School Self-Evaluation 2025-2026: Executive Summary

HEADTEACHER INTRODUCTION

It is incredible to think that 2026 marks fifty years exactly since the school accepted girls into what was previously an all-boy environment. During these fifty years an awful lot has changed – new buildings, new curriculum, new headteachers (!). Females at King's have flourished during this time both as students of the school and as talented members of staff. In recent years, we have been fortunate to reflect on the achievements of some notable female alumni whilst listening to the inspiring speeches at prize day from a rugby player, an actress, and most recently, a fighter pilot! Within our current cohort, we can boast national level achievements across a range of sporting, musical and academic endeavours. If the cohort of 1976 were to visit the school today, they would quickly recognise a great deal – the Christian ethos, the family values and the commitment to both academic excellence and extra-curricular activities.

This year we were delighted to welcome a SIAMS Inspector into the school. SIAMS crucially focuses on the extent that the school lives out its Christian values and ambitions. Whilst perhaps not as stressful as Ofsted, the school was keen to provide confidence to all our parents and stakeholders who are so heavily invested. We were therefore delighted with the outcome of this report with strengths being recognised across worship, our Religious Studies curriculum, student advocacy and, crucially, living out our core values.

The SIAMS report summary read:

The King's (The Cathedral) School is living up to its foundation as a Church school and is enabling students and adults to flourish. It has the following notable strengths.

- The Christian vision fundamentally drives the work of this Church school. It enables adults and students to flourish. As a result, the whole community is proud to live together.
- The inclusive culture within the school, which stems from the vision is exceptional. Consequently, students thrive as they discover their God-given uniqueness.
- Collective worship is inspirational and central to the life of the school. As a result, students seek wider opportunities to participate, enabling them to feel valued and enriched.
- Students, inspired by the vision and each other, embrace leadership opportunities within school and the community. They approach their responsibilities with a generosity of spirit. These actions enrich the life of the school and enable others to thrive.
- A strong sense of belonging exists throughout the school. This is because of the clear vision to ensure that everyone knows their place within the community. Through this, the well-being of staff and students is prioritised.
  This document aims to provide a further snapshot into life at the school during the last academic year.

Crucially, students enjoy coming to school at King's and are well supported by parents to do so. Across the academic year, the average attendance for all students was over 96%, placing the school in the top 1% for attendance in the country. 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).

During the summer, we celebrated strong public examination results. Both attainment and progress were outstanding across Key Stage 2 SATS, GCSE and A-Level outcomes. We were particularly delighted to see improvements at A-Level from an already high starting point. These results allowed our students to progress in large numbers to their chosen university or apprenticeship. This year this included nine students achieving those highly coveted places at Oxbridge, along with a significant number of those entering medically related fields.

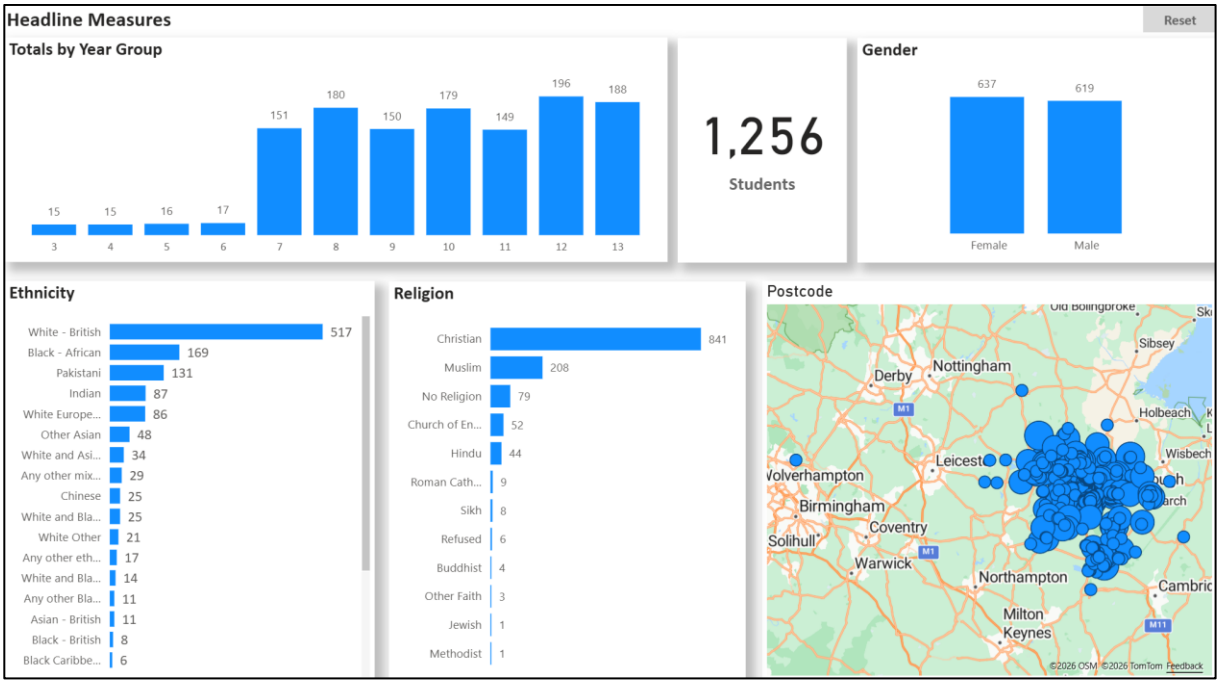
Being ready for your next steps, however, is far more than just results. The culture at the school encourages students to make a difference, whether this is by supporting younger students, taking themselves out of their comfort zone and performing at House Music, braving the rain and wind at cross country, or raising money for local charities. This year every member of the school community, including our governors, completed a whole school sponsored walk in support of the Cathedral in Crisis appeal.

