



School Self-Evaluation 2024-2025: Executive Summary

HEADTEACHER INTRODUCTION

Those parents, staff, students and former alumni who have ever witnessed the Headteacher's review of the year during the annual Speech Day will understand how challenging generations of leaders have found summarising the achievements of one whole academic year in a school so vibrant and so full of life and as The King's School. This year in my speech, I began by reflecting on just one given week in June (pertinently and for a touch of dramatic affect the one directly before Activities Week). During this week, we had welcomed over 200 students into the school for our Sixth Form induction; our design students had visited the home of local inventor Colin Furze; over fifty performers had taken part in the summer music concert; over thirty students competed at the city athletics competition; two keen members of staff had worked wonders to rekindle the inter-house swimming competition at the Peterborough Lido; we waved our Year 12 Geographers off to Cranedale and welcomed in our new parents for the Year 6 Information Evening; we were delighted to welcome ten members of the local clergy to school to meet with students and discuss opportunities for faith and worship; our Junior Department enjoyed a day sailing at Ferry Meadows whilst our Nottingham University trip was a great hit with our older students, as was the food made by our Classic students who took part in a Great Roman bake off. And if that was not enough, our week ended with a fabulous performance of Grimm Tales by our Key Stage Three students. Whilst this week was indeed busy, staff and students will know that it was not, however, unusual. The King's School has a powerful and proud culture that truly recognises the importance of providing opportunities for students of all backgrounds, ages and abilities. It perhaps explains why our stakeholder surveys show consistently that over 98% of parents, students and staff would recommend the school.

This document aims to provide a further snapshot into life at the school during the last academic year.

Our core Christian values, shared by all members of the community, regardless of their own personal faith, lie at the heart of the school. We live out these values of a Family Achieving Excellence on a daily basis. Across the academic year, the average attendance for all students was over 95%, significantly bucking the national declining trend. We were particularly pleased to see that for those students with additional learning needs their attendance average was near identical to the whole school (and significantly above the national average). That our most vulnerable students enjoy coming to school and feel a key part of our school body is a great testament to all of the King's School family and the inclusive culture that exists within.

The school is rightly held to account to ensure that students are fully ready for the next stage of their education. Results, both in terms of attainment and progress were outstanding across Key Stage 2 SATS, GCSE and A-Level outcomes. We were delighted to see improvements at both GCSE and A-Level, especially as the starting point was so very high. Progression is arguably most noticeably for our older students where the large majority achieved the grades required to progress to their chosen university or apprenticeship. This year this included four students achieving those highly coveted places at Oxbridge, along with a significant number of those entering medically related fields.

Being ready for your next steps however is far more than just results. The culture at the school encourages students to make a difference, whether this is by supporting younger students, taking themselves out of their comfort zone and performing at House Music, braving the rain and wind at cross country, or raising money for local charities (this year the school total reached over £16,000).

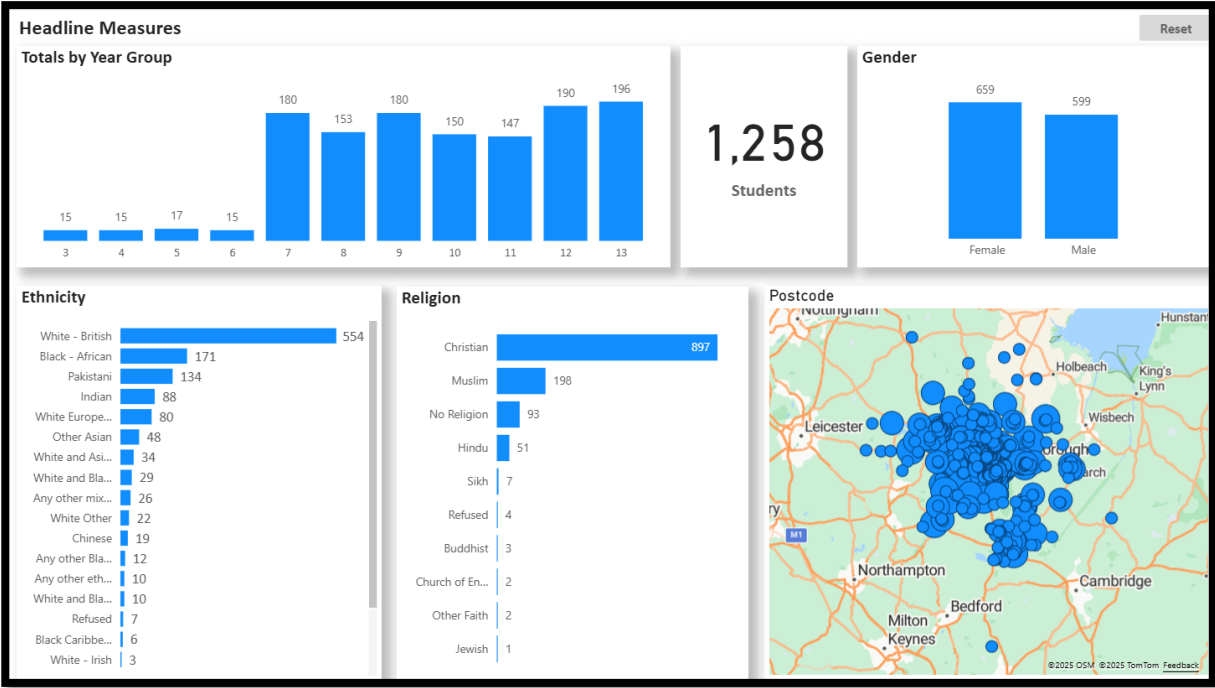
Leadership opportunities remained strong at King's, with over a hundred and twenty Sixth Form students involved in either mentoring or supporting our student commission group; and twenty-nine students worked towards their Gold

