N/A	5.23
2021	1433	19%	60%	96%	100%	6.94	0.65	N/A	108*
2022	1388	17%	55%	97%	100%	6.71	0.77	0.83	109*
2023	1418	10%	45%	95%	99.8%	6.30	0.62	0.71**	110*

* New KS2 SATs format

**estimated by SISRA collaborative sample

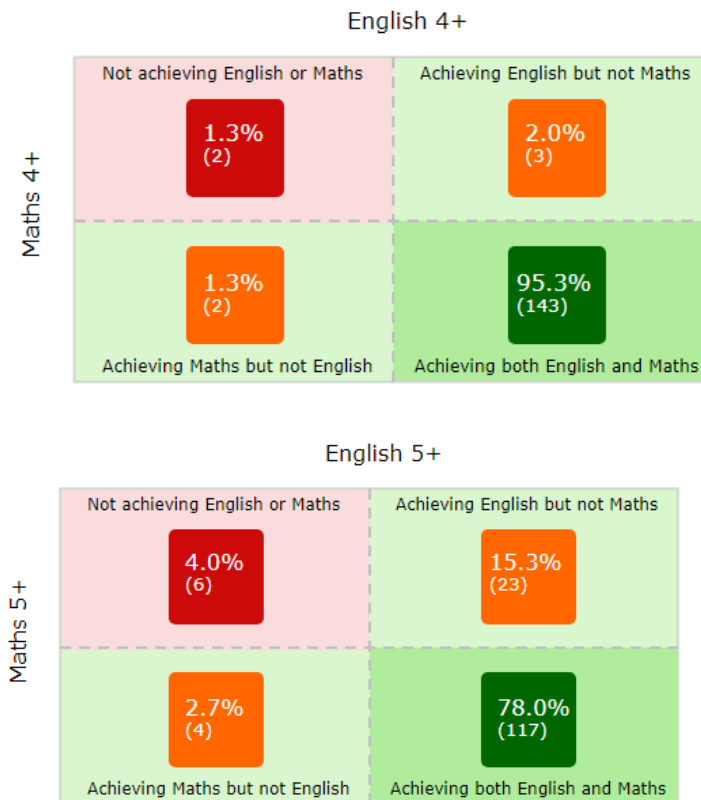
Achievement was strong in most of the headline measures used typically by the Department for Education.

Accountability Measures	2023	2022	2019
Number of students	150	147	149
Progress 8	0.71**	0.83	0.68
Attainment 8	64.03	67.53	63.03
Pupils achieving 4+ in English and Maths	95%	97%	91%
Pupils achieving a 5+ in English and Maths	78%	85%	75%
English Baccalaureate entered	28%	37%	72%
English Baccalaureate achieved (grade 4+)	27%	37%	57%
English Baccalaureate achieved (grade 5+)	23%	34%	41%
Average E Bacc score per pupil	5.54	5.97	5.9

**estimated by SISRA collaborative sample

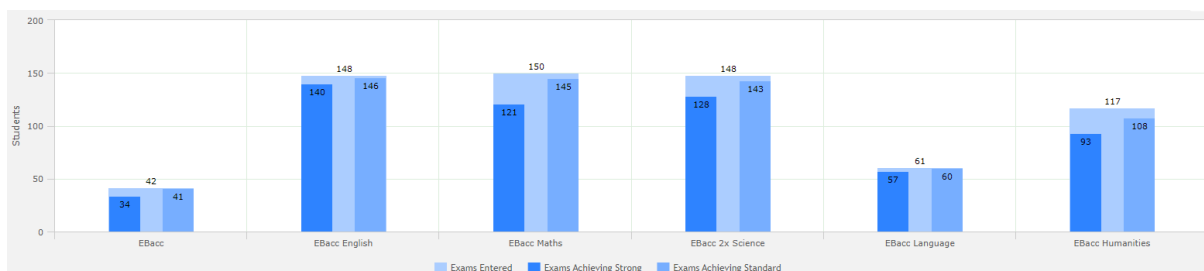
A breakdown of the performance in 'Basic Measures' in English and Maths at the strong pass level (Grades 5+) are shown in the graphic below. Attainment at this level is strong in comparison with 2019 and with the national average. English makes a stronger contribution to these results than Maths, which 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 in the [Performance section](#) of our website. In summary, Religious Studies is taken by all our students but unlike Geography or History does not count in the EBacc measure. Students are allowed free choice on curriculum qualifications with many continuing with a range of subjects including dual Humanities and Art and Design. Students are encouraged but not forced to pick a language at GCSE which we believe is appropriate. **Developments in the Key Stage 3 languages curriculum over the last two years has led to greater uptake of languages, and consequently the EBacc, by Year 10 in 2023/2024.**

The graphic below shows the EBacc breakdown in more detail.



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

Name	9 %	9 - 8 %	9 - 7 %	9 - 4 %	Total Grades	Average Points	Residual	SPI
All	10.4	26.2	44.5	95.1	1418	6.3	0	0.62
Art Fine	16.7	29.2	58.3	95.8	24	6.67	0.52	1.16
Art Photography	10	20	50	100	20	6.7	0.7	0.92
Biology	24.7	49.4	63.5	98.8	85	7.22	0.25	0.54
Business Studies	3	25.8	43.9	97	66	6.24	0.03	0.87
Chemistry	26.2	50	69	100	84	7.31	0.3	0.63
Combined Science	0	3.1	15.6	92.2	128	5.53	0.27	1.03
Computer Science	18.4	42.1	52.6	92.1	38	6.61	0.1	1.42
D&T Product Design	10	30	60	100	10	6.9	0.86	1.28
D&T Textiles	29.2	50	75	100	24	7.42	1.2	2.47
Drama	6.3	12.5	12.5	87.5	16	5.19	-0.51	-0.68
English Language	1.3	11.3	31.3	94.7	150	5.88	-0.32	0.32
English Literature	6.8	18.2	37.8	95.9	148	6.13	-0.13	0.57
Food & Nutrition	0	42.9	100	100	7	7.43	1.91	2.32
French	10	33.3	66.7	96.7	30	6.7	0.04	1.54
Geography	9.6	24.7	46.6	95.9	73	6.36	0.14	0.75
German	20	35	50	95	20	6.5	0.06	1.03
History	5	16.7	38.3	88.3	60	5.6	-0.75	0.11
Latin	7.7	23.1	38.5	100	13	6.23	-0.12	0.26
Maths	12	30.7	41.3	96.7	150	6.21	0.01	0.4
Music	5.3	21.1	47.4	94.7	19	6.32	-0.12	0.8
Physical Education	20	45	75	95	20	7.1	0.81	1.56
Physics	23.5	51.8	69.4	100	85	7.21	0.24	0.54
Religious Studies	4.7	16.9	35.8	88.5	148	5.77	-0.49	-0.04

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 EHCP student achieved such 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 \(hyperlink to Pupil Premium\)](#).

There were a very small number of adopted students who took GCSEs this summer; some of these were also SEN Support. 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 three 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	Total Grades	Average Points	SPI
All	150	6.3	0.62
Adopted from care	3	5.43	-0.49
EAL Student	16	6.01	1.01
FSM Ever 6	10	4.85	0.12
Male	75	6.27	0.43
Female	75	6.34	0.8
KS2 Banding lower	7	4.59	1.26
KS2 Banding middle	64	5.53	0.74
KS2 Banding higher	70	7.12	0.45
Looked After	1	5.11	0.97
Pupil Premium	20	5.35	0.34
SEN EHCP	1	6.11	0.67
SEN Support	4	4.3	-0.17

Key Stage 2 Outcomes

In 2022, 17 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	2023	2022	2019
Number of students	17	16	15
Percentage of pupils who've achieved the expected standard in reading, writing and mathematics	76%	94%	93%
Percentage of pupils who've achieved a higher standard in reading, writing and mathematics	24%	0%	13%

Average progress that pupils have made in reading between KS1 and KS2	+1.0	+2.0	+2.6
Average progress that pupils have made in writing between KS1 and KS2	-1.0	-4.2	+2.5
Average progress that pupils have made in mathematics between KS1 and KS2	-0.9	-0.7	-0.9
Average progress that pupils have made in grammar, punctuation and spelling between KS1 and KS2	-0.4	-1.2	+0.4
Pupils' average scaled score in reading	110	114	108
Pupils' average scaled score in mathematics	107	111	106
Pupils' average scaled score in writing	104	102	106
Pupils' average score in the grammar, punctuation and spelling	109	113	109

Overall, these results are pleasing for the pupils. The lower headline figure (76%) includes 2 students who achieved 99 in the scaled score, just missing out on the 100 needed to achieve 'expected standard'. Reaching 99 was a significant achievement for them, having faced educational and homelife challenges.

Pupils with Educational Health Care Plans performed extremely well as did a large number of pupils who were managing anxiety issues.

Changes for next year are being considered: The Junior Department is now shifting from a school with an unusually high percentage of EHCP pupils to a school with a particularly high percentage of previously looked after pupils and adaptations are needed to take this shifting demographic into account.

Internal Assessments

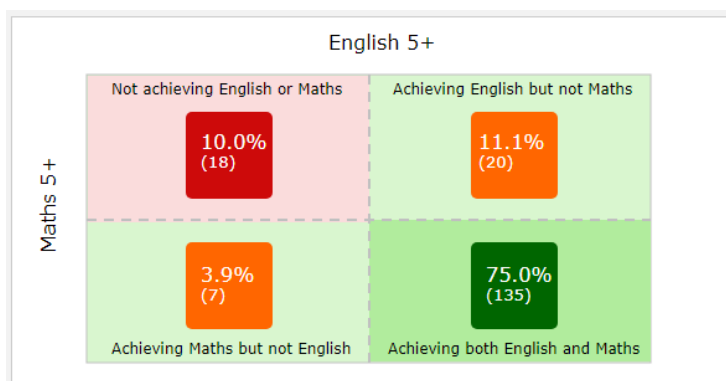
The information below summarises the position for the wider cohort of students who took internal assessments but not those externally validated. They are a useful indicator and allow staff to intervene where required on either a subject, group or individual level.

In Year 10 (now in Year 11), end of year predictions indicated that overall attainment for the whole year group is higher than the students' expected targets by over half a grade. For disadvantaged students and SEN students there is also slight increase in attainment compared to these targets.



	Attainment 8	Attainment 8 target	Difference
Year 10	63.17	56.69	+6.48
Disadvantaged	53.91	50.39	+3.52
SEN EHCP	41.33	36.33	+5.00
SEN Support	37.71	36.43	+1.28

In terms of their 'Basic Measures' performance in Maths is lower than English. These measures are expected to increase as this year group progresses towards their mock exams in November.



Year 9 (now Year 10) end of Key Stage 3 attainment indicates that overall attainment for the whole year group is marginally 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	6.2	6.1	+0.1
Disadvantaged	5.35	5.35	+0
SEN EHCP	4.39	3.89	+0.5
SEN Support	4.13	4.23	-0.1

Year 8 (now Year 9) end of year exam attainment indicates that overall attainment for the whole year group is higher than the students' average target by half a grade. Disadvantaged students and those with EHCPs attained higher than their average targets. SEN Support students attained on average in lower than their average Flight Paths. The need for enhancement of interventions for this group will be examined.

	Average points	Average points target	Difference
Year 8	6.36	5.86	+0.5
Disadvantaged	5.56	4.26	+1.3
SEN EHCP	3.0	1.8	+1.2
SEN Support	4.13	5.53	-1.4

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

	Average points	Average points target	Difference
Year 7	6.0	6.9	-0.9
Disadvantaged	5.16	6.36	-1.2
SEN EHCP	2.85	3.05	-0.2
SEN Support	5.03	6.14	-1.4

Curriculum Planning

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

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

In 2021/2022, a review of the curriculum time allocated to **Religious Studies at GCSE** indicated that it was not sufficient to deliver the whole curriculum effectively. This year, **two extra lessons were provided per fortnight in Year 10**, which have been released from English and Maths (who had gained two periods each in Years 10 and 11 when the number of GCSE options were decreased from 4 to 3). This has enabled the teachers to complete more of the GCSE curriculum in Year 10 and will enable them to include more time for review and revision in Year 11.