Leadership opportunities remained strong at King's, with over a hundred and sixteen sixth form students involved in either mentoring or supporting our student commission group; and incredibly over forty students worked towards their Gold Duke of Edinburgh Award. In Music, over 250 students continued to benefit from one-to-one music lessons and one hundred and twenty students took part in our whole school musical (Legally Blonde). In Sport, students took part in a wide range of activities achieving 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 Albania.

As senior leaders, we are committed to promoting and cherishing our special Christian culture, whilst at the same time trying to modernise the physical fabric where we can. This year, investments were made into refurbishing the Maths block, installing screens in the sports hall, and modernising the access gate to the main carpark.

The Executive summary below has been prepared by senior leaders of the school and aims to give a snapshot of achievements from the last academic year. It concludes with a focus on agreed targets for the year ahead.

The King's School in a Snapshot



SELF EVALUATION: EXECUTIVE SUMMARY

ACHIEVEMENT

- At A-Level, the school celebrated a superb set of results from our students. **40% of all grades were A*/A and 71% of grades were A*-B.** These results are a slight improvement on 2025 headline grades. Our **Average point score was high at 41** (equivalent to a grade B). Performance based on attainment and progress was high in a number of subjects, most noticeably Art (both Photography and Fine Art), Further Maths, Textiles, History, English Literature, Business, Economics, French and Geography.
- At GCSE, attainment and progress were also very strong. **45% of all grades were 9-7** and, although national progress scores are not being published, based on benchmarking testing they achieved over half a grade higher than their peers nationally. Performance based on attainment and progress was high in a number of subjects, most noticeably chemistry, physics, textiles, photography, French, geography, fine art, business.
- At Key Stage 2, students performed well above the national average, receiving a great well-rounded education. The average scaled score in **Reading was 112, Maths 110 and Grammar 112.**
- Year 4 undertook the **multiplication tables check** and on average achieved **89%** on their recall of times tables.
- In the annual parental survey, **99%** of parents feel the school has high expectations for their children and **99%** believe that their children do well at this school.

CURRICULUM AND TEACHING

Curriculum

- **Our Parental surveys show that 95% of parents strongly agree or agree that they are well informed about their child's progress** through the information shared in reports.
- The 2026 SIAMS inspection reported that leaders have designed and continually developed a curriculum that "**widens horizons, nurtures curiosity, and enables students to flourish academically and personally**".
- The More Than Flags and Rainbows Inclusion Health Check trained Heads of Department to review their curriculum against a 'Currents of Belonging Framework' to enable a **review of the inclusivity of subject curriculums.**

- In September 2025, Peterborough Virtual School delivered a **whole staff training session on the Trauma Informed Practice**, encouraging staff to understand the barriers to success for vulnerable students.
- Lesson observations showed that **reading, written expression and academic communication are being developed across the curriculum**.
- Subject reviews (in psychology and geography) and lesson observations have evidenced that we have carefully **maintained the breadth, balance and sequencing of the Key Stage 3 curriculum** to continue to provide a strong foundation for later success.

