



## **The King's (The Cathedral) School**

### **SELF EVALUATION 2024-25**

**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

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 off 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 the 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 wasn't 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 wasn't, 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 detailed review of 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.

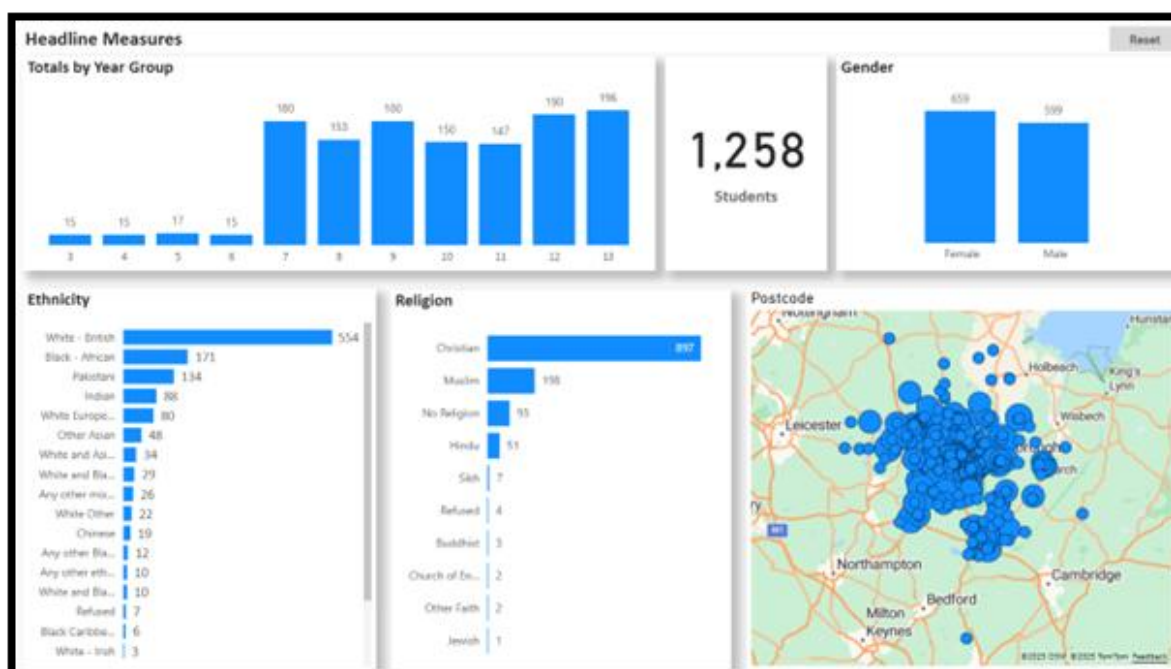
Being ready for your next steps, however, is far more than just results. The culture at the School encourages students to make a difference, whether this is by supporting younger students, taking themselves out of their comfort zone and performing at House Music, braving the rain and wind at cross country, 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, one hundred and twenty students took part in our whole school musical (Footloose), and one hundred and forty 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.

### QUALITY OF EDUCATION: OUTSTANDING

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 sets ambitious, yet attainable targets for all students using Fisher Family Trust (FFT) Aspire and GL Assessment CAT4 tests. The School monitors and reports on progress according to these targets up to 3 times a year. The School uses SISRA to analyse this assessment data to inform interventions at various levels: across the whole school, in individual departments, for particular groups of students and with individual students.

An overall summary of the School's headline academic outcomes can be accessed [here](#).

#### A-Level Outcomes

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 69% of grades were A\*-B.** According to expectations, these results were in line with those achieved in previous years.

Our Key Stage 5 **Average point score per A-Level entry was 40** (equivalent grade B); Value Added scores, which reflect progress from starting points are positive (+0.26 calculated by SISRA based on national 2024 data).

19 out of 23 subjects achieved higher than national average value added. 15 out of 23 subjects achieved higher than 0.2, which was the School target.

Performance based on attainment and **progress was high** in a number of subjects, most noticeably **PE, Physics, Computer Science and Further Maths**.

## GCSE Outcomes

GCSE results were pleasing this year, showing an improvement on 2024 results in almost all areas. **Average points for each student were 6.25 and the Attainment 8 score was 63.** Progress 8 is not being provided by DFE this year because the cohort did not take Key Stage 2 SATs. **However, progress indicators based on baseline CAT4 tests taken in Year 8 are highly positive, indicating almost a whole grade on average across all exams.** 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.

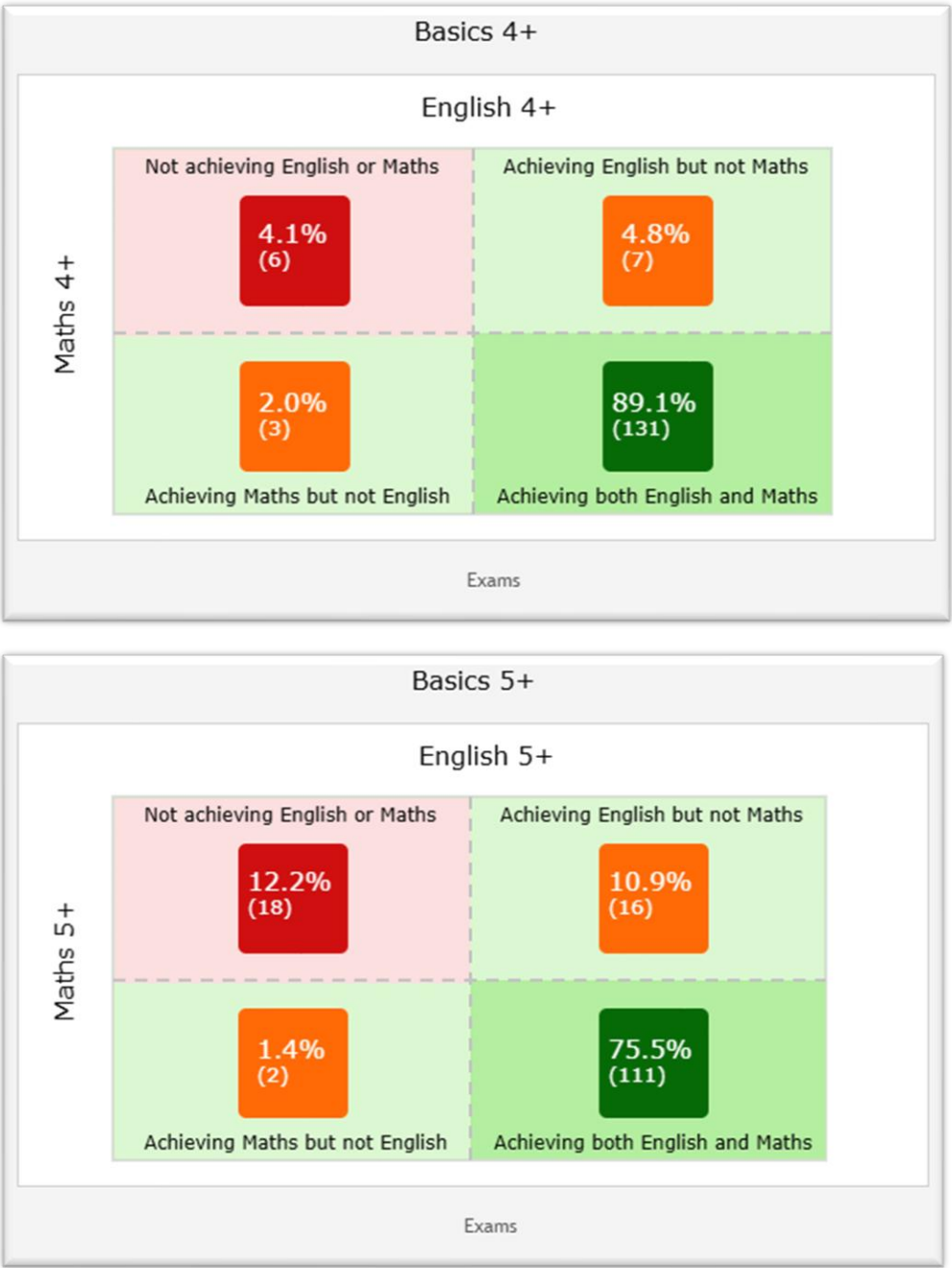
Year	Entries	9	9 to 7	9 to 4	9 to 1	Av points	SPI (SISRA)	Progress 8	Av KS2 Prior
2019	1411	12%	44%	92%	100%	6.33	0.71	0.7	5.18
2020 CAGs	1704	15%	52%	96%	100%	6.69	0.84	N/A	5.23
2021 TAGs	1433	19%	60%	96%	100%	6.94	0.65	N/A	108
2022 adjusted	1388	17%	55%	97%	100%	6.71	0.77	0.8	109
2023 grade protection	1418	10%	45%	95%	99.8%	6.30	0.62	0.71	110
2024	1486	12%	44%	90%	100%	6.12	0.68	0.74	108
2025	1393	13%	46%	91%	99.7%	6.25	0.92	N/A	108