Over the last two years, the School aims has been to increase students' uptake of modern languages at GCSE. This has been successful, with an **increase of 77 Year 9 students choosing to study a GCSE in German or French compared to 52 in the previous year**. Students have previously studied only French in Year 7, opting to study either German or Latin in Year 8. A review of curriculum provision for Key Stage 3 languages indicated the need to introduce German in Year 7, so that more students feel secure in choosing this as a language at GCSE. **From September 2023, Year 7 students will study German alongside French.**

The School welcomed an increased number of students with Moderate Learning Difficulties in Year 7 in 2021/2022. An Enhanced Provision teacher was employed and an appropriate classroom was developed so their curriculum could involve some small class delivery which follows all of the requirements of the national curriculum whilst also having a greater emphasis on literacy and numeracy. High importance was placed on inclusion for these students; they attend mainstream lessons with their peers for 2/3rds of their curriculum and are fully involved in all other aspects of school life. In 2022/2023, this **Enhanced Provision curriculum was repeated in Year 7 for a new small group of students, and extended into Year 8 for the previous group**. Close monitoring of their provision in these Enhanced Provision lessons and in their mainstream lessons indicated very good progress made by these students in reading, writing and maths, as well as in their other subjects across the curriculum. In 2023/2024, this provision will be extended further into Year 9.

We have also continued to invest in ensuring that we provide a wide range of subjects at GCSE and A Level that are appropriate to our students' needs. This involves the delivery of some A Level subjects that have very small numbers of students in a combined approach between Years 12 and 13 (Music and Design Technology Textiles). This provision is reviewed annually to ensure it remains sustainable. Theatre Studies had followed this approach in previous years, but an increase in students selecting this subject has meant that it is to have increased curriculum allocation for 2023/2024.

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

Curriculum Delivery

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

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

This year **we introduced a more comprehensive Quality Assurance (QA) Programme**, comprising of **no-notice lesson observations, SLT subject reviews and individual QA devised by our Heads of Department**. Yet again, the quality of education was judged by SLT to be 96% good or better and behaviour was found to be 99% good or better during lesson observations.

The School introduced a new framework for teaching and learning based around **Rosenshine's '10 principles of instruction'**:

- Begin the lesson with a review of previous learning.
- Present new material in small steps.
- Ask a large number of questions (and to all students).
- Provide models and worked examples.
- Practise using the new material.
- Check for understanding frequently and correct errors.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

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

Teaching and Learning priorities for the next academic year are:

- To continue the work on Rosenshine and further develop strategies to help students learn more and retain more.
- To ensure a range of assessment strategies are used to assess work, and train students to understand and apply assessment criteria/mark schemes more successfully.
- Developing a range of feedback methods across our subjects.
- For teachers to experience other colleagues' lessons to further improve their pedagogy.

All Year 10 and Year 11 students have followed a Good Study Habits programme within their form times. The sessions are informed by our training and work with Elevate Education who, having benchmarked the study habits of thousands of past students, tailor their award-winning seminars to cover the techniques utilised by the country's top students. Those key members of staff 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 have worked 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 started Year 10 by talking about their exercise books as valuable learning and revision resources; we quickly moved on to learning about revision as an ongoing learning tool, and techniques to help with that, then on to planning exam revision.

We revisited these topics to help to keep students' minds focussed on how they are learning effectively and how they are using revision tools as an ongoing process. We added 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.

Support for Reading



As a school, we believe strongly that students should be encouraged and supported with their reading. All students in Years 7 and 8 have accessed 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.

There have been at least **two cycles of testing** this academic year. Students have on average made good progress. **100% of students in Years 7 and 8 have been tested three times a**

year to gauge and monitor reading ability, with results being communicated to parents each term, along with suggestions as to how reading can be supported at home.

All English teachers are now able to monitor students' reading using the quizzing system: last year **100% of students attempted quizzes**, with the most successful students completing as many as **20 quizzes during the year**.

Both English and Learning support staff have used the accelerated reader levels to ensure students are reading texts at the appropriate levels. Shared reading of texts is now a regular feature of reading lessons, and teachers are able to check to ascertain that students are reading texts within their ZPD range. Learning Support have worked closely with the school librarian to ensure there are suitable high-quality texts at an appropriate level for struggling readers.

21 students in Year 7 were identified as having a reading age of 9.5 years or lower, that is to say at least 18 months below their chronological age. These students were offered reading intervention or support, and as a result, made significant improvements in their reading ability and confidence. A further 10 students (reading age between 9.5 and 10 years at the start of the year) were monitored throughout the year and offered additional support too,

Students identified as not reaching age related expectations in reading in Year 6 have also been prioritised for **additional reading support in Year 7**.

Our 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 have heard 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 have been heard read several times a week for short bursts.

Teaching Assistants have supported with reading both in lessons and during interventions. The **library has supported with a 'book club' style reading intervention**. 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 have benefited 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.

Some further testing using the **York Reading Assessment for Comprehension (YARC)** has been undertaken for EHCP and other students receiving reading interventions. Individual assessments have identified some key areas of growth in aspects of reading. This year, two YARC assessments, one in September and one later in the year are to be conducted for each student receiving reading intervention. Further staff have been trained to conduct the assessments.

Continued emphasis will be placed on the integration of the Accelerated Reader programme into English lessons next year to ensure consistency of support and testing of all students in Year 7 and 8, whilst extending its use with the struggling readers in Year 9; we will continue to encourage involvement of parents in support of the programme too.

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.

The **Learn to Learn (L2L) programme** continues to be an integral part of developing effective skills and attributes of learning and it is now designed to integrate the **5Rs of Learning and 5 ways to wellbeing**. Alongside this is the development of Rosenshine's principles of teaching and learning. It is being **delivered by the Senior and Pastoral Prefects** on a Tuesday morning to all Year 7, 8 and 9 students. The Prefects

have used a range of interactive resources to make the students think about and apply the 5Rs to their subjects and to develop the tools for positive wellbeing. The programme has been adapted and reviewed with the focus on using some of Rosenshine's principles to develop the ability to remember, store and link prior and present knowledge. In the latter part of the year the focus was on study skills with each student

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

This year the **Innovator hub** of the student commission has worked in conjunction with the whole school T&L focus. Teachers have been developing and reflecting on their teaching, based on Rosenshine's principles of instruction. The student group has investigated and explored the use of strategies in their lessons and evaluated how effective they were in enabling learning to progress. They considered how much information they are given during the course of a day, and how this can be stored as information in their long-term memory and then how through connections this can be retrieved into their working memory when required. The group of Year 9 & 10 led by two Year 13 Student Commissioners **explored the different Rosenshine Principles and produced evidence of the impact to learning at KS3**. The main focus was on Year 9 and this culminated with the delivery of their research in the L2L sessions and the completion and analysis of a whole year survey, which was then **presented to the teachers and governors** at the end of the year.

Mentors

Mentors were selected from Year 12 to enable them to take a full role within the School and to develop their leadership and communication skills. The main aim of the programme is to enable a large number of students in the school to be given additional one to one time and to have a regular contact link with an older student. The mentors were selected after completing a comprehensive application process and were allocated to a mentoring focus area and then to an individual student. This year there have been **over 110 Year 12 students involved**. They have met with their mentee on a weekly basis to help them with a variety of needs, from developing specific subject skills, to organisational and communication skills. This has been invaluable to a large number of KS3 and KS4 students and has enabled



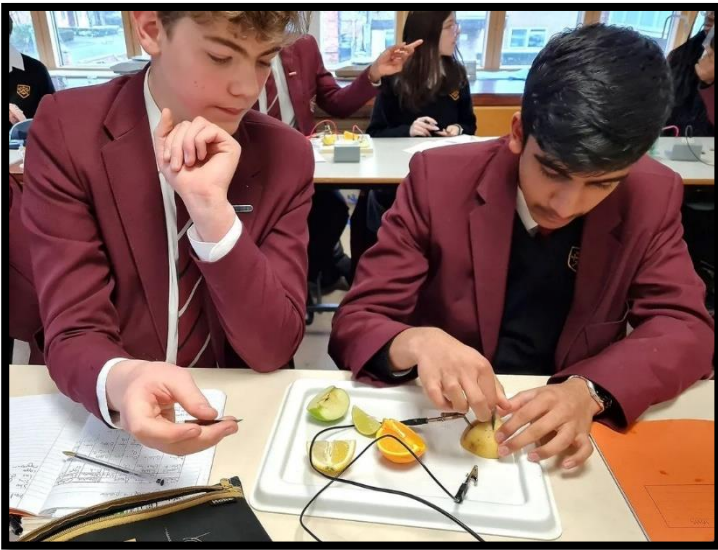
the mentors to develop their mentoring skills. This was further developed during the year with the link with Learning Support to provide Year 7&8 students with more opportunities to develop their reading and comprehension with the introduction of a new reading scheme delivered by the mentors to be delivered alongside the accelerated reading scheme. This has proved to be very successful and popular with the students.

The main focus of mentoring this year has been **academic support for KS4 students**. Some of these students have been selected by the AHoYs or by HODs, but many of them have opted to have a mentor for a specific subject and have been allocated a Year 12 who is studying that subject at A-Level). At KS3 the mentoring has been allocated to Year 9 students, who have been selected by the AHoY to help them with a range of needs; such as organisation, confidence and resilience as well as some academic focus.

Another key focus area has been Reading. This is proving to be very beneficial to the students who have been identified through the Accelerated Reading Scheme and through Learning Support. The mentors have been allocated one student and they meet with them twice a week to follow the **Rapid Plus Reading Scheme**. They have had some training in Term 1 on the scheme and booklets have been produced to enable them to keep records and complete a variety of comprehension tasks. They have had some **phonics training** throughout the year. The classroom is full of mentors and readers on a daily basis and it has provided an opportunity for students to feel confident to read, discuss and develop their language skills. It has also provided them with a role model which they can identify with. There is also a Maths hub mainly delivered by Learning Support which several of the Year 12 students are involved in, to help them develop more confidence in the subject and to use a range of activities to develop their understanding.

Finally, this year a group of Year 12 mentors have been running the **Cognitive Games Club** on a Friday

lunchtime, which was started to provide a space for students who needed some social interaction skills and help. The students come and play educational games to develop their cognitive skills in Maths and English. It has enabled them to have a relaxed environment to meet up with different students, play board games, cards and other fun activities, which have taught them valuable life skills such as listening to others, working together, learning to win and lose.



Key Objectives in Quality of Education for 2023-24

1. KS4 Continue to achieve significantly better progress than national at KS2, GCSE and A Level for all groups of students across the majority of subjects.
2. To further embed Rosenshine's 10 Principles of Instruction introduced in 2022/23 into the curriculum implementation.

BEHAVIOUR AND ATTITUDES: OUTSTANDING

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

We are proud to work with students who demonstrate exceptionally positive attitudes towards all aspects of School life. They are well mannered and show high levels of tolerance and respect for one another, characteristics which are regularly acknowledged by visitors to the school. Students of all age groups are proud to be members of the school (98% in 2023 survey), they work hard in lessons and contribute generously to the school and wider community. Students listen intently in assemblies and Cathedral services, behave immaculately on trips, and are considerate and polite when welcoming visitors into the school.

Analysis of Behaviour Data

Positive Behaviour

There were over **21,000 positive entries, given by teachers to students**, on our online system (SIMS) in the last academic year. These were awarded when students demonstrated strong values such as persistent effort in lessons, showing resilience or contributing to the extra-curricular programme. In 2022-23, 70% of students across the school received two or more positives per half term. **44% of positive entries were for sustained effort** within the class. This is really pleasing as the ethos of the school is to praise effort rather than simply high attainment. **73% of students received a letter of congratulations from their head of year** for reaching the required number of merits at this level, 60% received a letter from the Assistant Headteacher in charge of their Key Stage and 21% received a letter from the Headteacher.