Teaching

- Lesson observations viewed teaching as being exceptionally strong with **100 % of all lessons judged Good or Better.** These observations were completed by the senior leadership team and were no notice.
- Lesson observations showed **particular strengths in teachers' subject knowledge, presenting subject matter clearly and delivering coherently planned and sequenced curriculums**. Across observations, teachers developed pupils' subject-specific language and vocabulary.
- Lesson observations provided **strong evidence of the use of retrieval practice** where teachers were able to identify gaps in student knowledge to allow them to 'keep up' rather than 'catch up'.
- **Subject reviews provided strong evidence of strong provision** characterised by high-quality teaching, effective curriculum design, strong assessment practice, and highly positive student experiences.
- The Senior Team undertook a **review of teaching groups for students who required additional support** (in English, Maths and Science) with a particular focus on adaptations for students with SEND. The review demonstrated that the school has a strong and shared commitment to ambition, equity and inclusive practice for lower-attaining students.
- The review of teaching groups for students who required additional support showed **strong evidence of teachers adapting teaching to pupils' needs** without reducing ambition. Leaders ensured that pupils who may face barriers to learning remain fully included in classroom experiences and achieve increasingly strong outcomes over time.
- We implemented a **new Homework and Academic Integrity Policy** to ensure that homework continues to serve its primary curriculum purpose: consolidating knowledge, preparing pupils for future learning and developing independent thinking.
- We also implemented **revised Feedback and Assessment Policies**, which carefully consider the differences between summative and formative assessment and the expectations for high-quality teacher feedback. This established common expectations in every subject. As a result, pupils experience similar high expectations regardless of subject or teacher.

Assessment

- The **new assessment policy has been fully embedded** to ensure robust and consistent assessment to support progress. Assessment at Key Stage 3 is now consistent through the use of a standard distribution.
- This policy has had significant influence on all elements of curriculum planning and delivery. **Subject departments have reviewed what they teach, when they teach it, when and how it is assessed** and how students respond to assessment feedback.
- The **curriculum for our most vulnerable students has remained a high focus, ensuring their curriculum is appropriately adapted**. For example, Entry Level Certificates were introduced to complement the GCSE curriculum in English, Maths and Science, and Hospitality and Catering qualification was delivered alongside food technology CGSE.
- The School has significantly **increased its use of Power BI dashboards** and visual analyses of key student data, for every year groups at every assessment point. These reports are fully filterable and reviewed for vulnerable learner groups. These reports are reviewed by Senior Leadership, Middle Leaders and Governors to ensure that trends are identified and that we respond proactively to support student progress in all these areas.
- The 2026 SIAMS inspection reported that **assessment is used carefully to "check understanding and monitor progress" and to inform "teachers' next steps".**

- **Lesson observations identified regular assessment**, clear use of mark schemes, whole-class feedback, self- and peer-assessment, RAG tracking, exam-question practice, detailed written comments and verbal feedback that helps pupils improve.

INCLUSION

- We are incredibly proud of our commitment to providing an outstanding inclusive education for all students at King's. This is particularly evident through the progress and wider achievements of our most vulnerable students.
- Students with an Educational Health Care Plan achieved extremely strong GCSE results, with an **overall SPI of +0.42**, reflecting the dedication from departments and colleagues across the School. We are proud of all students and their achievements.
- Our **first GCSE cohort of Enhanced Provision** have also celebrated success, with all students achieving the GCSE grades needed to secure their next steps post-16.
- The School has been praised by the Education Secretary for the outstanding support and provision offered to our Pupil Premium students. We received a certificate for ***Excellent Outcomes for Disadvantaged Students* in the last academic year**. This continues to be the case, with GCSE results from our **Pupil Premium cohort at an SPI of 0.24**.
- All of our vulnerable and disadvantaged students have an Individual Support Plan (ISP) which is accessed on our Inclusion Register. A graduated approach, including the monitoring of progress and impact of provision is reviewed regularly
- Parental survey feedback for all SEN students is exceptionally strong with a particular emphasis on the quality, responsiveness and dedication of Learning Support staff. In addition, **92% of parents** indicated that they are happy with Learning Support provision.
- Within the last academic year, the School has identified, applied for and supported families with 7 Education, Health and Care Plan Needs Assessments (EHCNA) across KS2-KS5.
- Reading continues to be a priority, with all students in Year 7 and 8 participating in **Accelerated Reader.**
- Additional targeted support is embedded for identified students, including a bespoke package of 1:1, small group or sixth form reading. Layers of provision identified on the Inclusion Register include 'Universal', 'Sixth Form', Key Skills' and 'Enhanced Provision'.
- Local partnerships continue to be developed and nurtured, particularly with our local special school, where support and guidance is shared across both settings. Close liaison with the SEND and Inclusion team at the Local Authority enables appropriate provision and transition support for students to thrive on their educational journeys.