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

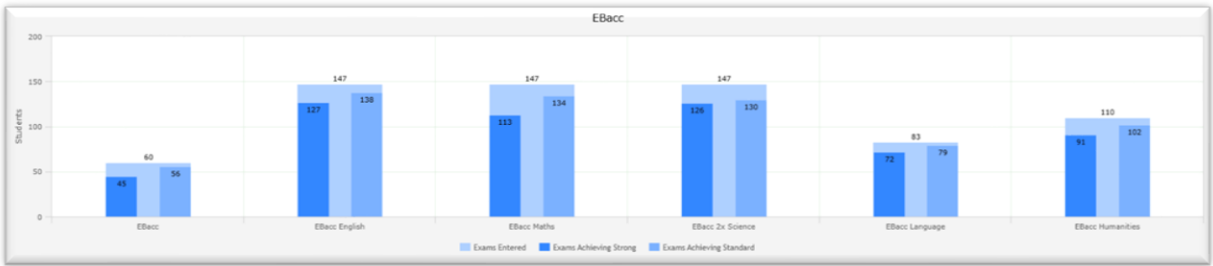
Accountability Measures	2025	2024	2023	2022
Number of students	147	176	150	147
School's progress 8 score	N/A	0.73	0.64	0.83
School's average attainment 8 score per pupil	63.09	61.9	64.19	67.53
Percentage of pupils who've achieved grade 4 or above in English and mathematics at the end of KS4	89%	84%	95%	97%
Percentage of pupils who've achieved grade 5 or above in English and mathematics at the end of KS4	76%	69%	78%	85%
Percentage of pupils entering for the English Baccalaureate	41%	23%	28%	37%
Percentage of pupils who've achieved the English Baccalaureate (grade 4 or above)	38%	21%	27%	37%
Percentage of pupils who've achieved the English Baccalaureate (grade 5/C or above)	31%	20%	23%	34%
Average English Baccalaureate score per pupil	5.67	5.36	5.56	5.97
Percentage of students entering more than one language (new 2023)	3%	3%	1%	N/A
Percentage of students entering three sciences (new 2023)	57%	48%	56%	N/A



A breakdown of the performance in ‘Basic Measures’ in English and Maths at the standard (Grades 4+) and strong pass level (Grades 5+) are shown in the graphics below. **Attainment at these levels is slightly higher than in 2024 and generally in line with previous School performance.**



The lower-than-expected number of students being entered for the EBacc qualification reflects a strategic decision made by the School. The graphic below shows the EBacc breakdown in more detail.





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 obliged to pick a language at GCSE which we believe is appropriate. **We have enabled Key Stage 3 students to study 2 languages from Year 7 and given them increased choice out of the 3 languages in Year 8 and 9. There has been a greater uptake of languages in the last few after this change.**

Name	9 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 1 %	Entries	APS	Residual	SPI
ALL	12.6	45.7	66.8	83.1	90.8	99.7	1393	6.24	0	0.92
ARTF	18.2	54.5	81.8	100	100	100	22	6.91	0.55	1.59
ARTP	42.9	42.9	57.1	100	100	100	7	6.86	1.31	1.61
BIOL	21.4	75	92.9	98.8	100	100	84	7.27	0.09	0.98
BUSI	3.6	37.5	51.8	67.9	78.6	100	56	5.48	-0.03	0.87
CHEM	27.4	76.2	94	100	100	100	84	7.48	0.29	1.25
COMB	0	15.9	34.9	66.7	73	98.4	126	5.1	0.37	0.9
COSC	28.6	71.4	78.6	85.7	89.3	100	28	7.07	0.22	1.43
DRAM	0	25	62.5	83.3	95.8	100	24	5.71	0.07	0.43
ENLi	4.8	35.4	61.9	81	92.5	100	147	5.88	-0.25	0.66
ENLL	6.8	34	55.1	82.3	89.1	100	147	5.83	-0.3	0.56
FOOD	0	42.9	71.4	85.7	100	100	7	6	0.13	0.83
FREN	27.1	64.6	77.1	93.8	100	100	48	7.06	0.21	1.96
GEOG	14.1	52.1	74.6	85.9	95.8	100	71	6.51	0.2	1.44
GERM	24	56	64	76	92	96	25	6.28	-0.05	1.24
HIST	18.9	45.3	64.2	75.5	88.7	100	53	6.17	-0.18	1
LATI	21.4	64.3	85.7	85.7	85.7	100	14	6.71	-0.09	1.21
MATH	12.2	46.9	66	76.9	91.2	99.3	147	6.16	0.03	0.84
MUSI	0	25	37.5	100	100	100	8	5.63	-1.35	-0.56
PHED	0	25.9	44.4	70.4	77.8	100	27	5.22	-0.09	0.5
PHYS	28.6	70.2	96.4	100	100	100	84	7.43	0.25	1.19
PROD	7.7	53.8	80.8	92.3	92.3	100	26	6.58	0.22	1.43
RELI	8.2	33.6	58.9	77.4	88.4	100	146	5.82	-0.3	0.4
TEXT	25	58.3	100	100	100	100	12	7.17	1.05	2.4

We were delighted that so many subjects achieved such positive Subject Progress (SISRA) scores in comparison with their national peers. **Particularly impressive were the performance in Textiles, French and Art. Other notable performances were in Geography, Product Design and Computer 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.

We were very pleased with the overall performance of all of our students. When considering **the overall progress made by some of our most vulnerable students on an individual level, each of their performances were impressive**, and this reflects our significant investment into the support for SEND and disadvantaged students. However, their challenges have meant that for a couple of students their progress measures were not in line with the rest of the School. The support for all our students remains a priority. Staff have continued to receive CPD on looking after our most vulnerable students, particularly those who have been looked after.

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 have **four 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.

Name	Students	APS 25	SPI 25
All	147	6.24	0.92
Adopted from Care	2	4.56	0.27
Disadvantaged Student	18	5.31	0.49
EAL Student	30	6.37	1.04
Gender	70	6.04	0.9
Gender	77	6.41	0.94
KS2 Banding	8	3.12	0.01
KS2 Banding	85	5.72	0.96
KS2 Banding	54	7.4	0.98
Looked After	3	4.81	-0.17
Pupil Premium	22	5.56	0.59
Education, Health & Care Plan	6	4.43	-0.13
SEN Support	9	4.48	0.17

## Key Stage 2 Outcomes

In 2025, 15 students from Year 6 sat Key Stage 2 SATS examinations. Whilst caution should be applied to the statistical significance, a summary of their performance is included below.

Measure	2025	2024	2023	2022
<b>Number of students</b>	<b>15</b>	<b>15</b>	<b>17</b>	<b>16</b>
Percentage of pupils who've achieved the expected standard in reading, writing and mathematics	80%	87%	76%	94%
Percentage of pupils who've achieved a higher standard in reading, writing and mathematics	9%	13%	24%	0%
Average progress that pupils have made in reading between KS1 and KS2	+1.9	+4.2	+1.0	+2.0
Average progress that pupils have made in writing between KS1 and KS2	-0.9	+1.0	-1.0	-4.2
Average progress that pupils have made in mathematics between KS1 and KS2	-0.1	+4.1	-0.9	-0.7
Average progress that pupils have made in grammar, punctuation and spelling between KS1 and KS2	+2.3	+5.4	-0.4	-1.2
Pupils' average scaled score in reading	110	110	110	114
Pupils' average scaled score in mathematics	106	109	107	111
Pupils' average scaled score in writing	102	103	104	102
Pupils' average score in grammar, punctuation and spelling	110	112	109	113



Overall results were very pleasing, with a **high proportion of students achieving the expected standard, positive progress made in all areas, and average scaled scores were above national averages in all areas.** Moving forward, the School will focus on trying to ensure that the average scaled score in writing is in line with other assessed areas.