Lesson Observations

Behaviour was judged by senior leaders to be **outstanding in 93% of lessons observed**. These were completed with no notice and with students questioned about the typicality of behaviour within the lesson. There was only one occasion where a lesson observation highlighted before that was not at least good.



In the last academic year, the school introduced an end of term celebration assembly for each year to further reinforce the positive achievements of each year group. We also introduced a Headteacher commendation award that each individual member of staff was able to award for exceptional demonstration of our values. In 2022-23, 26 commendations were awarded. Amazingly, **110 sixth form students** volunteered to contribute towards our **mentoring** programme. 207 students were awarded full and half colours for their significant contribution to music, sport or leadership over an extended period of time.

Surveys

95% of parents and carers agreed or strongly agreed that the school ensures the students behave well. Staff understand their role in ensuring behaviour is outstanding with 95% agreeing, the same percentage also agreed that the behaviour of pupils in the school was at least good. 78% of staff agreed that leaders support staff in managing behaviour, and this will be an area of focus for next year.

Maintaining Standards

In total **81% of all students** received **one or less behaviour entry for the entire year**. 87% of students had a positive residual, which means that they received more positive entries than negative. This data shows that the overwhelming majority of students in school engage very positively with the values, ethos and expectations of the School.

Of the modest number of negative categories recorded, nearly a third (29%) were for incomplete homework with a **relatively modest number (18%) for disruption** in the classroom. Analysis of behaviour data for 2022-23 showed that a **small number of students received a disproportionately high number of entries** (5% of students responsible for 48% of all entries). Of these, the majority were from two particular year groups.

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

Suspension and Exclusion Data

Trend over time

Academic Year	Permanent Exclusions	Total days of Suspension	Suspension Rate	National Average
2020-21	1*	23	1.87	4.25
2021-22	0	42	3.53	6.91
2022-23	3*	62	5.00	6.91 (not yet published)

*All related to a one-off serious incident(S) outside of school

The data above shows a trend whereby **suspensions are used by the school but still well below the national average for all schools**. The situation in our school reflects the national picture with suspensions and exclusions rising in the period following COVID closures and returning to 2018-19 levels.

2022-23 Analysis of Suspension Data

Overall no. of students receiving a suspension	44
Raw no's as a % of cohort (Years7-11)	5.4
Raw no's as a % of cohort (Years7-13)	3.76
No. of students who have had repeat suspensions	6

Year Group	No. of Days of Suspensions	As % of overall Suspensions
7	12	20
8	0	0
9	13	18

10	24	45
11	13	25
12	0	0
13	0	0
Gender Split	Male	Female
	75%	25%

Reasons for Suspensions (by rank)	No of Students receiving Suspension	Additional Context	As % of Overall Suspensions
Physical Assault	18	Includes bystander sanction. All incidents outside of classroom. Includes Year 7 group (Sept) and Year 10 group (Sept)	41%
Vaping	12	11/12 on site incident	28%
Alcohol Related	5	One off incident, same group.	11%
Threatening Behaviour towards Staff	3	Swearing at members of staff.	7%
Threatening Behaviour towards Student	2	Out of school incident	5
Persistent Disruptive Behaviour	1		2
Stealing	1		2
Spreading Malicious Rumours about a member of Staff	1		2
Bullying Related	1		2

All but six students received one-off suspensions that were not repeated. Of the six that had repeated suspensions none led to a permanent exclusion and the school supports these individuals extensively. We have a clear approach to behaviour management, but we also seek to support all of our students. The school takes a strong and consistent view on standards, including suspensions for vaping or any physical assault.

As can be seen, the vast majority of suspensions last year were for incidents that occurred outside of lessons. As such for 2023-2024 we have reduced the length of lunchtime (still one hour) and FURTHER increased the presence of SLT during these times.

Bullying

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

Pleasingly, 98% of parents and carers agreed or strongly agreed that their child felt safe in school and when surveyed about bullying, around 96% of all parents and carers stated that their child had not been bullied or that if they had the school had dealt with it quickly and effectively.

There were 26 recorded incidents of potential bullying during the academic year. Of these, 4 were homophobic in nature and one was related to sexism. All cases were dealt with promptly, there was a sanction and a resolution for the victim. We always strive to hold restorative conversations when dealing with bullying, the comments for each of these cases reflects that. As a school we try very hard to support both the victim and the perpetrator to ensure there are no repeat incidents. The data shows that this was the case last year, there were no repeat cases after the school had intervened.

Attendance Overview

As a school we absolutely understand the correlation between attendance and academic outcomes and the impact of poor attendance upon life chances. As can be seen below, **attendance at the school in 2022-2023 was strong** and significantly above the national average (**94.3%**, 3.6% above). Years 9 and 10 were particularly strong compared to national average with Year 11 lower on a school level due to a small number of students with known long term medically related absences.

All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All Pupils	815	School	94.3%	96.4%	94.5%	94.6%	94.4%	90.2%
		FFT National	90.7%	92.8%	91.2%	90.1%	89.6%	89.4%
		Difference	+3.6%	+3.6%	+3.3%	+4.5%	+4.8%	+0.8%

We are proactive in our attempting to secure maximum attendance figures remain as they should be; attendance is a standing item at fortnightly Year Group/Sixth Form Meetings and these figures are discussed at the fortnightly Safeguarding Meetings as we appreciate that poor attendance is also potentially a safeguarding concern.

The table below shows only a very small difference between students who have been in receipt of Free School Meals (last 6 years, FSM6) and the rest of the cohort. We are pleased that the School attendance for FSM6 is significantly above the national average for this cohort (7%).

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	87	School	92.2%	94.8%	91.9%	91.0%	92.7%	85.0%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	+6.9%	+6.0%	+5.7%	+6.8%	+9.6%	+2.1%
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	728	School	94.5%	96.7%	94.8%	95.0%	94.7%	90.6%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	+2.0%	+2.3%	+1.7%	+2.9%	+2.9%	-0.8%

Attendance for students with SEND was strong and significantly above the national average for EHCP students (all years) and SEND Support (all years except Year 11 where the data was heavily skewed by a small number

of specific cases of long term absence of which the school worked in partnership with the Local Authority and the child's family.

SEND			All	5			
Support	1	School	96.8%	96.8%			
		FFT National	91.9%	92.2%			
		Difference	+4.8% ●	+4.6% ●			
			All	5	6		
EHCP	4	School	92.7%	87.8%	94.4%		
		FFT National	89.1%	90.0%	89.5%		
		Difference	+3.6% ●	-2.1% ●	+4.9% ●		
			All	3	4	5	6
Not SEND	57	School	97.1%	98.0%	97.1%	96.5%	96.6%
		FFT National	94.3%	94.7%	94.7%	94.6%	94.6%
		Difference	+2.8% ●	+3.3% ●	+2.4% ●	+1.9% ●	+2.0% ●

SEND			All	Year 7	Year 8	Year 9	Year 10	Year 11
Support	37	School	92.6%	97.3%	90.7%	94.3%	90.9%	72.9%
		FFT National	85.9%	89.5%	86.5%	84.7%	83.6%	83.7%
		Difference	+6.7% ●	+7.8% ●	+4.2% ●	+9.6% ●	+7.3% ●	-10.9% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
EHCP	28	School	92.9%	91.4%	95.0%	91.1%	95.1%	92.9%
		FFT National	82.9%	86.7%	83.7%	82.0%	80.5%	80.0%
		Difference	+10.0% ●	+4.7% ●	+11.3% ●	+9.1% ●	+14.6% ●	+12.9% ●
			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not SEND	750	School	94.4%	96.6%	94.6%	94.8%	94.5%	90.7%
		FFT National	91.8%	93.7%	92.3%	91.2%	90.8%	90.5%
		Difference	+2.7% ●	+3.0% ●	+2.3% ●	+3.5% ●	+3.8% ●	+0.2%

Conclusion

The school is rightly proud of our students. The vast majority make good decisions each day, are mature, polite and wear the uniform with pride. Older students act as really strong role models and relationships between staff and students are excellent. The school however recognises the important building block that behaviour plays. As such, the key areas of development this year will be:

Key Objectives for Behaviour and Attitudes for 2023-24

- To continue to develop our approach to recognising and celebrating the achievements of students.
- To update the Behaviour Policy and processes to clarify key aspects regarding escalating sanctions.
- To ensure a strong leadership presence around the school at break and lunch to support staff with managing behaviour
- To reinforce key behaviour messages through effective staff training (e.g. de-escalation techniques).
- To create a central pastoral support base with resources to further support behaviour.
- To evaluate the impact of the reduction in the length of lunchtime and strengthen supervision of key areas around non curriculum time.

PERSONAL DEVELOPMENT: OUTSTANDING

‘I have come that they many have life, life in all its fullness’. John 10:10.

As The King’s (the Cathedral) School, we are committed to our **Christian values** and consequently to **ensuring that every pupil achieves their own level of individual success**. Personal development is an integral part of this and we are confident in expressing that our pupil’s will leave their education with us as **well-rounded individuals** equipped with the tools to navigate the challenges that life will bring them.

Personal Development through Our Curriculum

Personal development is a thread throughout the schools’ curriculum offer and all pupils accessed a rich and broad offer: our **Learning for Life (Lfl) curriculum** taught pupils how to build their confidence and resilience. As a School we developed and deepened pupils’ understanding of the fundamental **British values** of democracy, individual liberty, the rule of law, mutual respect and tolerance. We promoted equality of opportunity so that all pupils could thrive together, understand that differences are a positive, not a negative, and that individual characteristics make people unique. We promoted an **inclusive environment** that met the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Mental Health and Wellbeing are part of our Learning for LfL curriculum. Mental health and wellbeing were sequenced across all Key Stages with different themes building upon prior learning. We were committed to develop student resilience. As a School we developed pupils’ understanding of how to keep physically healthy, eat healthily 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 were taught. In Geography and Biology pupils learned evidence and reasons for the negative impact of humans on our environment. Pupils also learned about strategies to reduce our carbon footprints and ensure sustainability. These themes were also covered in assemblies.

Our **RSE (Relationship and Sex Education) policy** was revised in accordance with DfE guidance and Schemes of Learning adapted accordingly with sequencing over the Key Stages so that knowledge and understanding were developed in line with maturity.

Our commitment to helping Looked After Children, Previously Looked After Children and Pupil Premium students remained at a whole school level with an update briefing to staff delivered on the September and January Professional Training Days and an annual review of this provision taking place at both SLT and governor level. All vulnerable children were identified. There is a clear procedure for the actions that should be taken if any member of this group is unaccounted for in lessons (see our Attendance Policy). As a School we know that our most vulnerable pupils are more prone to suffering mental health and wellbeing issues given their disadvantaged start. Students with significant mental health needs were placed on the SEND Register with consequential SEND support or an EHCP. Their progress was reviewed regularly with parents/carers.

The school used the **Boxall Profile as an emotional wellbeing screening tool**. We had learning mentors to support students at any time during the day. They maintained close links with home where necessary. Learning Support provided a safe area for students in distress. The SEND team called on the support of outside agencies such as Educational Psychologists, Autism Advisory and Hearing Impairment. The Behaviour Support Mentor identified any underlying mental health and wellbeing needs and shared these with the SENDCO. The SEND Department ran a weekly Games Club to support inclusion.

Programmes to Support Personal Development

Our '**Learning to Learn**' (L2L) programme operated in Form Time and **was run by Sixth Form Mentors** and was overseen by our Lead Teacher for Teaching and Learning. The programme was delivered to Key Stage 3 and was designed to develop resilience, resourcefulness, the ability to reason, to be reflective and responsible (our Five Hands of Learning) in order that our pupils could meet the demands placed upon them now and in the future. This was 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.