ATTENDANCE AND BEHAVIOUR

- **Attendance remains strong at 96.0%, significantly above national averages** and reflective of a culture in which pupils feel a strong sense of belonging and value being part of the school community. Attendance for **vulnerable groups,** including pupils with an Education, Health and Care Plan (EHCP) (18.5% above national average), Young Carers (96.0% - the same as pupils with no caring responsibilities) and those eligible for free school meals (8.7% above national average), remains a **particular strength.**
- **Punctuality to school** also remains strong, with an average of 97.7% of pupils arriving on time and ready to learn each day. This is particularly noteworthy given the significant number of pupils who travel across Peterborough and the wider region to attend the school.
- The school has a strong and well-established culture of positive behaviour and high expectations. **98% of parents** believe that the school ensures pupils are **well behaved**, demonstrating very high levels of parental confidence in the school's approach to behaviour.
- Staff confidence in behaviour systems is exceptionally strong. 99% of staff reported feeling confident in applying the Behaviour Policy, an increase on previous years, while 98% agreed that senior leaders effectively support staff in managing behaviour. This demonstrates that expectations and systems are well understood and consistently applied across the school.
- Positive behaviour, effort and contribution are recognised and celebrated. Of the 660 pupils considered, 434 (66%) achieved at least 50 achievement points and 212 (32%) achieved more than 75, with both measures

improving on previous years. Achievement assemblies and other recognition systems celebrate pupils' effort, progress and contribution to school life.

- Bullying remains uncommon and is addressed effectively. 91% of parents reported that they had not needed to raise a concern about their child being bullied, while 100% of staff agreed that reported incidents of bullying are dealt with effectively. Leaders continue to monitor patterns and respond promptly to concerns.
- **Internal isolation is used proportionately** and affects a small proportion of pupils. During 2025/26, there were 96 internal isolations involving 57 individual pupils, representing just 4.5% of the school population. Of these pupils, 20 (35%) had SEND, compared with 10.5% of the wider school population. Eleven pupils with SEND received more than one isolation, indicating that repeated higher-level sanctions are concentrated within a relatively small cohort.
- Leaders reflect carefully on the representation of pupils with SEND within behaviour data. Nationally, pupils with SEND are significantly more likely to experience suspension than pupils without identified SEND. Leaders recognise this wider context while continuing to reflect on individual cases, reasonable adjustments, SEND provision and targeted pastoral support, with the aim of reducing repeated incidents while maintaining high expectations for all pupils.
- **Suspension is used proportionately** and where appropriate. There were 57 suspension events involving 42 individual pupils during 2025/26, meaning that suspension was limited to approximately 3.3% of the school population. The school takes **a strong and consistent stance towards serious behaviours, including vaping and physicality towards others**.
- Suspension is rarely required for general classroom disruption. Persistent or general disruptive behaviour accounted for only 4 of the 57 suspension events (7%), demonstrating that the school's wider behaviour systems successfully manage the overwhelming majority of classroom behaviour without recourse to suspension.
- Leaders reflect carefully on patterns within suspension data. Of the 57 suspension events, 18 (32%) involved pupils with SEND, including 10 involving pupils with an EHCP and 8 involving pupils receiving SEN Support. A further 18 events (32%) involved pupils eligible for FSM/Ever 6, while there were no suspensions involving pupils in local authority care. Leaders continue to consider these patterns alongside individual circumstances, reasonable adjustments and targeted support.
- Overall, the evidence demonstrates **a strong culture of positive behaviour**. Expectations are clear and consistently applied, parental and staff confidence is very high, and positive behaviour is routinely recognised. Higher-level sanctions affect only a small proportion of pupils, while leaders reflect carefully on the needs of those pupils who require more intensive support, particularly those with SEND.