### Internal Assessments

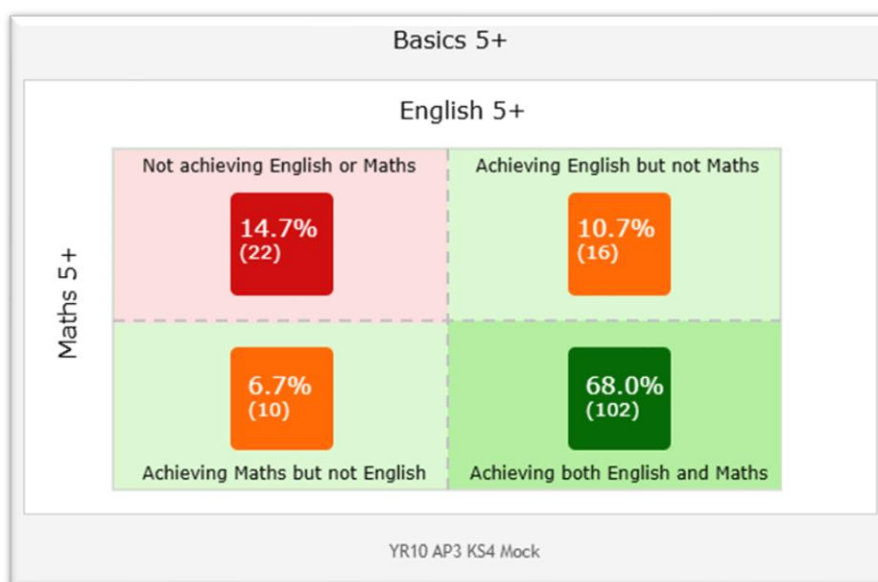
The information below summarises the end of year internal assessment data for the wider cohort of students who are not yet taking public examinations. They are a useful indicator and allow staff to intervene where required on either a subject, group or individual level.

**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 outcomes (when compared to their peers nationally) by approximately three quarters of a grade.**

**The progress being achieved by disadvantaged students and most students with SEND is mostly positive though modest compared to their peers at school.** For the students with Educational Health Care plans who are not achieving their targets, the School is ensuring interventions are in place to enable them to make the appropriate progress.

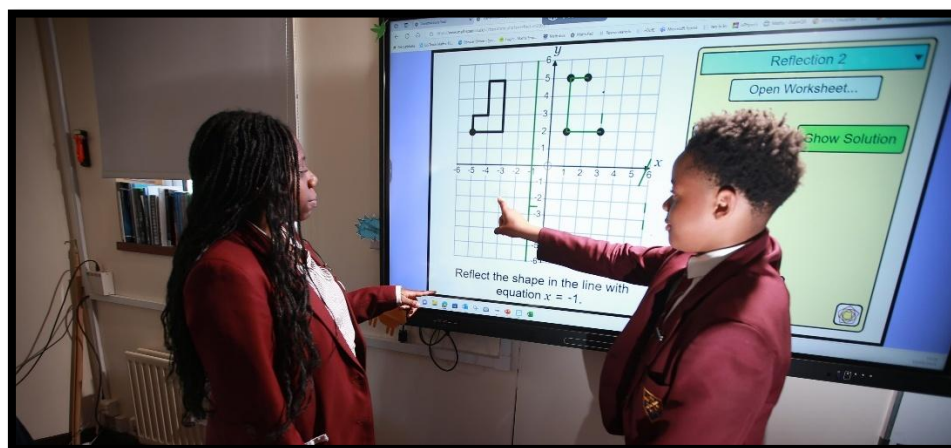
	Average Points	SPI
<b>Year 10</b>	5.82	0.72
<b>Disadvantaged</b>	4.72	0.23
<b>SEN EHCP</b>	2.91	0.08
<b>SEN Support</b>	3.93	-0.18

In terms of their 'Basic Measures' performance overall performance at the strong pass level is pleasing. Performance in English is slightly higher than Maths. 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 in line with the students' average targets.** Progress figures are more variable for disadvantaged students and those with SEND. Students in need of extra support are identified and will receive focussed interventions.

	Average points	Average points target	Difference
Year 9	6.06	5.99	+0.07
Disadvantaged	5.63	5.68	-0.05
SEN EHCP	3.83	4.09	-0.27
SEN Support	5.21	4.96	0.26



**Year 8 (now Year 9) end of year exam attainment indicates that overall attainment for the whole year group is marginally lower the students' average target.** This is also the same for disadvantaged students and those with SEND. These targets are based on future GCSE outcomes, so this position is as expected at this stage. Strong progress has been made since they were in Year 7.

	Average points	Average points target	Difference
<b>Year 8</b>	6.28	6.58	-0.3
<b>Disadvantaged</b>	5.58	6.07	-0.5
<b>SEN EHCP</b>	4.08	4.34	-0.26
<b>SEN Support</b>	5.12	5.56	-0.44



**Year 7 (now Year 8) end of year exam attainment indicates that overall attainment for the whole year group is higher than the students' average targets by over three quarters of a grade.** Disadvantaged students and those with SEND also attained on average higher than their average Flight Paths. These results are particularly promising for this cohort.

	Average points	Average points target	Difference
<b>Year 7</b>	6.23	5.47	+0.76
<b>Disadvantaged</b>	5.43	4.52	+0.91
<b>SEN EHCP</b>	4.46	4.11	+0.35
<b>SEN Support</b>	4.90	3.75	+1.14

### 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
<b>Core subjects</b>			
English	✓	✓	✓
Mathematics	✓	✓	✓
Science	✓	✓	✓
<b>Foundation subjects</b>			
Art and design	✓	✓	
Citizenship		✓	✓
Computing	✓	✓	✓
Design and technology	✓	✓	
Languages	✓	✓	
Geography	✓	✓	
History	✓	✓	
Music	✓	✓	
Physical education	✓	✓	✓
<b>Other statutory subjects</b>			
Religious education	✓	✓	✓
Relationships education	✓		
Relationships and Sex education		✓	✓

Over the last few years, the School has aimed to increase students' uptake of modern languages at GCSE. 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 studied German alongside French. **From September 2024, students chose two subjects from French, German and Latin (previously all studied French, and students opted for either German or Latin).**

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, Theatre Studies and Design Technology Textiles). This provision is reviewed annually to ensure it remains sustainable. **Theatre Studies and Textiles have seen an increase in students selecting these subjects**, and this meant that their curriculum allocation was increased for Year 12 and 13 2024/2025 and this will be maintained for 2025/2026.

## Quality Assurance

This year we continued to undertake a **comprehensive Quality Assurance (QA) Programme**, comprising of no-notice lesson observations, SLT subject reviews in Design and Technology and Religious Studies, both of which found the curriculum provision to be of a very high standard. Each Head of Department also devised and implemented Quality Assurance reviews of the curriculum provision for each of their subjects.

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 that particular strengths were in teachers' subject knowledge, presenting subject matter clearly and delivering coherently planned and sequenced curriculums.





## Assessment Development

The School has made significant strides in **refining its assessment policy to ensure that all students are challenged and supported in their academic progress**. Challenging targets continue to be set using FFT20 data and GL Assessment CAT4 tests, which serve as 'Reference grades'. These are fixed for the key stage and enable staff, parents, and pupils to monitor progress effectively and set aspirational goals, but with a consistent reference point over the years. Achievement over the reference grade is positive but the grade does not need to change.

Progress will continue to be reported to parents three times a year through detailed reports that will now include:

- **Reference Grade:** Based on FFT20 and CAT4 data.
- **Current Attainment:** will now reflect performance in the most recent assessment period only.
- **Projected Grade:** will now be based on a broader range of evidence, indicating likely outcomes.
- **Approach Grade:** A scale from \* to 3, evaluating students' approach to homework, classwork, and behaviour.

At Key Stage 3, attainment data is being strengthened to better reflect a realistic spread of GCSE outcomes. Grades will align with a standard distribution based on historical school performance, ensuring consistency and clarity in expectations.

The updated assessment policy sets clearer expectations for the robustness and consistency of assessments in both preparation and delivery. To support this, the School has introduced a **Departmental Assessment Record**, which standardises the recording of assessments across departments. This system streamlines data entry and administrative processes, reducing workload and enhancing monitoring.

## Special Educational Needs

The School are proud to provide an inclusive and supportive education for all students. We continue to see growing numbers of students with an EHCP and now have one of the biggest cohorts of schools within the City of Peterborough. The School have continued to adapt and evolve provision to ensure an appropriate curriculum, alongside meeting the needs of all students at our setting.

**Enhanced Provision remains an area of significant success and our primary provision for students with complex cognition and learning needs.** Students receive outstanding provision and an excellent quality of education which is inclusive of both mainstream teaching, alongside small group learning. This provision targets gaps of learning and further embeds key skills needed to access the mainstream curriculum. **A small number of students in Year 10 were the first year to continue Enhanced Provision into Key Stage 4**, as they were offered a bespoke curriculum adaptation appropriate to their needs. This has been hugely successful and will continue into Year 11.