In 2022 we further enhanced the L2L programme with the focus on using some of Rosenshine's principles to develop the ability to remember, store and link prior and present knowledge. 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. This was continued to prepare and provide the students with the tools for both learning and wellbeing. At Key Stage 4 a programme called Good Study Habits was run by Form Tutors. It was primarily concerned with developing good study strategies as well as developing mental resilience and equipping pupils with effective coping strategies: the importance of sleeping well, good diet and hydration were two of the major themes. This work tied into two days of work with Elevate Education where Year 11 came off timetable to work with Elevate staff to identify what revision strategies worked best for each individual, how to plan a revision timetable and who to go to for reassurance and advice. In September 2022 we paid for Circus of Life to deliver an after-school session to the Sixth Form called ResilientMe. The aims of the session were to: build resilient students, to show students how to achieve a healthy work/life balance and to encourage students to develop a growth mindset.



Our Two Hands

Our Commitment to Pupil and Staff Mental Health and Wellbeing

Mental health was talked about positively within all areas of school life. Mental Health and Wellbeing was a standing agenda item at Senior Leadership Team (SLT), Full Governors and Governors' Personnel meetings. Mental health and wellbeing were an essential part of our School's Development Plan, including statements to our commitment to ensuring the mental health and wellbeing of pupils and staff. [The King's School - Values & Ethos \(kings.peterborough.sch.uk\)](https://kings.peterborough.sch.uk)

Displays, noticeboards and our Website reflected 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://kings.peterborough.sch.uk).

Helen Birch (Deputy Head - Pastoral) 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 2023 Microsoft Word - KSP Mental Health and Wellbeing Audit June 2022.docx (kings.peterborough.sch.uk) and a **subsequent action plan implemented**.

Our School paid for Kathryn Denman (Pupil Support Officer for Key Stage 4) to refresh her **Mental Health and Wellbeing Trainer qualification** and Kathryn led a two-day Mental Health First Aid course attended by staff and Sixth Form students. We currently have **thirty-four staff who Mental Health First Aiders and fifty-three students**.

Daily Assemblies and Prayer, Worship and Spirituality

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

Collective Worship

Each school day began with a **collective act of worship** (assembly) based on the theme of the week. These assemblies were co-ordinated by our Chaplain Rev Jen Paddison and included opportunities for worship as a whole school, year group, house and form group as the week progressed. We had a **diverse programme of weekly themes** over the school year, and considered various issues such as our climate footprint, kindness, joy with mental health and wellbeing and associated resilience being a regular feature. The themes were discussed and chosen by a group of staff and students who formed the chaplaincy team. The impact of our Collective Worship upon the school community can be seen in the following examples:

- 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 October 2022, a volunteer from the **Peterborough Food Bank** spoke to the school about food insecurity and how this impacts families and communities in our local area.
- Following this a **year 10 group inspired the whole school to donate and create Christmas 'hampers'** for those affected by food poverty.

In addition to the daily act of worship (assembly) other opportunities for prayer, Christian teaching and friendship were provided in school, as follows:

Christian Union took place every Monday lunchtime - this was led by the youth mission enabler from Peterborough Cathedral. They covered topics such as Success, Failure, Temptation, Gossip and Social Media.

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). They lead a programme of Alternative Worship every other Friday in the prayer room. **Park Up** brought games and friendship in partnership with CROPS on Thursday lunchtimes in Room 95.

Holy Communion took place every other Friday in the Prayer Room. This was a short service which allowed students to reflect quietly about how their faith played out in their daily lives. Students highlighted the benefits of a smaller group for discussing how to live out their Christian faith at school and gave them a sense of peace to start the day.

Our Parents Prayer Group met in the Prayer Room on the second Monday of each month from 1.15 p.m. to 2.00 p.m. Parents and Carers were also welcome to sign up to a **School Parent Faith Newsletter** which was sent every month, which invited prayer for the school activities and some of the challenges that all schools face at different times, whilst also sharing and celebrating the programme of faith and collective worship on offer.

The Prayer Room is situated in the Quad and was 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. The prayer room is a multi-faith room, and was open to students of other faiths.

Our School Chaplain assisted the school in providing an atmosphere that encouraged personal reflection, an appreciation of the spiritual dimension of life and the living out of its Christian values. She also offered 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's) 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 engaged with a number of providers to support the work of our Pupil Support Officers e.g. MHST, YMCA, Crops, YPCS, CAMHS, YoUnited. We commissioned CrewTrident to work with students with high levels of trauma. We organised for 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 met on a fortnightly basis to discuss both academic and pastoral concerns and associated interventions to support those pupils who needed it. This may have involved the use of outside agencies. The Key Stage 5 team met 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 were circulated to the year group Form Tutors, the Year Group Team and SLT. The two Deputy Headteachers, both Pastoral and Academic, oversaw the Pastoral and Academic life of the School and became involved with individual students if the concerns escalated.

Mental Health and Wellbeing Initiatives

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

Mental Health and Wellbeing were one of the School's EDI (Equality, Diversity and Inclusion) student lead groups comprising of staff, students and parents (see below).

A Sixth Form Psychology student delivered a Wellbeing and Mental Health session to Year 6 Junior Department pupils which was enjoyed by all.

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 a member of the Peterborough Virtual School Connected Communities Project. Three staff have undertaken additional training in relation to this. 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.

Equality, Diversity and Sexual Harassment and Abuse

At our school we value each and every member of our King's School family, to this end we have, and will continue to appreciate, that there are members of family that needs our especially attention so that they are made to feel a valued member of our whole school community. To this end the students led Equality and Diversity groups provided numerous initiatives to enhanced the experience of groups that are often marginalised by society.

Four groups were formed in 2022 and worked throughout 2022-23 to conduct discussion, planning and implementation of initiatives. The four initial groups were: Racial and Ethnic Minorities, LGBTQ+, Victims of Sexism/Sexual Harassment or/and abuse and Mental Health and Wellbeing. In the Summer Term of 2023, at a student request we formed a new group - Disability, also student lead.

All groups have completed a number of initiatives. The **Racial and Ethnic Minorities EDI** group ran student discussion groups to gather opinion and have presented to the Senior Leadership their recommendations for change. The Culture Market held at the start of Charities week was a huge success as it united cultures from all over the world through food, music and sense of community. The Victims of Sexism/Sexual Harassment work was underpinned by a student survey conducted across Key Stage 3-5. This research was part of the Sexual Harassment in Schools Research Project; a citywide campaign taking place within eleven secondary schools across Peterborough led by the Youth MP and supported by Peterborough City Council. It provided us with specific and representative data that displayed our student's opinions and experiences of sexual harassment and supported us to make decisions that better reflect the needs of our students. The mental health and **wellbeing group presented Year 7 assemblies on mental health and wellbeing** and have been instrumental in completing our school's Mental Health and Wellbeing Audit and associated Action Plan as we prepare to be **reassessed for the Wellbeing Award for Schools achieved in 2019**.

The **EDI LGBTQ+ group established** a social group which met every other week, alternating with the EDI meetings. Games, crafts like bracelet making and pronoun sticker making have united people who would never have otherwise interacted, showing anyone that attended that they are not alone and allowing them to share stories and experiences with other people like them. The groups delivered awareness assemblies to Year 10 and acknowledged Pride Week with various activities including music and a stall selling products made by the group. The Disability EDI group came on stream in the Summer Term 2023 and worked to set up a buddy system as well as meetings to discuss the experiences of those amongst who have barriers to learning and/or physical impairments.

All groups presented at Full Governors in June 2023 giving detailed accounts of all their work which was universally applauded and praised.

Extra-Curricular Provision

Music and Drama Provision

2022-23 has been a busy year for musicians at The King's School, with pupils involved in a wide variety of events and over **150 students benefitting from individual music lessons**. In September the Senior Choir joined with other local schools in the Annual Service of Dedication and Thanksgiving at Peterborough Cathedral.

In October **House Music was keenly contested with over 300 students** performing in our annual competition. There were memorable performances in the Orchestra, Junior Item, Senior Choir and Finale categories, with accomplished Band performances. The quality of music from everyone involved was extremely high and we look forward this to a move to a larger venue this year and even more student involved.



The highlight of the Christmas period was once again the **Christmas Concert**, where parents and carers, staff and students came together to sing well-known carols and hear festive performances by the Senior Choir, String Ensembles, Orchestra, Concert Band, the Jazz Ensemble, the Brass, Clarinet and Flute Ensembles, and of course the Cathedral Choristers.

In the Spring Term musicians, dancers and actors came together for the amazing performance of ***Sister Act*** performing to sold out audiences. Next year we look forward to Chicago with auditions currently ongoing.



Between Spring and Summer our Musicians performed in 3 different concerts performing at a variety of local venues including the Cathedral and St. John's Church. The quality of performance from ensembles through to solos was exceptional.

The final highlight to the year **for 44 students was the summer Music tour to Belgium** where students had the opportunity to showcasing their music skills to an international audience.



Students are offered a wide range of extra-curricular sport with regular clubs running at lunch and after school. In 2023 the school invested further in resurfacing the astro-turf. This complemented the investment in the new changing rooms made in 2022.

On the netball court our Senior team were winners of the Peterborough District tournament and they were also undefeated in the league games. The Year 10 team were semi-finals of the District Tournament and only lost one game in the league. In the district tournaments our year 7 and year 8 teams both finished second.

In Hockey we had teams from JD all the way through to sixth form competing both indoors and out. The U14 team retained their County Champions title. In the South Kesteven Indoor Tournament they won all their matches to finish 1st. The U15 team finished 2nd in the South Kesteven Indoor Tournament. The U16's represented Cambridgeshire at the East Tier Championships winning overall. Not to be outdone, the Seniors team won all of their matches at the county tournament.

It was a busy year for our football teams in both the Peterborough Schools competitions and the County cup. 7 boys' teams, 4 girls' teams and 2 futsal teams have been in action, with a fair amount of success. The year 7 and 6th form teams were Peterborough Schools semi-finalists and the year 10 team were quarter finalists. The JD girls' team were winners of the Peterborough Primary School competition and the Year 11 team were winners of the Peterborough Schools competition.

Students also took part in the English Schools Cross Country Cup competing against schools from Cambridgeshire, Northamptonshire and Bedfordshire with the Year 8/9 Girls and the Senior Boys and Girls all qualifying for the Central East Regional Final. In the Peterborough School Championships 93 students represented our school with over 40 students being selected to represent Peterborough at the Cambridgeshire Schools Cross Country. In the overall results from the Peterborough School Championships the minor girls' and boys' teams, the junior girls', inter boys', senior girls' and boys' teams were all first. With the junior boys and inter girls second. Not to be outdone, the JD teams were all also in action with the Year 5/6 team finishing 3rd overall. At the Anglian Schools championships, 8 pupils represented Cambridgeshire and following that 5 were selected to attend the English Schools Championships.



Rowing

In the Peterborough Virtual Rowing League, we were winners in 18 out of the 32 categories and we were crowned Peterborough Champions!

At the KS4 Peterborough Schools Badminton Tournament, we won the individual boys' tournament and were runners up in the girls'. We were winners in the boys' and girls' doubles.

On the basketball court the U12 Boys finished as Runners up at the District playoff finals and the U14 Boys were 3rd overall.

Cricket

In the Peterborough Schools indoor cricket league, the Year 9 Boys' and Year 9 girls' teams were both runners up. Going one further, the Year 11 Boys team were winners as were the Year 11 girls.

A large team of 29 pupils represented the school at the annual trampoline competition, where they finished as overall runners up.

On the cricket field our Year 8 girls' and Year 8 boys' teams were both winners of the Peterborough 6-a-side competition. The Year 8 & 10 girls' teams were both winners of the district softball competition, with the Year 8 boys finishing 2nd in their competition.