PERSONAL DEVELOPMENT AND WELLBEING

- The school's Christian vision continues to be a significant strength, shaping a culture in which pupils and adults flourish and experience a strong sense of belonging. **This was affirmed through an exceptionally positive SIAMS inspection in 2026**, which recognised that **"the inclusive culture within the school, which stems from the vision, is exceptional" and that "a strong sense of belonging exists throughout the school"**. Opportunities for spirituality are deeply embedded across the curriculum and wider life of the school, enabling pupils to reflect on meaning, purpose and service. Our distinctive partnership with Peterborough Cathedral remains fundamental to the school's identity, enriching collective worship, spiritual development and community engagement. **Inspectors recognised that "collective worship is inspirational and central to the life of the school"**, reflecting the extent to which faith, joyfulness and service permeate daily life at King's.
- 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.
- **Wellbeing** continues to sit at the heart of school life and reflects our values of joyfulness and inclusivity. Our recent parental survey showed that **98% of pupils are happy at school,** demonstrating the positive, supportive culture experienced by our students. The pastoral team continues to provide strong and effective support, ensuring that pupils feel known, valued and included. One member of the team is now a **Mental Health First Aid (MHFA) Trainer**, and MHFA courses will be rolled out to senior pupils and staff in 2026–27 to further strengthen this provision and help all members of our school community to flourish.
- We have a range of systems in place to identify individuals who need **additional pastoral support**, currently we have 122 pupils identified; the team grew last year and has been successfully embedded to ensure

complete coverage across all key stages. An increasing number of pupils are also using My Voice, our confidential online reporting tool, to share information and raise concerns. The recent SIAMs Inspection Report stated that 'Leaders provide tailored support that nurtures students academically, pastorally, and across all aspects of school life'.

- 78 students were engaged in **Duke of Edinburgh Award** Scheme which included Bronze (36) and Gold Award (42).
- 100% of all 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.
- The school provides pupils with a **broad and extensive range of opportunities beyond the taught curriculum**, supporting their personal development, confidence, teamwork and sense of belonging. More than **300 pupils represented the school across 70 teams in 14 different sports** during the year, providing pupils with opportunities to participate, compete and represent their school at a range of levels.
- **96% of parents agreed that the school provides a wide range of clubs** for pupils to participate in at lunchtime and after school. Staff, particularly within sport and music, provide an extensive programme of enrichment throughout the year alongside major whole-school events such as Sports Day. Analysis of parental responses indicates that the majority of negative responses related to the Junior Department, where there is not a separate extra-curricular programme. This has been identified as an area for consideration when reviewing the accessibility and breadth of enrichment opportunities across the whole school.
- **Music continues to make a significant contribution to the wider life of the school. More than 400 pupils participated in the annual House Music competition**, providing a large proportion of the school community with an opportunity to perform, collaborate and contribute to their House. In addition, **180 pupils performed in at least one of the Christmas, Spring or Summer concerts**, demonstrating strong and sustained participation in the school's musical provision.
- The breadth of sporting, musical and wider enrichment opportunities contributes positively to pupils' **confidence, character, resilience, teamwork and sense of belonging to the school community**. Leaders continue to monitor participation to ensure that opportunities are accessible to all pupils and will increasingly evaluate participation among **disadvantaged pupils, pupils with SEND and other pupils who may face barriers to engagement**, ensuring that the school's wider personal development offer is inclusive and has demonstrable impact.
- **Charities** prefects chose to support Sue Ryder Thorpe Hall Hospice, World Food Program, Sickle Cell Society and CRY (Cardiac Risk in the Young) this year. After all the other activities took place, the total raised for this year was **£18,573.70.**
- **All students** completed a **10-mile sponsored walk** to raise awareness and funds (£10,770) for the Cathedral in Crisis campaign, this furthered our strong relationship with the Cathedral.
- The school has successfully implemented a rich and varied Personal Development programme that aligns with the **updated Gatsby Benchmarks** and **revised statutory RSHE guidance**, ensuring that students are well prepared for future learning, employment and life in modern Britain. Highlights included

    - Years 8, 9 10 and 12 attending a BBC bitesize careers roadshow.
    - 100**% of students** in Year 10 completed **face to face work experience** – an incredible achievement covering a wide range of experiences.
    - All year 10 visited ARU Peterborough and participated in a careers and higher education event.