Rebekah Lawrence continues to lead the Learning Support Department, with a new appointment of Sahiemah Qureshi as the Deputy SENDCo. The growing special educational needs of the School cohort enable the expansion of the Department. We welcome Helen White and Hayley Hennig as two new HLTAs, as both Rosie Wiles and Chloe Warnes progress onto their teacher training programmes. Recruitment of teaching assistants continues to ensure that the School are able to meet statutory EHCP provision. Implementation of the Access Arrangements team, with a Lead for Key Stage 3, 4 and 5 has been a real success and ensured resilience within the Learning Support Department and across the School.

The School continue to liaise with a number of stakeholders and agencies, working hard to build **strong working relationships with the Local Authority, SEND Services at Peterborough City Council, Education Psychologists, Hearing Specialist Teachers, Speech and Language Therapists, The Inclusion Team at the Local Authority, Play Therapists alongside both Autism and ADHD specialist teachers.** In addition, The King's School held the first ever Peterborough SENDCo Network meeting, which supports and fosters working relationships with local secondary schools within the City.

In the past academic year, the School have supported **10 EHCP applications** with continuous success. Numbers of students with **EHCPs have increased from 41 students to 59 (2025-2026).** All Year 11 students with SEND were successful at gaining a place at post-16, with a variety of settings including The King's (The Cathedral) School, local Colleges and other mainstream settings. Students on the SEND register were invited to attend Supervised Study Leave throughout the exam period, which enabled them to access both taught sessions, alongside independent study.

The Learning Support Department continue to celebrate huge successes of our students, with praise and recognition at the heart of all that we do. Students continue to access a variety of enrichment and extra-curricular opportunities – this includes access to whole School activities, alongside more of a bespoke and inclusive approach. **Our KS3 Enhanced Provision students participated in the ten-pin bowling competition at the Panathlon, the Colour Run and the Learning Support Department visited Ferry Meadows in Term 6.**

We are always incredibly proud of the achievements and successes of our students across the School.



## Support for Reading

The School feels passionate that all students should be encouraged and supported with their reading and interventions put in place, if needed. Reading continues to be at the forefront of the curriculum and is woven into all areas of whole school life.

**Accelerated Reader is used as a baseline assessment for students in Year 7 and Year 8**, which helps to identify students to access appropriate reading materials, alongside targeting individualised intervention, if necessary. A small number of students are then tested in Year 9, in order to continue to track and monitor progress, in preparation for the KS4 curriculum.

The English Department conduct Accelerated Reader testing throughout the academic year. Testing is scheduled at least three times and the results are shared with students, parents and colleagues. Students who have a reading age of two years below their chronological age are identified and discussed with the Learning Support Department. From this information, appropriate provision is put in place including small group reading interventions, Sixth Form reading mentors, alongside 1:1 sessions with a Teaching Assistant.

English teachers are proactive in testing, identifying and supporting all students to ensure that they are able to access the full curriculum. Teachers monitor students' reading using the **quizzing system which continues to be a real strength of the programme**. The English Department will liaise with Learning Support staff to ensure that all students are reading texts that are appropriate for their levels, which promotes consistency and offers quality assurance across the curriculum. This can be done by teachers checking that the reading texts fall within the correct ZPD range for each individual student. The School Librarian works closely with Learning Support and the English Department to ensure the use of appropriate quality texts for all readers, including those who find it more challenging.

**In Year 7, 17 students were identified as having a reading age two years below their chronological age. These students benefited from Sixth Form mentoring twice a week to support them in accessing the curriculum.** These students also benefited from additional reading comprehension internal assessment (YARC) as this helps to give a thorough and accurate baseline.

**The Sixth Form Reading Mentor programme continues to be a success across the School.** This offers an alternative to teacher led interventions and is hugely appreciated by all students. The Sixth Form mentors are highly professional and all mentors are trained to deliver reading interventions by the Learning Support Team. The role of mentors includes hearing the students read and then asking the accompanying questions from the resource pack. These questions develop a range of comprehension skills. In order to maximise progress in reading, students read appropriate levelled books several times a week. Progress is then tracked to ensure the impact of the intervention.

**Teaching assistants offer interventions both in and outside of the classroom for identified students.** Small group reading sessions support students to build their skills, alongside more specialist 1:1 support. Teaching assistants then support reading in-class which enables students to embed and transfer their learnt skills. The Learning Support Department train the Sixth Form mentors to teach phonics to identified students which helps the students to break down any unfamiliar words and supports their comprehension development. The phonics programme used is the Read, Write, Inc which offers continuity as most primary schools also use this scheme.

## Curriculum Delivery

Teaching and Learning is a fundamental aspect of a school's responsibility to all learners and remains crucial to every student's success—both within the classroom and beyond. It continues to be a high priority at King's, forming a standing item on departmental and middle leadership meeting agendas. Regular updates are shared through good practice emails to ensure that effective strategies are disseminated and embedded across the School.

In response to the seismic shift in learning technology, particularly in relation to artificial intelligence, the School has prioritised the **integration of digital tools as a means to structure learning, improve accessibility, and broaden**

**horizons.** This strategic focus ensures that our approach to teaching remains both current and responsive to the evolving educational landscape.

To support staff during this significant period of transition, the Teaching and Learning CPD programme was designed to help colleagues become confident in using the School's new learning platforms, including SharePoint, laptops, and Smartboards. The delivery of **CPD capitalised on the advantages offered by learning technology**, using a hybrid model that included face-to-face sessions, live webinars, and personalised instructional videos developed by the EdTech Team.

Lesson observations have indicated that key aspects of this programme are being successfully incorporated into classroom practice, reflecting the professionalism and adaptability of our teaching staff. We are fortunate to have a team of well-qualified and experienced teachers, many of whom are examiners, bringing valuable insight and expertise to their practice. Their commitment to high-quality teaching and learning is evident in the support they provide to students every day.

All learners at The King's School receive **dedicated sessions designed to help them develop effective study strategies** and reach their full academic potential. Students in Years 7 to 9 have followed a structured Learn to Learn programme, delivered by Sixth Form Prefects during form time. This bespoke series of sessions focuses on how students can maximise their learning potential. Further detail is provided in the section on our Student Commission on Learning.

**Students in Years 10 and 11 have engaged with the Good Study Habits programme**, also delivered during form time. These sessions are informed by our ongoing training and collaboration with Elevate Education, whose award-winning seminars are tailored using data from thousands of students across the country. Their benchmarking of study habits ensures that our students are introduced to the techniques most commonly used by high-performing learners nationwide.

Through this programme, students have explored learning habits and styles, revision techniques, and strategies to enhance long-term memory and exam performance. Working closely with their tutors, they have been encouraged to identify and apply methods that suit their individual learning preferences within each subject area, using tried and trusted approaches to improve outcomes.

### Teaching and Learning Priorities for the Next Academic Year:

- Continue to restructure the CPD programme to develop a 'bottom-up' approach, whereby whole-school priorities are shaped by and delivered through staff reflective practice.
- Embed digital skills across the School, offering staff the opportunity to explore the effective use of platforms such as SharePoint, Microsoft Teams, Smart Technologies, and AI tools including TeachMate and Copilot, with a view to enhancing lesson delivery, student engagement, and accessibility.
- Make the principles of learning established by research in cognitive science—such as Rosenshine's Principles of Instruction—integral to the language and practice of teacher development and professional reflection.
- Create new opportunities to share and develop teaching expertise through the mentoring of Initial Teacher Trainees (ITTs) and Early Career Teachers (ECTs), the delivery of Pathways CPD sessions, and engagement with external partners and networks.

### Our Student Commission on Learning (Student Leadership, Learning, and Mentoring Initiatives)

The King's School continues to prioritise student voice and leadership in shaping the learning experience. Through the Student Commission on Learning, students are actively involved in developing and reviewing our approach to teaching and learning, ensuring it remains responsive and effective.

## Learn to Learn (L2L) Programme

The L2L Programme is a cornerstone of our approach to developing effective learning skills and attributes. It is now fully integrated with the **5Rs of Learning (Resilience, Resourcefulness, Reflectiveness, Reciprocity, Responsibility)** and the **5 Ways to Wellbeing, ensuring a holistic approach to student development**. Elements of the Learning for Life syllabus are embedded within L2L, covering health, wellbeing, self-worth, and preparation for life in the wider world, including careers and opportunities. The Programme is delivered by Senior and Pastoral Prefects to all Year 7, 8, and 9 students during Tuesday morning sessions. Prefects use interactive resources to encourage students to apply the 5Rs to their subjects and develop positive wellbeing strategies. **The programme is regularly reviewed and adapted, drawing on Rosenshine's Principles of Instruction to enhance memory retention, knowledge linkage, and effective use of feedback.** In the latter part of the year, the focus shifted to study skills, with each student receiving a 'Revision Cracked Book' to support revision and independent learning. KS3 students benefit from tailored wellbeing and learning strategies, while Prefects develop leadership, presentation, and reflective skills.