Rounders

In rounder, we almost took a clean sweep of the District rounders tournaments this year, winning the year 8, 9, 11 & sixth form competitions. The Year 7s were runners up and the Year 10 team were 3rd. In the district doubles tournaments our Year 7, 9 & 10 teams were all runners up in their competitions and our Year 8 team were overall winners.

Sailing

Finally, A unique but valued element to our sporting programme is the Sailing Club which is currently in its third season since relocating to Tallington Lakes. They started last autumn term offering an RYA Stage 1 course on Friday evenings, which was extremely popular with twelve sailors passing and 6 sailors passed RYA stage 2 in the summer.

2022-23 Daily Trips and Residential Experiences

The School employs a dedicated member of staff to oversee the procurement of trips and residential visits.

The school offered over one hundred trips spread across all year groups...

Year	Trip	Date
Junior Department (JD)	JD1 Hike - Bourne Woods	23/09/2022
	JD2 Hike - Castor	30/09/2022
	WWII Day Peterborough Museum - All JD	17/10/2022
	JD2 Tudor Day	31/10/2022
	JD1 Duxford 2022	18/11/2022
	JD Xmas Tree Trip	29/11/2022
	JD1 Hike - Rutland Water 23	10/03/2023
	JD1 Go Ape Thetford	09/06/2023
	JD2 Nene Park	13/06/2023
	JD2 Hike to Thornham	16/06/2023
	JD1 Hike - Hunstanton	30/06/2023
	JD2 Rock Up	07/07/2023
Year 7	Aachen Christmas Market 2022	30/11/2022 - 02/12/2022
	Year 7 Moor Farm	19/06/2023 & 20/06/2023
	Year 7 Cathedral Trip	21/06/2023
	Gilwell	10/06/2023 - 12/06/2023 & 12/06/2023 - 14/06/2023
	Warwick Castle	10/07/2023 & 14/07/2023
	Shakespeare Experience	11/07/2023 & 13/07/2023
	Belgium	19/07/2023 - 23/07/2023
Year 8	Oundle Balloon Debate 22	10/11/2022
	Aachen Christmas Market 2022	30/11/2022 - 02/12/2022
	The IET Faraday Challenge Day	17/01/2023
	Ski Trip - Stubai Valley, Austria	10/02/2023 - 18/02/2023
	London Zoo	14/03/2023 & 15/03/2023
	Cambridgeshire Fire and Rescue STEM Challenge	22/03/2023
	Yorkshire Sculpture Park	10/07/2023

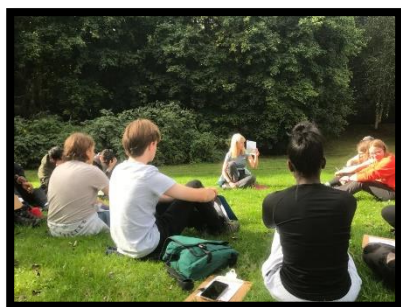
	Leicester Space Centre	11/07/2023 & 13/07/2023
	Castle Rising	11/07/2023 & 13/07/2023
	We're a Knockout	14/07/2023
	Belgium	19/07/2023 & 23/07/2023
Year 9	Opal Coast	05/10/2022 - 08/10/2022
	Museum of London and London Mithraeum	25/11/2022
	Ski Trip - Stubai Valley, Austria	10/02/2023 - 18/02/2023
	Latin Reading Competition	14/03/2023
	Theatre Visit - Back to the Future	23/03/2023
	Blackpool Hockey Tour	12/05/2023 - 14/05/2023
	Montpellier	21/05/2023 - 26/05/2023
	Maths Cathedral Visit	28/06/2023
	PGL	10/07/2023 - 14/07/2023
	Tower Visit - Peterborough Cathedral	10/07/2023
	Blue Plaque Walk	11/07/2023
	Ferry Meadows - Orienteering	13/07/2023
	Cathedral	17/07/2023
	Belgium	19/07/2023
Year 10	Cadbury World	24/11/2022
	Art & Photography Exhibition Visit	14/12/2022
	An Inspector Calls 2023	19/01/2023
	Drama Theatre Visit - Ocean at the End of the Lane	09/02/2023
	Ski Trip - Stubai Valley, Austria	10/02/2023 - 18/02/2023
	DofE Bronze Practice Expedition March 2023	17/03/2023 - 18/03/2023
	Classics Trip to Italy 2023	31/03/2023 - 07/04/2023
	Geography Field Trip - Cambridge	18/05/2023
	Montpellier	21/05/2023 - 26/05/2023
	My Café	14/06/2023
	DofE Bronze Assessed	16/06/2023 - 17/06/2023
	Cambridge - Languages	20/06/2023
	Geography Trip to Hunstanton	22/06/2023
	Languages Trip to Berlin	03/07/2023 - 06/07/2023

	Sailing	07/07/2023
	Thorpe Park	10/07/2023 & 11/07/2023
	Belgium	19/07/2023 - 23/07/2023
Year 11	Art Trip to Peterborough Museum	22/09/2022
	Kenilworth	30/09/2022
	Cadbury World	11/10/2022
	Museum of London and London Mithraeum	25/11/2022
	Art Peterborough Town Centre	08/12/2022
	An Inspector Calls	19/01/2023
	London Art Galleries	20/01/2023
	Amsterdam	02/02/2023 - 05/02/2023
	Peterborough and Stamford College Tour	07/02/2023
	Drama Theatre Visit - Ocean at the End of the Lane	09/02/2023
	Ski Trip - Stubai Valley, Austria	10/02/2023 - 18/02/2023
	Classics Trip to Italy	31/03/2023 - 07/04/2023
	Reward Lunch to Creams	10/05/2023
	Languages Trip to Berlin	03/07/2023 - 06/07/2023
	New Designers	07/07/2023
	Belgium	19/07/2023 - 23/07/2023
Sixth Form	Cranedale	24/09/2022 - 26/09/2022
	Richard III	29/09/2022
	A Level Theatre Visit London	02/11/2022
	Art Trip - London	09/11/2022
	RGS Youth Micro-Lectures - Geography	23/11/2022
	British Museum Trip	02/12/2022
	6th Form ARU Visit	06/12/2022
	6th Form Philosophy Conference	08/12/2022
	Amsterdam	02/02/2023 - 05/02/2023
	Drama Theatre Visit - Ocean at the End of the Lane	09/02/2023
	IEA & Vinson Centre Budget Challenge Semi-Final	27/02/2023
	A- Level Drama Visit - Heathers	01/03/2023
	CANSAT Competition Regional Launch Day	08/03/2023

	Year 12 PARCA Charity	08/03/2023
	Yarrow Gallery Curation Day	13/03/2023
	Yarrow Gallery Crit Lecture	15/03/2023
	IEA & Vinson Centre Budget Challenge Final	21/03/2023
	Economics and Business trip to Brussels	30/03/2023
	Classics Trip to Italy	31/03/2023 - 07/04/2023
	Ferry Meadows - Year 12 Biology	21/04/2023
	CANSAT Competition - National Finals	25/04/2023 - 27/04/2023
	DofE Gold Practice Expedition	28/04/2023 - 30/04/2023
	ARU	02/05/2023
	Montpellier	21/05/2023 - 26/05/2023
	St Gilberts Primary School	07/06/2023
	Cambridge - Languages	19/06/2023
	A-Level Theatre Studies Trip - Newsies	22/06/2023
	Languages Trip to Berlin	03/07/2023 - 06/07/2023
	DofE Gold Assessed	05/07/2023 - 09/09/2023
	New Designers	07/07/2023
	Nottingham Uni	07/07/2023
	Namibia	17/07/2023 - 06/08/2023
	Belgium	19/07/2023 - 23/07/2023

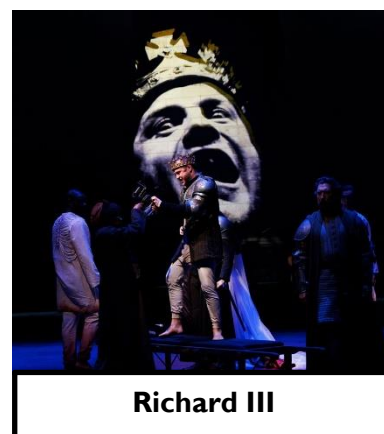
Here is a flavour of some the trips that ran...

In late September Year 13 Geographers attended a four-day fieldwork residential in Cranedale, North Yorkshire where they measured soil infiltration rates and tree carbon mass and then were out and about on the weekend in Scarborough collecting Place Perception data. The students worked hard and learnt valuable skills in data collection and analysis as part of their NEA preparation (coursework component).



On the 29th September Year 12-13 English Literature students travelled to the Globe Theatre, in Stratford-Upon-Avon to watch a production of Richard III. 'Arthur Hughes played a scintillating Richard ... a glittering, magnetic, and nuanced performance' (Financial Times Review).

In December the Christmas Market trip to Aachen started off with a continental breakfast in a local café in Aachen centre, which set everyone up for a festive winter's day at the Christmas market. After sampling German *Lebkuchen* and *Kinderpunsch* the group visited Aachen cathedral to admire Charlemagne's shrine and treasure. This year they stayed in Aachen for a night and after another shopping tour around the market and a quick optional stop at the Lindt chocolate factory, they retired to a hotel. Next morning, they set off back to Calais with a stop in Belgium for a chocolate workshop to break up the journey.



Richard III



wowed all of them through its theatre magic and heightened, stylised movements; many of our GCSE students were able to embed these within their examination performances.

In February all GCSE and A-level Drama students travelled to the Curve Theatre in Leicester to see the National Theatre's adaptation of the novel, *Ocean at the End of the Lane*. This was an excellent opportunity for students to see a contemporary, avant-garde piece of theatre. The production



On the 24th March 2023, JD2 had enjoyed a hike to Burrough Hill Fort in Rutland. The ground underfoot was very muddy and pupils coped well with some difficult terrain. Pupils spotted a red kite and ate their lunch at the top of the fort.



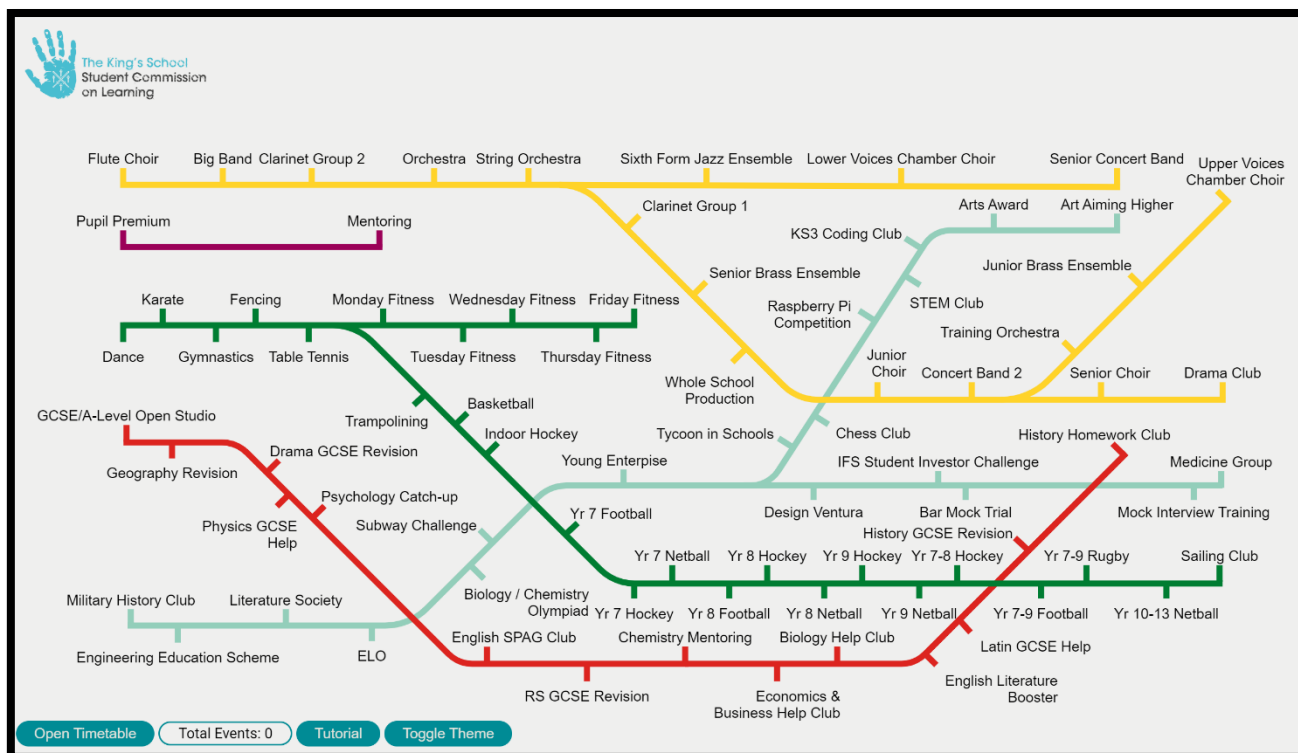
There is an enormous range of clubs that run, before school, at lunch and after school: sport, drama, music, chess, scrabble to name a few. The Student Commission have mapped the numerous opportunities available to pupils through the [Map of Opportunity \(kings.peterborough.sch.uk\)](https://kings.peterborough.sch.uk)

The **Pupil Premium Department** identified Pupil Premium students and families who maybe financially challenged by the cost of extracurricular activities and school trips. More and more of our families are suffering financial hardship due to the cost of living crisis and are unable to fund these cultural capital events.