Duke of Edinburgh Award. In Music, incredibly, over 250 students continued to benefit from one-to-one music lessons, 120 students took part in our Whole School Musical (Footloose), and 140 students took part in the inaugural Key Stage 3 production of Grimm’s Tales. In Sport, students took part in over 20 different activities and the school achieved notable success in Athletics, Cricket and Table Tennis. This year, the school ran an incredible number of trips and extra-curricular activities; highlights included the Geography trip to Iceland, the annual ski trip to Austria, and of course the Expedition to Norway.

As senior leaders, we are committed to promoting and cherishing our special Christian culture, whilst at the same time trying to move the school forward. Last year we invested heavily in our IT network, and every member of teaching staff will start the year armed with a new laptop and SMART Board. Alongside the need to maintain the school site, we invested in a new Sixth Form seating area, painted and recarpeted our English classrooms, and finally completed the cycle of updating every student toilet in the school.

This document summarises the achievements across the last academic year (2024-25). There is a huge amount for all members of the school to proud about. It then concludes by outlining the key targets for the year as we continue to have huge ambitions for the school community.

The King’s School in a Snapshot



The school benefits enormously from the general stability of the school population. Our retention rate at all ages is strong and we operate waiting lists at all ages from our Junior Department through to the Sixth Form. Due to financial pressures, the school has, for a number of years, had two year groups with six (rather than five) form entry. In 2023 we made a conscious decision to modestly increase the size of our Sixth Form to close to 200 per year group.

SELF EVALUATION: EXECUTIVE SUMMARY

QUALITY OF EDUCATION

- At A-Level the school celebrated a superb set of results from our students. **38% of all grades were A*/A and 69% of grades were A*-B.** These results are a slight improvement on 2024 and are certainly in line with expectations for this year group. **Average point score was high at 40** (equivalent to a grade B). Performance based on attainment and progress was high in a number of subjects, most noticeably Further Maths, Physics, Fine Art, Product Design, Drama and Maths (attainment), Physical Education, Computer Science, Music and Business (progress).
- In the annual parental survey, **98%** of parents feel the school has high expectations for their children and **99%** believe that their children do well at this school.
- At GCSE, attainment and progress were also very strong. **46% of all grades were 9-7** and the progress score is close to one grade per subject on average. Performance based on attainment and progress was high in a number of subjects, most noticeably Textiles, French, Art and Computer Science.
- We were proud of the progress our most vulnerable students made. Students with **Educational Health Care Plans** achieved strong results reflecting the dedicated support of our Pupil Premium and SEND departments.
- Students with cognition and learning needs followed a **new Enhanced Provision curriculum in Year 10**; monitoring of this indicated very good progress made by these students in their new GCSE courses.
- At Key Stage 2, students performed well above the national average, receiving a great well-rounded education. The Scaled score in **Reading was 110 average, Maths 109 and Grammar 112.**
- A review of Curriculum provision for Key Stage 3 languages resulted in Year 8 students being able to choose any two subjects from French, German and Latin.
- **Reading at the school remains a priority.** All students in Year 7 took part in our **Accelerated Reader** scheme. Weaker readers have been supported intensely through either small group work or through their work with Sixth Form reading mentors.
- Lesson observations viewed teaching as being exceptionally strong with **>99 % of all lessons judged Good or Better.** These observations were completed by the Senior Leadership Team and were no-notice. Lesson observations also saw that particular strengths were in teachers' subject knowledge, presenting subject matter clearly and delivering coherently planned and sequenced curriculums.
- **Over 120 Sixth Form students** supported the learning of our younger students through their involvement in either the **mentor programme or the Student Commission for Learning**, a unique aspect of the school.
- A **new assessment policy** was written and launched to ensure robust and consistent assessment to support progress. Assessment at Key Stage 3 will now be more consistent through the use of a standard distribution.