## Mentoring Programme

**Over 110 Year 12 students were selected as mentors** through an online application process. Each mentor is allocated a focus area and paired with an individual student, providing one-to-one support. Mentoring covers academic skills, organisational and communication skills, and personal development. The programme is closely linked with Learning Support, particularly for reading and comprehension development in Years 7 and 8. The Rapid Plus Reading Scheme, delivered alongside the Accelerated Reading Scheme, is facilitated by trained mentors, who receive ongoing training in phonics and comprehension strategies. **Academic Mentoring for KS4 where over 90 Year 10 and 11 students opted for academic mentoring**, receiving tailored support from Year 12 mentors according to their academic needs. The mentoring Programme has been invaluable for KS3 and KS4 students, fostering confidence, language development, and providing positive role models. Mentors themselves develop key leadership and communication skills. This has enabled:

- High levels of student engagement and leadership in learning and wellbeing
- Effective integration of wellbeing and learning skills across the curriculum.
- Strong impact on both mentees and mentors, supporting academic and personal development.
- Regular review and adaptation of programmes to ensure continued relevance and effectiveness.

## Student-Led Groups and Innovation

There continue to be opportunities for small student-led groups to investigate and develop aspects of learning within the School. This year, this has included the ongoing development of the **Map of Opportunity**, which aims to create greater transparency around the wide range of clubs and extra-curricular opportunities available to different year groups, both at lunchtime and after school. The map is being developed as an interactive tool and will continue to evolve each year in response to student feedback and participation. Another area of focus has been **supporting school transition through new technology, specifically with the introduction of SharePoint and Teams**. Student-led groups are working to create student-friendly resources to teach and support KS3 and KS4 students with this transition. These resources are designed to help students adapt to new digital platforms and ensure a smooth transition, further enhancing digital literacy across the School. These initiatives highlight the ongoing commitment to student leadership and innovation, ensuring that students play an active role in shaping the School environment and supporting their peers. The Map of Opportunity and digital transition resources are expected to continue evolving, reflecting the needs and creativity of the student body.



## BEHAVIOUR AND ATTITUDE: OUTSTANDING

### Overview

Behaviour and attitudes across the School are typically exemplary. Students demonstrate respect, courtesy, and commitment to learning in all aspects of school life. Visitors regularly comment on the calm, purposeful atmosphere and the warmth of interactions between students and staff. Parental and student feedback consistently reinforces this picture: in the 2025 survey, **98% of parents stated that their child is happy at school**, and **99% agreed that their child feels safe**.

The School's culture is underpinned by clear, consistently applied expectations and a shared commitment to mutual respect. Staff, students, and parents understand that high standards of behaviour are a collective responsibility. As Ofsted noted (2024), *"The School culture places great emphasis on calm, orderly and respectful behaviour. Staff know that, to maintain this culture, everyone needs to share the same high expectations."*

### Positive Culture and Ethos

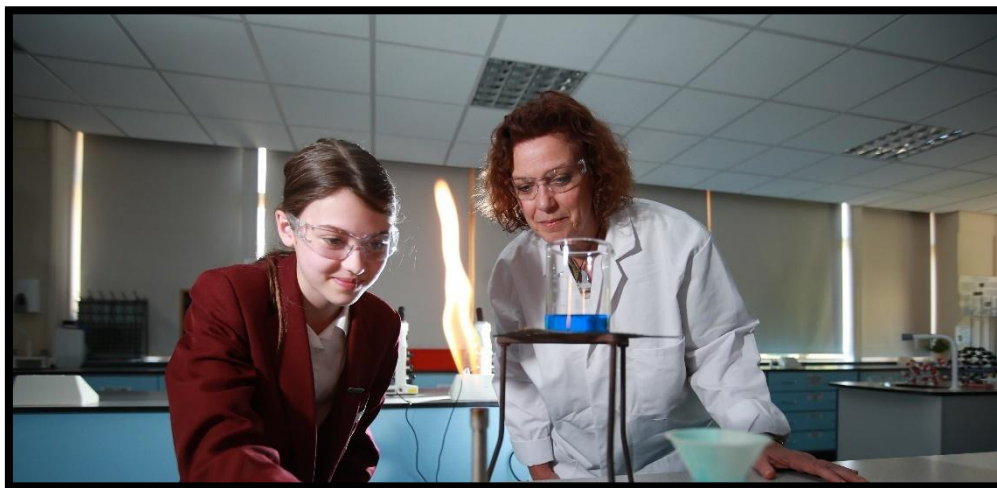
The School's ethos of care, integrity, and perseverance is evident in students' daily conduct and engagement. Pupils are proud of their School and contribute positively to its wider life. They volunteer at events, support younger peers, and participate enthusiastically in community and charity initiatives. Students also play an active role in promoting positive behaviour through **student leadership, prefects, peer mentors**, who model respectful conduct and support younger students.

Staff set high expectations and model professional relationships. Students consistently respond with maturity, empathy, and self-regulation. Movement around the site is calm, punctuality to lessons is excellent, and classrooms are safe, productive environments where learning is rarely disrupted.

### Behaviour in Lessons

Behaviour during lessons is exceptional. Across the 2024–25 academic year, **100% of lessons observed by senior leaders were judged good or outstanding** in terms of behaviour. These unannounced observations confirmed that students are highly focused, respectful, and engaged. In student voice activities, pupils describe lessons as "calm" and "respectful," and affirm that teachers manage behaviour fairly and consistently.

The strong behaviour culture ensures that students can learn without interruption. **96% of staff** agree that behaviour in lessons is at least good, and **99% feel supported by leaders** in managing behaviour—an 11% increase from the previous year, reflecting the success of targeted professional development and improved pastoral systems.

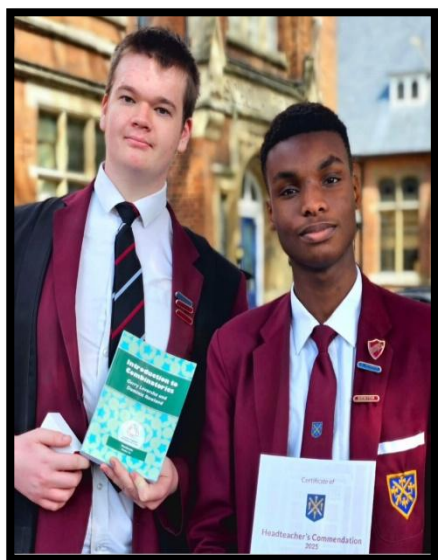


## Recognition and Rewards

The School celebrates positive behaviour and effort at every opportunity. During 2024–25, students received over **41,000 positive points** via SIMS, a significant rise on the previous year.

- **99% of Key Stage 3 students** earned at least 15 merits and received a letter from their Head of Year.
- **268 students** from Key Stage 3 and 4 received a letter from the Headteacher for reaching 50 merits (KS3) and 40 merits (KS4).
- **37% of merits** were awarded specifically for sustained effort in lessons, illustrating the School's emphasis on resilience and engagement.

In addition to SIMS merits, students are recognised through **School colours, half-colours, and end-of-term reward assemblies**, all of which reinforce intrinsic motivation and the value of consistent effort.



## Behaviour Data and Monitoring

Behaviour data is rigorously monitored and analysed by year group teams and SLT, ensuring early intervention where needed.

- **79% of students** recorded five or fewer behaviour entries across the year.
- **87% achieved a positive residual** (more positive than negative entries).

Behaviour entries are carefully categorised to inform support strategies. Only **16%** of entries were for unacceptable behaviour (a 6% reduction from the previous year), while issues related to homework, disruption, or failure to follow instructions each accounted for around **14–20%** of entries. Notably, **5% of students accounted for 45% of all behaviour incidents**, and these students receive bespoke pastoral support, mentoring, and external agency involvement as appropriate.



## Suspensions and Exclusions

The School's approach to sanctions is fair, proportionate, and focused on learning from mistakes. A clear system ensures that serious breaches of conduct, such as aggression or substance misuse (e.g. vaping), are met with appropriate consequence alongside restorative work and parental engagement.