As a school we strongly feel every child should have an equal opportunity to participate in all activities offered. Pupil Premium uptake last year was as follows:

- **100% of our Pupil Premium students participated in one or more** of school trips
- **73% attended various after school** or lunch time clubs
- **47%** represented the school in **a sports team**

One example of this was the Pupil Premium **sailing trip**; most of those had never experienced a water-based activity before. Towards the end of the academic year Pupil Premium students enjoyed a trip to Dessert Lounge to reward them for their attendance and engagement within mentoring sessions at lunchtimes and registration within the Department.



Charity Work

The whole School **supports several charities each year** to support local, national and international causes. For the year 2022-23 our Charities Prefects choose that we should support: PARCA (Peterborough Asylum and Refugee Community Association), Robert Horrell Centre (a Cancer Wellbeing Service), Mind (a mental health charity) and Cool Earth (an international environment charity).

Fundraising began 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, Guess the Sweets in a Jar, Sixth Form girls versus boys Netball, Pizza Sales, Guessing Games, Challenge, Football Matches, House Captain Soaking, a Non-Uniform Day and a well-attended Year 11-Sixth Form and Staff quiz which raised £700. In total funds raised for the academic year 2022-23 was £12,881.42!

As a School we understood that there are many less fortunate than ourselves so we completed monthly Food Bank collections and prepared Christmas Boxes for disadvantaged families with in the City. Pupils, parents and carers were proactive in supporting these collections which provided food to low income families who were increasingly resorting to this essential provision in our times of increased austerity. We achieved the receipt of the Silver Trolley Award for the school making the greatest contribution every year since 2013-14 in acknowledgment of our support of this initiative.

Careers Guidance

Students at The King's (The Cathedral) School go onto 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, computer scientists and social workers amongst other professions. Others set up their own businesses. Extensive careers advice is offered to all students, beginning in Year 7. This is outlined in our

Careers Strategy that can be found on the school's website. [The King's School - Careers \(kings.peterborough.sch.uk\)](http://The King's School - Careers (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 has been offered at King's since 2021-22. We've seen an increasing uptake from Year 9 students for this work experience in successive years. 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) and paid for (InvestIn) provision. Where paid for opportunities have bursary access, we support applications and encourage appropriate students to apply.

Year 10 students undertook an extended work-based placement in the summer term. In July 2023 **98.3% of Year 10 students successfully completed this**, against a background of increasing competition for work placements, as many other local schools have now returned to undertaking work experience. Students took up a wide range of opportunities, across the sectors and skill levels for their work experience placements. 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 Learning for Life (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 including both apprenticeships and local Sixth Form Colleges in Peterborough, Stamford, Huntingdon and further afield. They are provided with expert, post 16 destination career advice by a designated Careers Advisor who has knowledge of and access to alternative providers.

Cathedral and Choristers



distinctive training and very *raison d'être*.

The start of this year for the cathedral choir was one that will stay with the choristers for a lifetime. After just the second evensong of the new academic year it was confirmed that HM Queen Elizabeth II had died and so the Cathedral Choir was hastily drawn into actioning their emergency plan, as the music list for the coming days was amended to reflect this, and the pre-designed plans for the following services, memorial, and civic service put into place. The choir was astonishing in pulling out all the stops and representing the school, cathedral, and city in the most public of arenas reflecting their

As the year's musical rhythm settled, so the choir began its usual corpus of services and events, and soon enough the Cathedral Choir fun run was upon us along with, *Be a Chorister for a Day*, always an uplifting event as they begin the search for the next generation of choristers. The choristers sang in a local choral festival in October with other singers from around the Diocese and shortly before the break, enjoyed a well-earned social night at Laserforce - there were some very high scores indeed!

After the half term break the choristers gave a Remembrancetide Concert at St John's Church in Cathedral Square alongside representing the city in the annual parade on Remembrance Sunday; hot on the heels of this was the incredible partnership performance of *Joseph and the amazing Technicolor Dreamcoat*. This was

mounted through the support of the Worshipful Company of Plaisterers in celebration of its 40th anniversary of collaboration with Peterborough Cathedral - the extra gift was given as part of the Jubilee Fund, and in addition to the Cathedral youth choir and choristers, over 100 visiting children from local primary schools, accompanied by a band comprised of professional musicians all participated in this huge undertaking. The event was a *tour de force*; the children absolutely rose to the challenge with fabulous singing, dynamic choreography, and enthusiastic commitment to the overall sense of performance. With coloured lighting, costumes, and props, the cathedral came to life and the audience were delighted, showing their appreciation through enthusiastic clapping, whooping, and singing along too.

No sooner had the colours all been recited for one last encore than the choirs began working hard in preparation for Advent and Christmas, and all that comes with that very special time in the church year. It was the turn of the girls this year to visit St Vedast-alias-Foster in London to support the annual family carol service for The Worshipful Company of Plaisterers, and our new Plaisterer's Chorister for the year was Roxanne, who read beautifully during the service. This was followed by our annual Cathedral Christmas Concert which pulled a very sizeable audience who all entered into the Christmas spirit with enthusiasm. The children enjoyed their Christmas Film and Feast, and the Cathedral Youth Choir undertook Carol Singing at Thorpe Hall (all be it, outside with snowflakes falling, but no less enthusiastically!).

After the well-earned post-Christmas break and New Year party, the choristers sang a joint service of Choral Evensong with younger members of the choir from The Peterborough School, and the senior choristers in years 6 to 8 also joined with the Chamber Choir of Oundle School to sing an epic joint service which was ambitious in its content and astounding in its outcome. Just two weeks later, was the Spring Concert which included *The Nelson Mass* by Haydn, Bach's *Magnificat*, and the Spirituals from *A child of our time*, by Tippett. with solos from within the choir, the concert was a real triumph and it was fabulous to be able to mount such a vast in scale concert. After Holy Week, with its rich and varied music list, it was starting to become clear that we really were at a new normal and the choir on great form.

Following the Easter break, the choir sang beautifully at the Civic Service in celebration of the Coronation of King Charles III, another very special event that will be remembered for years to come. Soon after, we welcomed around 80 visiting children to this year's *Sing Out Loud!* This year's theme was "our world" and the children sang a wide range of songs in celebration of this, and it was great to hear amongst the other youngsters, our year 3 and 4 choristers taking a lead on this, reminding us where all the wonderful choral music begins. In June the choir undertook 3 evenings of recording in preparation for an online Advent Calendar and a year's worth of liturgical promotional material. After half term, we held our annual Family Fayre which is always a lovely social event where families join together for a relaxing afternoon in the cloisters, with activities including Welly wagging, sweets in a jar, nail painting, cake and bottle stalls, raffle, and hula hooping (the record in this was from a chorister who hula hooped for over an hour without stopping, and she still sang at the choir's afternoon performance too, whilst she carried on multitasking!). Other highlights of the summer term included welcoming back a number of old choristers to celebrate together with a service of choral evensong, a joyous RSCM Music Sunday featuring Bob Chilcott's *Little Jazz Mass* accompanied this year by drums and bass, and several photo shoots to refresh our media and prepare for a new chorister prospectus (watch out for this in the autumn). This choir year, in addition to the daily services, a number of choristers have also achieved their RSCM Bronze or Silver singing awards (the coloured badges that they were during services) and the year drew to a close with Valediction where we said good bye to our retiring Year 8 choristers.

Key Objectives in Personal Development for 2023-24

1. Achieve reaccreditation of the Wellbeing Award for Schools
2. Ensure there is an efficient way of capturing and analysing engagement in extra-curricular provision
3. Reflect on those opportunities to enhance the Christian nature of the school.

SIXTH FORM: OUTSTANDING

We are incredibly blessed to work with our sixth form students who combine a strong motivation to achieve with a care and compassion for the rest of the school community. Demand for places at the Sixth Form remain incredibly high both from those students who have been through the King's School and those wishing to join from other local schools. Students follow **an A Level Programme of Study** designed to prepare them effectively for the next steps in their career both through the quality of education received and through the opportunities for effective careers guidance and personal development.

A Level Attainment (2023 Outcomes)

A Level results were very strong in 2023 with 38% of students achieving the top grades (A*/A). This was particularly pleasing given that grade boundaries had increased back to pre-Covid levels. As can be seen below, and in line with national trends, results **overall mirrored closely the achievement of students in 2019.**

Year	Entries	A*	A* to A	A* to B	A* to E	Av points	Grade	Av. GCSE Point Score
2017	637	8%	33%	62%	98%	35.6	C+	6.68
2018	641	9%	36%	65%	99%	37.4	B-	6.76
2019	535	14%	41%	72%	99%	41.1	B	6.92
Average 17-19	604	10%	37%	66%	99%	38.0	B-	6.79
2020	453	17%	49%	76%	100%	43.6	B+	7.04
2021	582	20%	50%	78%	100%	43.8	B+	7.33
2022	547	25%	52%	78%	99.6%	44.5	B+	7.30 (CAGs)
2023	553	13%	38%	72%	99.6%	41.0	B	7.40 (TAGs)

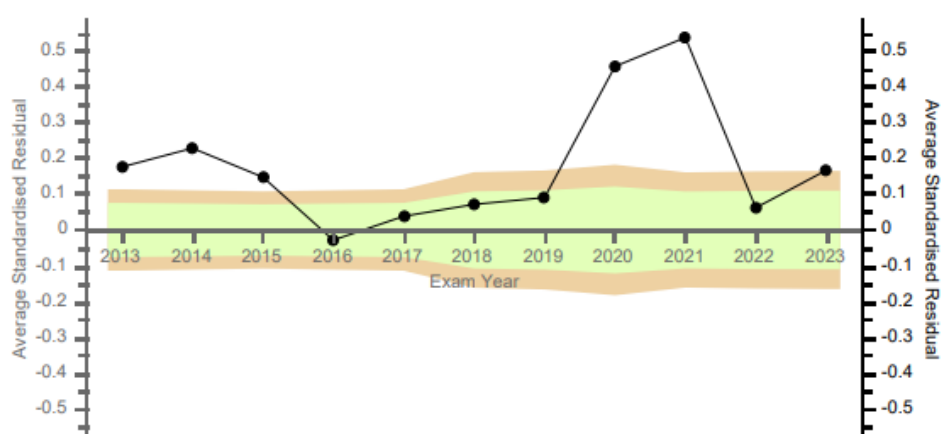


The table below analyses performance by subject. **Unlike at GCSE reliable national progress data is not available at A Level** however analysis using ALIS demonstrated that progress overall is slightly higher than that of 2019.