- Activities week provided students from Years 7-9 with a huge variety of opportunities, from Outdoor Activities Residentials, Aqua Park and Laser Tag, and to educational experiences at the Imperial War Museum and Warwick Castle. In school provision ranged from Rocker Racer designs to We're a Knockout and multi-sports. Those that were unable to access the main provision were provided with a wide range of local and in school activities from Cathedral Tower and Blue Plaque tours to challenges to parachute an intact egg.

POST 16 PROVISION

- Retention from Year 12 to Year 13 at the school is strong, with **98% of students progressing into the final year of study.**
- **70%** of Y13 students who applied to university **achieved their firm; 87% achieved their firm or insurance choice offer**. An incredible **19 students achieved places to medicin**e or medical related courses, and **9**

students successfully achieved a place at Oxbridge. Students will graduate to study a diverse range of courses such as Aerospace engineering, Interior design, Comic and Concept Art, Robotics, Mechatronic and Control Engineering; alongside more conventional routes such as History, Psychology, 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 REV, Network Rail and Carter Jonas.
- Sixth form students benefitted from Futures Days, workshops and a programme of enrichment opportunities to broaden their curriculum. **100% of students completed face to face work experience.**
- Our relationships with our partner universities have continued to strengthen. For the first time, one day of our **Futures Festival was held at the ARU Peterborough campus,** giving students the opportunity to receive careers guidance and pathway advice from employers in modern learning spaces with industry-standard resources.
- Over **one hundred and sixteen 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.

LEADERSHIP AND GOVERNANCE

- The school saw **admission** requests again increase at **all** entry points (Year 3, 7 and 12)
- 99% of **parents** would **recommend** the school to other parents.
- 99% of all our **staff** stated that they were **proud** to work at the school.
- Our **CPD programme** for 2025-2026 provided a wide range of opportunities for all staff**.** 99% of colleagues agreed that the CPD programme **supported their professional needs**. The SIAMs reports that 'New staff benefit significantly from a thoughtful combination of professional guidance and wellbeing support'
- All our Early Career Teachers were well supported through a coherently planned mentor programme. 100% progressed through the programme.
- Our **Governors** continue to play an **active and important role** in analysing the school's performance, evaluating the current provision and supporting to achieve new priorities. Last year, governors were active in decision making across a range of areas varying from curriculum design for our more vulnerable student, the future role of AI, and detailed conversations regarding a new staff wellbeing charter.
- The school has an **open and positive safeguarding culture**, always putting pupils first, the team of Designated Safeguarding Leads has grown; leaders take an effective approach to our safeguarding duties. Our most recent parental survey from June 2026 shared that 99% of parents view their children as safe at school.
- The newly created **Staff Wellbeing Team** brings together colleagues from across departments and reflects our values of joyfulness and inclusivity. Through the creation of a **Staff Wellbeing Charter**, the team has helped to strengthen a culture in which staff feel listened to, valued and supported. This demonstrates a clear leadership commitment to staff wellbeing and to ensuring that all colleagues can flourish as part of the King's School family. The staff survey in June 2026 showed that 89% of staff felt the charter had correctly identified the key areas to support their wellbeing, 95% of staff feel that senior leaders do all they can to effectively support wellbeing, and 96% of staff believe their line manager effectively supports their wellbeing (this has improved from 90% in the November 2025 staff survey).
- The School makes an **active contribution to a number of local and regional networks.** This includes the Peterborough Diocese Heads Meeting and the Peterborough Secondary school group. We lead the local Maths network. The Head and Chair of Governors have offered their services to the Regional RISE programme.

Key Targets for 2026-27

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 2026-27

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:

   - **KS2 Curriculum** Planning
   - Ensuring that all staff maintain high expectations regarding **punctuality (including to lessons)**
   - Begin to develop a whole school approach towards **Oracy**

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

   Achieved through a particular focus on:

   - Producing a clear **Inclusion Strategy**
   - Ensuring all staff are confident in using the Inclusion Register as a regular part of teaching
   - Further developing our approach to Reading
   - Ensuring we can carefully **monitor the engagement of all students** in trips and extra-curricular life of the school

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
   - Continue 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:

   - To support professional development through a focused CPD programme and a **King's School Teaching Framework**
   - To continue to build staff confidence in the use of emerging technologies, including **AI**, to support practice and workload.
   - Strong support for **Early Career Teachers**
   - Embed and develop the **Wellbeing Charte**r.