BEHAVIOUR AND ATTITUDES

- **Attendance remains significantly above the national average** at 96%. We are especially encouraged by the strong attendance of our more vulnerable students, including those with an Education, Health and Care Plan (EHCP) and children that qualify for free school meals.
- **98% of parents** believe that the school makes sure that our students are well behaved.
- The overwhelming majority of students **demonstrate mature attitudes** towards their learning. 67% of students received only two, or fewer, negative behaviour points for the entire academic year which is a great achievement. We are proud of the regular positive feedback we receive regarding the behaviour of our students when they are representing the school, both 'en masse' at Cathedral services or out on a range of trips and visits.
- **98% of staff** surveyed believe they are confident in applying the school's behaviour policy with **96%** believing that behaviour is at least good. The school will continue to reflect on how processes can be improved and how students with more challenging behaviour can be further supported.
- Where appropriate, the school uses a range of sanctions available. Data showed that the vast majority (over 88%) of suspensions were linked to behaviour outside of the classroom. The most common reason for suspension was assault on another pupil, reflecting the hard line the school takes on this issue. The number of

pupils involved in vaping incidents has dropped from 21 to 13, this is as a response to the school's continued additional education on the issue and its heavy investment on modernising toilet blocks and installing vape alarms.

- **Over forty students** received a **Headteacher's Commendation** last year. These students were nominated by their teachers for a range of exceptional achievements. Students enjoyed the newly introduced achievement assemblies to celebrate their outstanding efforts. Over 258 students in Key Stage 3 received over 50 achievement points and 63 Key Stage 3 pupils received over 75 achievement points.
- There was only a very modest number of bullying cases last year with **92% of parents believing that their child has never been bullied at the school.**

PERSONAL DEVELOPMENT

- **Daily acts of worship remain a central part of school life**, with students regularly participating in whole-school, house, year group, and tutor assemblies. **Worship is led by a rich variety of voices**, including our School Chaplain, Revd Lex, pupils, staff, as well as visiting clergy from Peterborough Cathedral, local parishes, and lay speakers from our wider community and local charities. Across the year, we gather for six major whole-school services at Peterborough Cathedral. Reflecting our Christian vision of *'many members, but one body, as it is with Christ'*, these occasions bring the school community together in shared reflection and celebration.
- **Music plays an important role in our worship**, with the whole school sometimes joining together in the singing of hymns, and many students given the opportunity to share and celebrate their musical talents in whole-school assemblies.
- The school continues to offer a number of **Equality, Diversity and Inclusion groups**, led by a senior teacher and supported in strong numbers by our students. Student mental health continues to be a priority at the school. The school's pastoral team has expanded from 3 to 4 staff to help better support all students from Year 3 through to Year 13.
- 100% of our students took part in one or more fieldtrips. For many the number was significantly more than this. The school was **proud to run over a hundred trips** locally, nationally and internationally.
- Over 90 students were engaged in the **Duke of Edinburgh Award** Scheme which included Bronze and Gold Awards.
- Over **300 hundred students** have represented the school across 70 teams in 14 different **sports**.
- **97% of parents agreed that there is a wide range of clubs** available at lunch and after school for their child to participate in. We are particularly grateful to our sport and music teams who run a full programme throughout the year alongside running key events such as Sports Day. The majority of negative responses were from parents with children in our Junior Department where there is not a separate extra-curricular curriculum.
- **Over 400 students took part in the annual House Music Competition** and 180 students performed in at least one of our Christmas, Spring or Summer Concerts.
- Charities Prefects chose to support The Air Ambulance, UNHCR, Little Miracles, and Teenage Cancer Trust this year. After all the other activities took place, the total raised for this year was £16,505.66.
- **100% of students** in Year 10 completed **face-to-face work experience** – an incredible achievement covering a wide range of experiences.
- Having responded to feedback from pupils, the Year 8 Activities Week offer was revised to ensure shorter journeys and offer active, adventurous experiences.
- Survey responses from pupils about Activities Week were overwhelmingly positive. The week was inclusive for all students ensuring that in-school provision for those unable to attend or fund the main activities had access to a wide range of alternative activities with highlights including forensics, hiking, a Cathedral Tower Tour and Stage Wound Make Up tutorials.