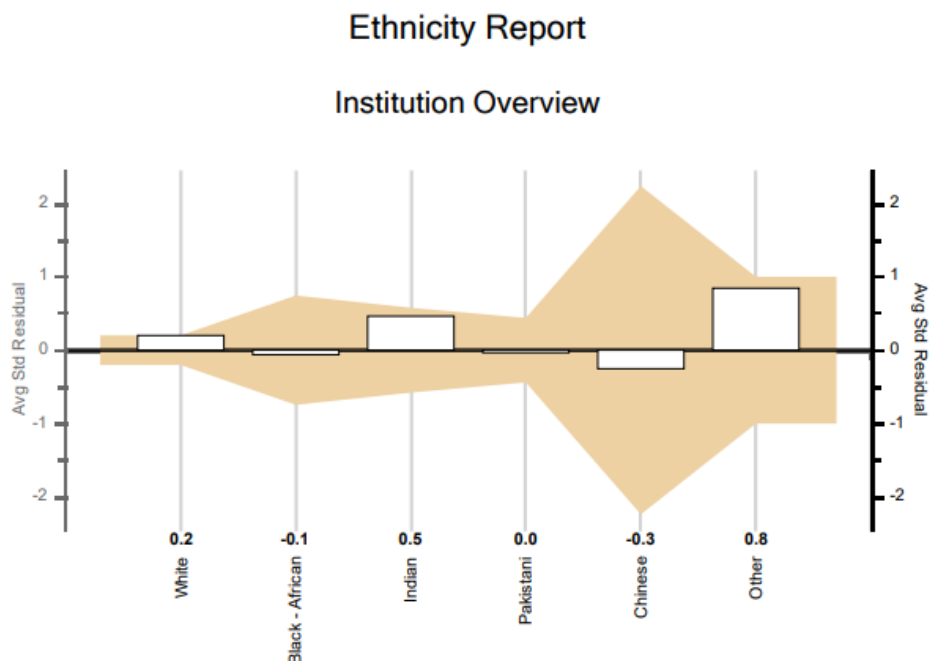
Alis Value-Added Analysis 2023 The King's (The Cathedral) School (232)

Institution Overview

Chart 1.1 SPC Chart - Results from all Qualifications



This data compares us to all other schools using ALIS. Both Boys and Girls achieved a Value Added that was positive (Male: 0.2 and Female: 0.1). The Ethnicity breakdown is as follows: White: 0.2, Black African -0.06, Indian: 0.47, Pakistani: 0.03 and Other: 0.85.



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

The table below compares overall average point score with sub-groups. It was pleasing to see **very small variations in performance between different groups of students, with 12 FMS Ever 6 students performing almost in line with the average of the cohort and the two students with an Education Health Care Plan outperforming the cohort.** Many of these students were **supported by the 16-19 tuition funding** in which 17 staff **delivered 95 1hr** sessions across 11 subjects significantly supporting an improvement in overall outcomes.

Group	Students	Average Points	Average Grade
All	186	41.0	B=
Disadvantaged Student	13	37.7	B-
EAL Student	41	40.3	B=
FSM Ever 6	12	39.7	B=
Male	87	40.6	B=
Female	99	41.4	B=
Pupil Premium	17	39.2	B=
Education, Health & Care Plan	2	50	A=

Retention

Our **retention from the start of Y12 into Year 13 is excellent**, the vast majority of our students stay with us for a two-year programme, the data is stable over time:

2020-2021 97%

2021-2022 97%

2022-2023 98%

GCSE Maths and English

We provide Maths and English support for those students who don't achieve a standard pass, and in November 2022 1 student retook GCSE Maths (achieving a grade 4) and 2 number of students retook GCSE English (achieving grades 5&6).

Subject	Entries	A* %	A*-A %	A*-B %	A*-E %	Average Points	Average Grade	Average Pts 2019
All	553	12.7	38	71.8	99.6	40.99	B=	41.1
Art	9	0	22.2	66.7	100	36.67	B-	46.8
Biology	89	16.9	41.6	71.9	100	41.46	B=	41
Business Studies	19	15.8	31.6	78.9	100	42.63	B+	45.7
Chemistry	76	13.2	43.4	78.9	98.7	42.11	B+	42.1
Classical Civilisation	8	12.5	37.5	87.5	100	43.75	B+	42.7
Computer Science	15	6.7	26.7	53.3	100	34.67	C+	N/A **

D&T: Fashion & Textiles	5	20	60	100	100	48	A-	25
D&T: Product Design	7	14.3	28.6	71.4	100	41.43	B=	46.7
Economics	35	14.3	37.1	68.6	100	40.86	B=	43.3
English Lang & Lit	7	14.3	14.3	57.1	100	38.57	B=	40
English Literature	26	11.5	34.6	73.1	100	41.54	B=	43.6
French+	6	0	50	100	100	45	A-	48.3
Further Maths	5	20	60	100	100	48	A-	47.8
Geography	35	11.4	40	85.7	100	43.43	B+	40.7
German	1	0	0	0	100	30	C=	37.5
History	12	16.7	41.7	75	100	42.5	B+	42.1
Maths	68	11.8	45.6	77.9	100	42.21	B+	44
Music	3	0	33.3	100	100	43.33	B+	32.5
Physical Education	7	0	42.9	57.1	100	37.14	B-	38.9
Physics	28	10.7	39.3	60.7	100	40.36	B=	39.5
Psychology	54	16.7	31.5	57.4	98.1	38.33	B-	32.2
Religious Studies	31	6.5	29	58.1	100	38.06	B-	39.5
Theatre Studies	7	0	0	57.1	100	35.71	B-	20
EPQ	23	22	74	96	100	48.69	A-	25.9

**Computer Science wasn't an A-Level subject in 2019

Post 18 Destinations

79% of students that applied to university gained their firm choice undergraduate course, which was really pleasing. We are also really pleased to support small but growing number of students who have pursued a **degree apprenticeship pathway**, gaining employment in the Police and private industry. We also supported a small number of students from our previous cohort to get placed into universities and courses of their first choice. **20 students were accepted on medical, veterinary and dentist related courses** which was an amazing achievement. Likewise, **92 students accepted places at competitive Russell Group Universities**.

Our success across a number of undergraduate disciplines was pleasing, showing the varied qualities and talents of our students, including Asian Studies, Prop making, International Development, Theology and Ship Science.

186	Total Y13 students
177	Applied to UCAS
117	Firm places accepted
13	Insurance places accepted

20	Clearing places accepted
9	Revised Firm Place accepted
3	Oxbridge
20	Medicine, Veterinary, Dentistry
92	Russell Group
159	Overall Placed UCAS
7	To be confirmed
21	Overall alternative destinations
11	Gap Year
2	Forces
1	Art Foundation
3	Degree Apprenticeship
2	Employment

Post 18 Support

All students received 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, choices of courses and institutions, and the UCAS process more generally. They were also heavily supported during Post 18 Week in July of Year 12 as well as individual support from their Learning for Life teachers and their subject teachers in the Autumn Term of Year 13. Alongside this, students had mock interviews, where necessary. Often these were held in school, with ex-students and other professionals conducting those interviews. Those students following an alternative path were supported by our Independent Careers Advisor to ensure their advice was impartial and specialised.

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



Following on from last year's approach, students were again invited to opt to attend sessions during the day that were relevant to their current post 18 plans. Building on last year's feedback, there **were an even wider range options available this year with subject related careers explored by employers and former students including classics, finance, mechanical engineering, marketing, bio medicine, bio tech, nursing careers, environment, chartered surveying, urban regeneration, parliamentary research, law, music performance, musical theatre, global logistics, clinical trials and pharmaceuticals, education and special needs, geography, civil engineering and product design.**

Employers attending included **the NHS, the Environment Agency, UK Government (House of Commons), and Cambridgeshire Police.** The day also included a number of sessions from the University of Exeter, from preparing for higher education to admissions process to exploring degree apprenticeships.

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

Student feedback on the Futures Day was very positive overall, providing 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.

Finally, we were really proud of a group of **our students who took the initiative in organising a city wide event aimed at encouraging students from BAME backgrounds** into university. Ran locally they organised the guest speakers, round robin of activities and pizza delivery! The event was both very well attended and received. [BBC Cambridgeshire News Video – December 2023](#)



Work Experience

We are so proud that the vast majority (**95%**) of our 182 Year 12 students undertook an **extended work-based placement** in the summer of Year 12. In person placements included the Peterborough College of Performing Arts, Froglife, Northampton Saints RFC, Barristers' Chambers, Solicitors, Accountants, HSBC, Barclays, British Sugar, Peterborough Museum, AON, the Environment Agency, Cambridgeshire Archives, Nene Park Trust, Peterborough City Hospital, Hinchingsbrooke Hospital, UCL Hospital, Care Homes, Schools, Doctors' Surgeries, Dental Practices, Local Pharmacies, Local Veterinary Practices, Local Architecture Firms, Local Golf Club, Perkins Engines, Thorpe Hall Hospice, Diligenta, Coloplast, Comparethemarket, CDW The Little Car Company, John Murphy & Sons Ltd, the Houses of Parliament, the Centre for Business & Economic Research, the National Railway Museum, Goldsmiths London, Nottingham Trent University, the University of Cambridge and many more.



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



Annex: Post 18 Destinations (2023)

Provider	Course
The University of Edinburgh	Divinity and Classics
University of Lincoln	Biochemistry
King's College London, University of London	Extended Medical Degree Programme
University of Leicester	Accounting and Finance
King's College London, University of London	Physiotherapy
University of Birmingham	Policy, Politics and Economics
Queen Mary University of London	Neuroscience
Loughborough University	Product Design and Technology with a Foundation Year
Queen Mary University of London	Maths with foundation
Newcastle University	Computer Science (Software Engineering)
Southampton	Ship Science
University of Northampton	Business Management
UCL (University College London)	Medicine (6 years)
Nottingham Trent University	Paramedic Science
Futureworks	Music Production
University of Bristol	Veterinary Science
Aston University, Birmingham	Optometry
University of Nottingham	Veterinary Medicine
Middlesex University	BSc Biomedical Science
King's College London, University of London	Classics and the Ancient World
University of Liverpool	Psychology
King's College London, University of London	Religion, Philosophy and Ethics
University of Sheffield	Aerospace Engineering (Private Pilot Instruction)
University of Plymouth	Law
York St John University	Sociology
University of East Anglia UEA	Law
King's College London, University of London	Politics
University of Manchester	Medicine
Employment	Police – Degree Apprenticeship
King's College London, University of London	Biomedical Science
Leeds Beckett University	Psychology
University of Bath	Civil Engineering
University of Surrey	Chemistry
University of East Anglia UEA	Business Management with a Year Abroad
University of Manchester	Psychology
UEA	Bio Med
University of Nottingham	Computer Science and Artificial Intelligence with Year in Industry
University of West London	Accounting and Finance with Foundation Year
University of Surrey	Business Management