Analysis of suspension trends shows a strong downward trajectory and impact of early intervention:

Academic Year	Permanent Exclusions	Days of Suspension	Suspension Rate (%)	National Average (%)
2021–22	0	42	3.53	6.91
2022–23	3	72	5.76	6.91
2023–24	0	72	5.69	9.33
<b>2024–25</b>	<b>4</b>	<b>57</b>	<b>3.84</b>	<b>11.3</b>

Key points:

- The **suspension rate has reduced** significantly and remains **well below national** figures.
- The **reoffending rate** fell sharply from **48% in 2023–24** to **14% in 2024–25**, reflecting the success of restorative interventions and pastoral mentoring.
- Most suspensions (78%) relate to incidents outside lessons—most commonly **physical assault (37%)** or **drug and alcohol misuse (28%)**.
- The School does use Permanent Exclusions when it is appropriate to do so. Last year these were sadly linked to significant breaches of our behaviour policy.
- While the School maintains a firm stance on serious behaviour breaches, leaders also ensure that reintegration is carefully managed. The fall in vaping-related suspensions, following the introduction of vape sensors and a whole-school education campaign, exemplifies the School's capacity to identify issues early and respond effectively.

## Bullying, Safety, and Wellbeing

The School has a robust anti-bullying policy, and students confirm that bullying is rare. In 2024–25, only **25 incidents** were recorded, each investigated and resolved swiftly.



- **99% of parents** said their child feels safe in School.
- **99%** reported that any bullying was dealt with quickly and effectively.
- **92%** of parents said their child has never experienced bullying.

Students consistently describe the School as a safe and inclusive community. The curriculum reinforces tolerance, respect, and understanding through Learning for Life (PSHE), assemblies, and Cathedral services. Safeguarding procedures are well embedded, and pastoral care is recognised as a strength by parents and inspectors alike.

## Attendance Overview

At King's, we recognise the strong link between regular attendance and pupils' academic achievement, personal development, and future life chances. We therefore place great importance on supporting families to ensure children attend school consistently, while also celebrating the fact that our pupils genuinely enjoy coming to school.

## Junior Department

In 2024–2025, **attendance in the Junior Department was exceptionally strong** and significantly above the FFT national average (**97.6%**, 3.0% above). This reflects both our pupils' enthusiasm for learning and the wide range of opportunities they enjoy at King's. It is particularly encouraging to note that our FSM6 pupils attended at rates consistently above national averages, a clear sign that barriers to learning are being successfully overcome within our caring and aspirational community. Likewise, the small number of SEND pupils in the Junior Department have demonstrated very high levels of attendance, showing their confidence, resilience and sense of belonging in the life of the School.

Pupils			All	Year 3	Year 4	Year 5	Year 6
All	61	School	97.6%	97.6%	98.3%	97.8%	96.5%
		FFT National	94.6%	95.0%	95.0%	94.9%	94.6%
		Difference	+3.0% ●	+2.7% ●	+3.3% ●	+2.9% ●	+1.9% ●

FSM6	FSM6	5	School	97.7%	98.9%	94.9%	98.9%	98.0%
			FFT National	92.1%	92.5%	92.7%	92.6%	92.3%
			Difference	+5.6% ●	+6.4% ●	+2.2% ●	+6.3% ●	+5.6% ●
	Not FSM6	56	School	97.6%	97.6%	98.6%	97.7%	96.3%
			FFT National	95.5%	96.0%	96.0%	96.0%	95.7%
			Difference	+2.1% ●	+1.6% ●	+2.5% ●	+1.8% ●	+0.6%
	SEN	3	School	96.1%	94.7%		98.9%	
			FFT National	92.7%	93.3%		93.1%	
			Difference	+3.4% ●	+1.4% ●		+5.8% ●	
	Not SEN	58	School	97.7%	98.1%	98.3%	97.7%	96.5%
			FFT National	95.2%	95.6%	95.6%	95.6%	95.4%
			Difference	+2.4% ●	+2.5% ●	+2.7% ●	+2.2% ●	+1.1% ●

## Senior School

In the Senior School, excellent attendance is seen as a key feature of our identity as a *family achieving excellence*. Coming to school every day enables our pupils not only to reach their academic potential but also to develop the friendships, relationships and character that will support them for life.

Attendance across the Senior School in 2024–2025 was consistently strong, standing at **95.9%—an impressive 4.3% above the FFT national average**. This high level of attendance was maintained right through Key Stage 4, reflecting the dedication and resilience of our older pupils as they prepared for their examinations. While persistent absence remains an area of ongoing focus, our approach is rooted in early identification, family partnership, and a clear ‘support first’ ethos. By working closely with families and drawing on the expertise of external agencies, including the local authority, we ensure that pupils are supported to return swiftly and confidently to full-time education, giving them the best opportunity to achieve excellence.

	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All	818	School	95.9%	96.9%	95.5%	96.1%	95.5%	95.1%
		FFT National	91.5%	94.0%	92.1%	91.0%	90.4%	90.0%
		Difference	+4.3% ●	+2.9% ●	+3.4% ●	+5.0% ●	+5.1% ●	+5.1% ●

**FSM6 attendance in the Senior School was particularly strong**, standing at +7.8% above the FFT national average. Similarly, attendance for students with **SEND was significantly above the national average in both EHCP (+9.3%) and SEND Support (+8.3%)** categories across all year groups. These figures highlight the strength of our inclusive culture, where all pupils feel a deep sense of belonging and are encouraged to thrive.

FSM6	111	School	94.3%	94.8%	94.8%	95.5%	95.1%	88.6%
		FFT National	86.4%	90.5%	87.3%	85.6%	84.4%	83.5%
		Difference	+7.8% ●	+4.3% ●	+7.4% ●	+9.9% ●	+10.7% ●	+5.1% ●
Not FSM6	707	School	96.1%	97.4%	95.6%	96.2%	95.5%	95.7%
		FFT National	93.5%	95.5%	94.0%	93.2%	92.6%	92.3%
		Difference	+2.6% ●	+1.9% ●	+1.6% ●	+3.0% ●	+2.9% ●	+3.4% ●

SEND	Support	59	School	94.6%	97.5%	93.0%	96.2%	93.8%	89.6%
			FFT National	86.3%	90.9%	87.3%	85.2%	83.9%	83.4%
			Difference	+8.3% ●	+6.6% ●	+5.7% ●	+11.1% ●	+9.9% ●	+6.2% ●
	EHCP	45	School	90.8%	93.2%	87.2%	89.7%	93.3%	90.5%
			FFT National	81.5%	87.1%	83.2%	80.6%	78.2%	77.3%
			Difference	+9.3% ●	+6.1% ●	+4.1% ●	+9.1% ●	+15.1% ●	+13.3% ●
	Not SEN	714	School	96.3%	97.1%	96.2%	96.5%	95.7%	95.6%
			FFT National	92.9%	94.9%	93.4%	92.6%	92.0%	91.6%
			Difference	+3.4% ●	+2.1% ●	+2.8% ●	+3.9% ●	+3.7% ●	+4.0% ●

At The King’s School we consider attendance to be an expression of the unity and commitment that defines our School. We use data proactively to maintain this strength, with attendance reviewed regularly in Year Group, Sixth Form and Safeguarding Meetings, ensuring that any concerns are quickly identified and addressed.

As a Church of England school, our commitment to celebrating the success of all pupils is rooted in our Christian vision: *“Many parts, but one body, as it is with Christ.”* The excellent attendance of our pupils—across all backgrounds and needs—shows how our young people flourish together as one community, united in purpose and achievement. In this way, our strong attendance figures are not just numbers: they are a living testament to the strength of our King’s family, achieving excellence together.

## PERSONAL DEVELOPMENT: OUTSTANDING

### Christian Distinctiveness and Worship

This year has been an exciting and enriching one for the spiritual life of The King's School, marked by growth, deepening partnerships, and rich opportunities for pupils to encounter and engage with faith.

A significant highlight was the appointment of Rev'd Lex as School Chaplain, who also serves as the Growing Faith Chaplain at Peterborough Cathedral. This joint role strengthens the link between school, home, and church, and ensures that pupils benefit from the pastoral care, guidance, and spiritual leadership of a dedicated chaplain who is also rooted in the life of the Cathedral.

Collective Worship has been reshaped this year so that themes now follow the rhythm of the liturgical calendar, allowing pupils to explore the story and narrative of the Christian year. This has deepened pupils' understanding of faith and created space for reflection, prayer, and community worship in ways that are both engaging and meaningful.



A number of key events have further enriched worship. Pupils in Years 7–10 took part in the Illuminate Tour, which offered a dynamic and contemporary expression of Christian worship through music and lessons. Year 7 students also benefitted from a visit by *Good News for Everyone*, who provided an inspiring lesson and the opportunity for pupils to receive the gift of a Bible - a moment that many found deeply powerful.