SIXTH FORM

- Retention from Year 12 to Year 13 at the school is exceptional with **all but one student progressing into the final year of study.**

- **79%** of Year 13 students who applied to university **achieved their firm or insurance choice offer**. An incredible 13 students achieved places to medicine or medical related courses and 4 students successfully achieved a place at Oxbridge. Students will graduate to study a diverse range of courses such as Marine Biology; Furniture design; Sports & Exercise Science; Robotics, Mechatronics & Control Engineering; Chemical Engineering & Biotechnology; Agriculture with a year in placement; and Archaeology/Anthropology; alongside more conventional routes such as Economics, English Literature, Law and Geography.
- In addition to university courses, the school has seen a growing number of students taking the opportunity to study a **degree apprenticeship**. These allow students the chance to work and study with the guarantee of full-time employment at the end of the course. Students will be joining companies such as Thales, Carter Jonas, ITI Group, CBRE, Carnival UK and Barclays plc.
- Sixth Form students benefitted from Futures Days, workshops and a programme of enrichment opportunities to broaden their curriculum. **95% of students completed face-to-face work experience**.
- Over **one hundred and twenty of our students** supported younger students through their work as mentors. A large number were involved in one-to-one support (e.g. reading) and through the delivery of Learning to Learn sessions during tutor time.
- **Numbers applying for the Sixth Form for 2025 continued to be at their highest level**. Students new to the school received **an additional one-to-one meeting with senior staff** to ensure they were on an appropriate set of A-Level courses and to ensure they quickly felt part of the King's School family.

LEADERSHIP AND MANAGEMENT

- The school saw **Admission** requests increase at **all** entry points (Year 3, 7 and 12).
- 98% of parents would recommend the school to other parents.
- 98% of all our students would recommend the school to a friend or family member.
- Our **CPD Programme** for 2024-2025 provided **over 100 bespoke opportunities** for learning in areas such as water and carbon cycle challenges; trampoline training; and mental health first aid training.
- A new school website was launched with an improved target audience, photography, copywriting and modern presence.
- A new IT network was installed across the entire site; a new interactive SMART board was installed in each teaching room.
- In completing the Maths toilet block the school has now updated all the student toilet facilities.

Key Targets for 2025-26

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

The individual targets below summarise the key priority areas for the school for the academic year 2025-26.

1. Ensure that the school **sustains excellence** in those core aspects of school life (academic progress is the highest in the area at Key stage 2, 4 and 5, attendance is at least 95%, significantly above the national average for all groups of learners, students are punctual and school ready).

Achieved through a particular focus on:

- Embedding our new **Assessment** Policy
- KS2 Curriculum Plans
- Ensuring that all staff maintain high expectations regarding **punctuality**.

2. Provide an **inclusive** education and supportive environment to all students.

Achieved through a particular focus on:

- Providing training opportunities to **develop our understanding** of groups of vulnerable students including those who are neurodiverse, Children with a Social Worker, or who have significant learning difficulties.
- Delivering **quality first teaching** to meet the needs of all learners
- Providing opportunities for spiritual development and growth
- Promoting **wellbeing** to help all learners achieve their own personal excellence.

3. Support students and staff to achieve the highest standards of **behaviour**.

Achieved through a particular focus on:

- Ensuring a **consistency** of approach to behaviour management from all staff
- Developing our approach to mentoring and **pro-actively** supporting behaviour
- Continuing to develop those opportunities to celebrate those **joyful moments of achievement** in all areas of school life.

4. Support all staff to flourish and thrive within the King's School Family.

Achieved through a particular focus on:

- Supporting professional **curiosity** through an evolving CPD programme
- Continuing to build staff confidence in the use of emerging technologies, including **Artificial Intelligence (AI)**, to support practice and workload.
- Strong support for **Early Career Teachers**
- Fostering a **family culture** where all staff feel genuinely listened to, respected and supported in their wellbeing.