Durham University	Physics
University of Liverpool	Urban Planning
University of Kent	Astronomy, Space Science and Astrophysics with a year Abroad (MPhys 4 years)
University of Glasgow	Classics
Durham University	English Literature
University of Bath	Chemistry with professional placement or study abroad
Newcastle University	Psychology
University of Birmingham	Biomedical Science
University of Cambridge	Psychological and Behavioural Sciences
University of Nottingham	Criminology
University of Liverpool	Law with a Year Abroad
University of Leeds	Asia Pacific Studies and Japanese
University of Nottingham	Computer Science and Artificial Intelligence with Year in Industry
Aston University, Birmingham	Economics and Management
Newcastle University	Biochemistry
University of St Andrews	Philosophy and Theological Studies
University of Warwick	Sociology
Lancaster University	Biology (Placement Year)
Oxford Brookes University	Law with Criminology
Anglia Ruskin University	Medical Science
Manchester Metropolitan University	Physiotherapy
Durham University (south college)	Geography
University of Birmingham	Economics and Politics
University of Durham	History
University of Manchester	Mechanical Engineering with an Integrated Foundation Year
University of Bath	Economics with professional placement or study abroad
University of Exeter	Medical Sciences
University of Hull	Mathematics
St George's, University of London	Biomedical Science BSc
University of Birmingham	Chemistry with Study Abroad
University of East Anglia UEA	Pharmacy with a Foundation Year
University of Leeds	Law
University of Leeds	Healthcare Science (Cardiac Physiology)
University of Leeds	Neuroscience
University of Leicester	Medicine
Bishop Grosseteste University	Education in Practice
Anglia Ruskin University	Policing and Criminal Justice
Birmingham City University	Computer Games Technology with Professional Placement Year
Newcastle University	English Literature
University of Sheffield	Law
Imperial College London	Medicine

University of Nottingham	Veterinary Medicine
University of Stirling	Criminology and Sociology
University of York	Languages & Cultures (French) and Linguistics (with a year abroad)
University of York	Accounting, Business Finance & Management with a Year in Industry
University of Leicester	Physics
Newcastle University	Law
University of Bristol	Archaeology and Anthropology
Anglia Ruskin University	Psychology with Criminology [with Placement year]
University of East Anglia UEA	Mathematics
Emirates Airways	Flight School
King's College London, University of London	Dentistry
University of Aberdeen	Law with English Law and European Legal Studies (5 yrs)
Birmingham City University	Stage Management
University of Sheffield	Modern Languages and Cultures
Anglia Ruskin University	Accounting and Finance
Bristol, University of the West of England	Law
University of St Andrews	Psychology
De Montfort University	Pharmacy (4 years)
University of Leicester	Medicine (with a foundation year)
University of Cambridge	Engineering
University of Leeds	Biomedical Sciences
University of Nottingham	Veterinary Medicine
University of York	Marketing with a year in industry
University of Southampton	Computer Science
Aston University, Birmingham	Economics and Management
The University of Edinburgh	Theology
University of Lincoln	Sports Journalism
University of Leicester	Biological Sciences
University of Birmingham	Aerospace Engineering
Newcastle University	Biomedical Sciences
King's College London, University of London	International Development with a Year Abroad
Nottingham Trent University	Zoology
Nottingham College	Fine art foundation
Warwick	Psychology
University of East Anglia UEA	Philosophy
University of Leicester	Clinical Sciences
Keele University	Medicine
Royal Central School of Speech and Drama, University of London	Prop Making
Newcastle University	Geography
University of Nottingham	Mechanical Engineering Including an Industrial year
Queen Mary University of London	Medicine

University of Plymouth	Biomedical Science
University of York	Biology
University of Leeds	Economics
University of Leicester	Psychology
University of Leicester	Psychology
University of Bath	Civil Engineering
De Montfort University	Law LLB
Manchester Metropolitan University	Software Engineering with Foundation Year
University of Bristol	Electrical and Electronic Engineering
Nottingham Trent University	Education Studies and Psychology
UCL (University College London)	Medicine (6 years)
University of Leeds	Business Management
University of Oxford	Philosophy, Politics and Economics
University of Bristol	Physics
University of Nottingham	Accountancy
University of Warwick	Biology
University of Sheffield	Medicine
gap year then uni	Not placed
University of Leeds	Art and Design
University of Leeds	Modern Languages and English
University of Nottingham	Natural Sciences
Durham University	Politics and International Relations
University of Warwick	Biomedical Science
De Montfort University	Biomedical Science

Enrichment and Community Involvement



Our Sixth Form students take on a range of leadership roles at school, **98% of Year 13 opt to become a Prefect**, and lead in a range of different aspects of the school: **Houses, Departments, Pastoral** – leading on our Learn to Learn programme, teaching a Key Stage 3 class on a Tuesday morning, working as part of a duty team at break or lunch, to name but a few roles. Year 12 also opt for leadership roles, and **approximately 90 of them volunteered as mentors last year as part of our 'Student**

Commission', many mentors help younger students improve in one or two academic areas, they also help younger students who might be struggling with difficulties settling in or in managing their organisation or behaviour.

Outside of school 90 students gave of their time to volunteer within the community, of which 14 went to Peterborough City Hospital.

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

Our Sixth Form also play a significant role in raising funds for charities both internationally and locally. An **incredible £11,000 was raised across 2022-2023**, much of it driven by initiatives from sixth form students. This included non-uniform days, charities week and evening events. Particular commendation goes to our school's Islamic Society who raised over £1000 on their Charities Week stall, their sale of Samosas was very popular indeed!



Outside of lessons, **28 Year 13 students successfully completed their Gold Duke of Edinburgh Award**. This included a 4 day expedition in the Brecon Beacons including a walk along Dragon's Back. They have also successfully completed the other components of their DofE award and will hopefully be invited along to a Royal Palace later this year!



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



Across the school year students are encouraged to take part in a range of activities that enrich their taught curriculum. Two examples of this are highlighted below.

In Science and as a first for King's, two teams of Year 12s each created a '**satellite in a can**' for **CanSat**, an engineering competition **run by the European Space Agency**. Our teams were tasked with designing and building a functional weather satellite, integrated within the volume and shape of a 330ml drink can. The challenge for students is to fit all the major subsystems found in a satellite, such as power, sensors and a communication system, into this minimal volume. The competition culminates in a launch event, where the satellites are loaded into

rockets, then dropped from around 400m in the air to fall with a parachute.

Following this assessment, Team M.A.S.S were invited to the National STEM Learning Centre at the University of York's campus to compete in the National Finals, alongside the 11 other top teams nationwide. Over 3 days, they had the opportunity to launch their satellites again, as well as present their primary and secondary mission findings to a panel of experts from the UK Space Agency and other organisations. A great achievement for all involved.



In Business and Economics students took part in a **Barter Challenge** in October where Year 12 and 13 students were given a penny and had to barter for a month. The winner would be the student that had bartered the highest value goods. Students had all sorts of fun exchanging a range of goods including sombreros, chocolate, stationery. One student was able to barter and earn £535 from a penny!

Trips

A wide number of subject based trips were offered to the Sixth Form last year, which included a number of Art trips, a Business and Economics trip to Brussels, a Geography fieldwork trip to Cranedale, Yorkshire, various theatre visits, and an expedition of a lifetime to Namibia. This expedition was a cumulation of 18 months preparation. Students spent 8 days at a rural school working 10 hours a day to transform classrooms and build outdoor play equipment in very hot conditions. The aim of the expedition was to explore the

country which they certainly did, travelling in a truck over long distances on rugged and rough terrain, camping and cooking throughout the trip. They saw the spectacular wildlife at Etosha including rhinos, lions, elephants and many more. The wilderness of Spitzkoppe with the breath-taking sunrise and sun sets and the ancient cave paintings. The dramatic skeleton coast, to trekking in the Naukluft mountains and finally to the Namib desert to climb Big Daddy the highest sand dune in the world. Expeditions are challenging, but all will agree they are life-changing.



Student Welfare

In 2022-2023 all students new to the school had the opportunity to meet with senior leaders in order to discuss their A Level options and career aspirations.

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



Wellbeing and Pastoral Care

We have **dedicated team around the sixth form including 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. We offer **Research Studies** to all sixth formers, which helps students maintain a rounded education, including debates in religion, ethics, philosophy, arts, financial capability, media and the environment.

Key Objectives for Sixth Form for 2023-24

- Maintain the current very high standards and achieve at least in line with 2023 on headline measures (APS, A*/A)
- To further build on the work of our Equality, Diversity and Inclusive groups to enhance further the culture of inclusivity and equality for all in the Sixth Form
- To expect high levels of punctuality and attendance for all Sixth Formers, so that on average attendance is at 92% or better

Leadership: Outstanding

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

The School benefits from **strong leadership at all levels** both from a **teaching and support** staff basis. In 2022-2023 we worked closely with newly appointed middle leaders in Maths, Geography, Technology and English, along with a **new Chief Financial Officer and ICT Network Manager**. We welcome the input of a strong governing body that draws on experience from significant Financial, Legal, Educational, and Religious experience.

The School has a **strong focus on Professional Development** and significant funds are invested in this area (£35,000) In 2022-23 there was a particular central focus on:

1. Teaching and Learning: **The Principles of Rosenshine**. This included specific units focused on checking for understanding and modelling.
2. Teaching and Learning: Supporting students with additional educational needs through **adaptive teaching**.
3. Pastoral: A focus on key **Safeguarding Messages and supporting students with Mental Health** issues.

Where colleagues request support for bespoke courses the school aims to fund. As such individual colleagues attended courses ranging from examination feedback through to emergency first aid.

In 2023 we were delighted that **both our Early Careers Teachers completed their two year induction** into the profession, **skilfully supported by mentors and our professional tutor**. The school also hosted five trainee teachers all of whom gained employment by the end of the year.

Our **Quality Assurance Schedule** demonstrated that the impact of CPDL is strong. For teachers, observations are done at no notice so that typicality can be observed. Of these, **97% of lessons were judged as Good or better with 42% of observations Outstanding**.

Consistent strengths included the **quality of relationships with students, strong subject knowledge, and the strength of the taught curriculum**. Where issues emerged within observations, training was provided (e.g. checking all students understand the next steps).

Staff Wellbeing

Staff enjoy working at the school and retention is very high. **98% identified that they were proud to work at the school in the staff survey**.

Across the year careful consideration was given to workload including:

- A **reduction in the number of assessment points** recorded and reported to parents
- The introduction of an **online homework system** (Show My Homework)
- The **number of after school meetings was reduced**
- Flexibility with regards to **departmental marking policies**

A senior leader set up a staff Wellbeing staff group who provided numerous **staff-led mental health wellbeing activities** e.g. sailing, multi-sports sessions, textiles, making Christmas cakes, biscuits and sauces. Staff enjoyed break time coffee and cakes every half-term and competed in a Sunday staff, students past and present hockey festival and a staff after school rounders competition.



Safeguarding

The school is committed to ensuring that Safeguarding is effective. In March 2023 we commissioned a **full Local Authority Review of our policy, provision and culture**. Safeguarding is a regular feature of staff and governor training along with our recruitment processes. We continue to consider best practice and in 2023-2024 will be introducing an online anonymous system that allows students to report their concerns.

Programmes of Study

Staff work hard to ensure that the school is inclusive. Alongside high attendance it is unusual for students to leave the school or not complete their programme of study. In Years 7 and 8 we educated **a small group of students with significant learning needs**. They are educated through a mix of small group work (focused on key literacy and numeracy skills) and mainstream lessons (supported with teaching assistants). For 2023-2024 leaders at the school will carefully consider how best to continue to support these students and reflect on the longer-term city-wide vision for this provision.

Site Infra-Structure

2022-23 was an incredibly busy year on ensuring that the **physical site infra-structure best supports the learning needs** of our students. Long-term savings were used to complete a number of projects including:

- Refurbishment of the astro-turf
- Modernising of a toilet block (this will be an ongoing project)
- Paint refresh for the front of the school
- Repurposing of the Finance room to create a new pastoral central base



In 2024 we are optimistic that the school will also be able to see the opening of the much needed second dining area.

Key Objectives in Leadership for 2023-24

1. Develop our CPD programme to include wider range of personalised choice for colleagues at different career stages.
2. Develop the school's IT Infra-structure and continue to invest in the physical fabric of the school.
3. Review GCSE progression routes for the small number of students with more significant learning needs. Prepare a bid for a SEND Specialist Hub on site as part of a Peterborough wide restructuring of SEND provision.
4. Continue to reflect on how staff workload can be managed effectively