The School has also prioritised partnership with the wider church. An Open Morning for local parish clergy provided an opportunity to foster stronger links with ministers who work with our students beyond school and allowed clergy to see the spiritual life of King's in action. In addition, fourteen pupils were prepared for confirmation at Peterborough Cathedral, a joyful milestone for both pupils and their families.





Worship this year has been enriched by a variety of visiting speakers and preachers, who have brought fresh perspectives and inspired our students with their reflections. The Christian Union continues to thrive, providing a safe and supportive space for pupils to explore faith with peers. Worship has also remained rooted in our Anglican tradition, with six major services held at Peterborough Cathedral - central to the foundation and identity of our School - and with regular Eucharist services in School, ministered by Rev'd Lex.

Finally, the strong engagement of our pupils with this year's *Faith and Worship Survey* has been particularly encouraging. Their thoughtful contributions by pupils of all faiths and none will directly shape the spiritual life of the School as we look ahead, ensuring that our worship continues to grow, inspire, and reflect our shared vision as being a community of "*Many parts, but one body, as it is with Christ.*"

The Choristers, as part of the Cathedral Choir, make an outstanding contribution to the daily worship and musical life of the Cathedral, supporting eight choral services each week. Over the past academic year, they have sung more than 300 services, in addition to numerous concerts and many hours of dedicated rehearsal - a remarkable achievement that demonstrates their commitment, discipline, and musicianship.

## Michaelmas Term

The year began with a busy and inspiring Michaelmas Term. We joined in celebrating the 30th anniversary of Women's Ordination, and gathered to remember former Dean of Peterborough, Charles Taylor. A particular highlight was the visit from the Boys and Back Row of Cologne Cathedral, which fostered a spirit of friendship and musical exchange. The Choristers also played a central role in city life, performing at the City Lights switch-on, singing for the Plaisterers' service, and, of course, taking part in the traditional Christmas Carol Services — always a joyful and much-anticipated culmination to the term.



## Lent Term

The Lent Term continued in the same spirit of excellence. The Choristers led the music for the Katherine of Aragon commemoration, marking one of the Cathedral's signature occasions. Throughout Lent and into Holy Week, their stamina and artistry were exceptional — particularly during Holy Week, when they sang 14 choral services within just 8 days, offering music of the highest standard at one of the most spiritually significant times of the year.



## Summer Term

Although the Summer Term is the shortest, it was filled with some of the year's most memorable moments. Chief among them was the tour to York and Ripon, which stood out as the undeniable highlight of the year. The Choristers represented Peterborough Cathedral and School with distinction, singing in both Ripon Cathedral and York Minster, and impressing all with their professionalism, teamwork, and joy in music-making. To see a group of young people — no older than 15 — perform to such an exceptional standard was truly inspiring.

The term also included a day trip to Lincoln, where the Choristers took part in the Lincoln Choral Festival, singing both independently and alongside Lincoln's own choir — a wonderful opportunity for collaboration and musical growth.

## Other Highlights and Developments

Throughout the year, the Choristers took part in many of the Cathedral's significant annual events, including the Diocesan Choral Festival, Old Choristers' Evensong, the Commemoration of Benefactors, and the Ordination services.

In November, Tansy Castledine began a period of parental leave following the adoption of her child. During her absence, Chris Strange has served as Acting Director of Music, ably supported by Glen Dempsey as Interim Assistant Director of Music. Together, they have ensured that the musical life of the Cathedral has continued to flourish.

A further exciting development this year has been the introduction of significant new repertoire by female composers, enriching the Choir's musical diversity. Another milestone was the premiere of a Psalm composed by the Year 8 Choristers — a first for Peterborough Cathedral, and a wonderful example of creativity and collaboration in action.

## Extra-Curricular Opportunities

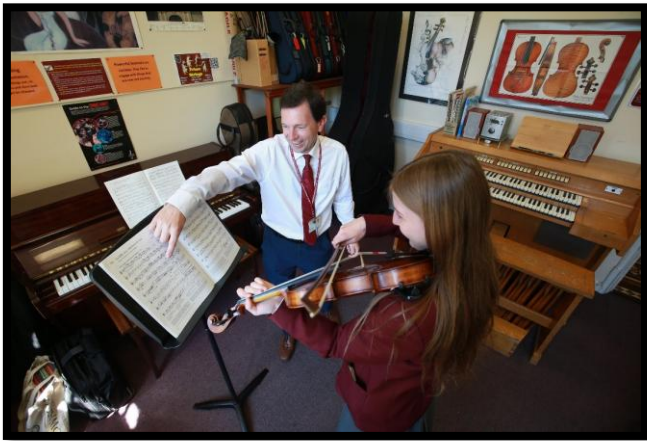
A core feature of the culture of the School is to ensure that students are provided with a great deal of opportunities for personal growth and joy. The range of opportunities at lunch and after school are summarized in our Map of Opportunity (below and available on our [website](#)).



Students welcome these opportunities with clubs ranging from Gardening and Eco-club through to Scalextric and Military History!

### Music Provision

2024-25 was a remarkably busy year for our musicians at the School, with pupils involved in a wide variety of events and over **150 students** progressing in their skills through individual music lessons.





In September, the Senior Choir joined with other local schools in the Annual Service of Dedication and Thanksgiving at Peterborough Cathedral.



Our second musical showcase event of the year took place during the Christmas period. Whilst all our students had enthusiastically sung (or in some cases shouted) in the sports hall as they competed for the House carol singing trophy, it was, dare I say it, the more refined quality of music at our Christmas concert which was the most memorable. Over a hundred and fifty students were involved with performances from our Senior Choir, String Ensembles, Orchestra, Concert Band, the Jazz Ensemble, the Brass, Clarinet and Flute Ensembles.



No performances would be complete without contributions from our wonderful Cathedral choristers who represented the School magnificently through both a busy Christmas period and of course the entirety of the year.

In the Spring Concert, the Senior Choir and Orchestra performed Fauré's Requiem, and the Chamber Choir sang When Darkness Descends in the presence of the composer, James Woodhall.

Alongside the two spring concerts, our musicians were busy singing in local care homes, performing at the Plaisterers' Carol Concert in London, helping old choristers reminisce at their Association event, singing grace at the Leavers dinner, and of course providing lots of memories in the summer concerts with repertoires as varied as Henry Purcell to Michael Jackson.



And of course, if all of that wasn't enough, our musicians were amazing at the one-off Cathedral fundraising event at the end of the year.



### House Music

House Music was once again one of the highlights of the year with over 400 students participating in this amazing event.





It was wonderful to see our prefects supporting each other so well and students taking on such a range of leadership roles. Ultimately only one team however can win the much-coveted trophy and last year it was the turn of St Peter's House.

### Musical Production

In the Spring Term, dancers, actors and musicians (including a 12-piece rock band) came together for the amazing performance of *Footloose* performing to sold out audiences. It was a difficult decision to judge whether we should be most proud about the level of quality in the performance, the leadership skills demonstrated by those students who had choreographed many of the scenes or just the sheer size of the cast.





Last year we also ambitiously added a Key Stage 3 specific production into a busy calendar – students were amazing in their performance of Grimm Tales which was delivered to packed audiences; an opportunity for younger students to really develop their stage presence and confidence and another new and hopefully longstanding addition to the already packed King's School calendar.



### Sporting Opportunities

It has been another fantastic year of sport at The King's School. Last year over 300 students represented the School playing in 70 different teams across 11 different sports. The School has enjoyed its usual high level of success, so much so that it is impossible to mention every achievement. I have therefore summarised the highlights.

In netball our Year 11 girls were crowned district Tournament Winners, with our senior girls placing third in the hockey county tournament.



In rugby, our Year 9 boys were Peterborough Schools' Champions and, in football, our Sixth Formers reached the 4<sup>th</sup> round of the prestigious national cup competition. In Basketball, our U12 Boys and U14 Boys secured District Titles. In cross country, and then again in the summer athletics, our teams were winners in 4 out of 8 District competitions – an amazing success rate.

In rounders, our girls were both Year 7 and 10 District Winners, and in trampolining we had three medallists at the Peterborough School competition. In badminton, we were champions in both the singles and doubles competitions.



A unique but valued element to our sporting programme is the Sailing Club at Ferry Meadows where over 40 students take part weekly. This year we hosted the Peterborough Schools' Regatta and entered 19 students in 14 dinghies. Congratulations to all competitors.

In Cricket, our girls in particular had amazing success reaching the regional finals at both Under13 and Under 15 level and therefore earning the opportunity to play at a professional cricket ground.



Winning a national competition takes a huge amount of effort, skill and dedication. It was our great pride that last year we celebrated the achievements of a very modest group of girls who were the National Team Winners in table tennis.





## Sports Day

As a school, we continue to value the importance of a sports day with all students attending and a large number of students competing. Sports day is a lovely balance of competitive action and supporting moments. Congratulations to School House that won the JD competition and St. Peter's who were victorious overall.



## Trips and Visits

Last year students were able to enjoy an incredible range of opportunities with over 100 trips running from our youngest students in JD1 hiking around Bourne Woods to our older students trekking across Norway.

Many of the trips we ran were, of course, linked to individual subjects in order to support student's understanding of the topic in a real-life context. Without hopefully being criticised of favouritism, this is well exemplified by our Geography team who last academic year alone organised local trips to the farm and to the river at Castor, travelled a little further to study urban patterns in Cambridge and coastal process at Hunstanton; braved even further still to Cranedale Residential centre to allow our A-Level students to study the North Yorkshire environment, and then finally ventured internationally for a once in a lifetime exploration of Iceland.



The pattern of balancing local day trips alongside one in a lifetime adventures is the hallmark of the School's amazing trips programme. For every JD walking trip around Bourne Woods there is a theatre trip to London or poetry live event in Leicester.



For every day trip to our local university, there is a residential trip to Rome, the Opal coast, Normandy or a German Christmas market and for every visit to Duxford Air Museum there is a ski trip to Austria or a world challenge trek to Norway.



This year my particular thanks to Mr Armstrong for his tireless work in organising an amazing Activities week that included two residential trips and a raft of in school activities. Just like those huge events such as House Music, Christmas Concert and our School production, the King's Activity week continues to offer our students a distinctive



and we hope hugely enjoyable experience. A chance to make friends, experience new adventures and overcome individual challenges.

Activities Week provided students across Years 7–12 with a diverse range of enrichment experiences, including residentials, day trips, creative workshops, and personal development opportunities.

**Year 7**

Event Enjoyment Ratings:

Event	Enjoyment Rating
Gillwell Scout Camp (2 Days)	73% rated it fun and enjoyable; highlights included teamwork, socialising, and evening treats (hot chocolate & biscuits)
Warwick Castle Day Trip	85% rated the experience positively, highlights included jousting and falconry
Shakesperiance Workshop	69% found it enjoyable; appreciated set design and the play, though responses were more neutral

**Year 8**

Feedback indicated that last year’s activities were less enjoyable and involved excessive travel. Therefore, we focused on local and school-based provision to reduce travel time.





## Day Trips and Activities:

Activity	Enjoyment Rating
Aqua Park (Rutland Water)	86% Highlights 'Rutland was the best!', paddle boarding, chance to have fun on the inflatable course
Rocket Car Design & Launch	71% Highlights included making, testing and racing the cars.
Live Action Gaming	80% Highlights included battle rounds and fun
Duxford Imperial War Museum	60% Neutral 21% Highlights included the planes, the documentary, going inside the planes, looking deeper into history
It's a Knockout (On-site)	71% highlight included the foam pit and working in teams with friends
Multisports	56% Neutral 28% Highlights included Kabaddi, American Football, Frisbee

### Year 9

PGL Residential (Full Week)

Feedback:

- 96% rated the experience as fun and enjoyable
- Highlights: Variety of activities, water-based challenges, personal growth through independence

### Year 10

All students participated in external placements across various sectors.

Feedback indicated successful completion and valuable real-world exposure.

### Year 12

Students focused on drafting and refining personal statements.

Sessions supported university application readiness.

### Inclusive Provision

Alternative activities were provided for students unable to attend main events, including:

- Stage make-up
- Ferry Meadows hike
- Blue Plaque challenge walk
- Forensics workshop
- Hovercraft building
- Stage combat

These ensured meaningful engagement and supported personal development. Only a small number responded to the survey across the year groups but those that did indicated approximately 63% had a fun and enjoyable time.

In addition to those trips and visits organised outside the classroom, last year students benefitted enormously from activities organised to stretch them outside of their comfort zone. For some of our students that was completing the Duke of Edinburgh Bronze or Gold Award. For others such as those who took part in the CANSAT competition or the Chemistry and Maths challenge it was pushing themselves even further into those areas of interest that were often linked to their career aspirations.

For some students they were prepared to have their work publicly scrutinised (or more accurately publicly admired), like those amazing Art and technology students in our annual exhibition, for some students not only did they take part in a public debate but did it in a foreign language.

For some students their challenge often came through mentoring where over 100 Sixth Form students supported younger children in the School and local community; and for our younger students it was quite often just a case of throwing themselves with a whole load of enthusiasm into something new.

### Charity and Generosity

A school value that our students and staff exemplified every day last year was that of generosity and this was the theme of my first assembly of the year. We are always grateful for the huge number of donations to the Food Bank appeal, a charity whose need has sadly grown significantly in the last few years. Our students had a great time taking part in the usual array of charities week activities including the obligatory soaking of our House Captains. For the first time ever we enjoyed a teacher v teacher dodgeball match drawing in huge crowds! With Charities Week alone raising £9,000, along with hugely successful events such as the culture shows and non uniform days, the School was delighted to achieve over £16,000 for charities across the year.



And finally, this year the School has been proud to play an active role in supporting our Cathedral Crisis Appeal. In February, we shared our love of the Cathedral in our non uniform day, 10 staff jogged at various paces around Grimsthorpe Castle, and then students new and old joined together at a one-off music event at the Cathedral with our staff, as always doing us proud!

## SIXTH FORM: OUTSTANDING

We work with amazing young people in our Sixth Form, who work exceptionally hard to achieve on an individual level but give back to the School and wider community. Demand for places at the Sixth Form remains 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, the non-qualification activity that we offer and through the opportunities for effective careers guidance and personal development.



### A-Level Attainment (2025 Outcomes)

**A-Level results were very strong in 2025 with 38% of students achieving the top grades (A\*/A).** This was particularly pleasing given that grade boundaries remained challenging and, in some subjects, increased. As can be seen below, results this year mark a small but significant improvement on last year.

Year	Entries	A*	A* to A	A* to B	A* to E	Av points	Grade	Av. GCSE Pts	L3VA
2017	637	8%	33%	62%	98%	35.6	C+	6.68	0.03
2018	641	9%	36%	65%	99%	37.4	B-	6.76	0.11
2019	535	14%	41%	72%	99%	41.1	B	6.92	0.22*
2020 CAGs	453	17%	49%	76%	100%	43.6	B+	7.04	0.45*
2021 TAGs	582	20%	50%	78%	100%	43.8	B+	7.33	0.47*
2022 adjusted	547	25%	52%	78%	99.6%	44.5	B+	7.30 (CAGs)	0.06*
2023 grade protection	553	13%	38%	72%	99.6%	41.0	B	7.40 (TAGs)	-0.36*
2024	549	13%	37%	66%	99.5%	39.9	B	7.34 (adjusted)	-0.02**
2025	605	10%	38%	69%	99.7%	40.33	B	7.01 (protection)	0.26**

\*Calculated using 2019 national data

\*\*Calculated using 2024 national data

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 in mind, performance last year was **particularly strong in Further Maths, Physics, Art, Product Design, Drama, Maths, Business, Religious Studies, Biology, English Literature, Chemistry and Geography.**

10 students received 14 1:1 tuition sessions from My Tutor and all students received a premium Seneca Learning account through which they could access revision materials and exams practice.

#### A-Level Equality / Diversity Data

Group	Students	Average Points	Average Grade	L3VA
All	196	40.33	B	0.26
Adopted from Care	1	23.3	D+	-1.18
Disadvantaged Student	11	35.15	B-	0.08
EAL Student	29	38.33	B-	0.00
FSM Ever 6	10	36.33	B-	0.21
Male	78	41.53	B	0.46
Female	118	39.49	B	0.12
Pupil Premium	10	35.67	B-	0.10
Education, Health & Care Plan	1	23.33	D+	-0.02





## A-Level by Subject

Subject	Entries	A* %	A*-A %	A*-B %	A*-E %	Ave Points	Ave Grade	Ave Pts 2024
All	605	10.1	37.9	69.4	99.7	40.33	B=	40.13
Art (fine)	23	17.4	43.5	82.6	100	44.35	B+	49.38
Art (photography)	3	0	0	66.7	100	36.67	B-	45
Biology	70	10	41.4	71.4	100	40.71	B=	37.53
Business Studies	20	10	35	75	100	41	B=	37.31
Chemistry	79	8.9	36.7	69.6	98.7	39.62	B=	40.9
Classical Civilisation	21	0	23.8	52.4	100	35.24	B-	37.89
Computer Science	17	5.9	35.3	64.7	100	39.41	B=	35.63
Drama & Theatre Studies	10	20	40	80	100	44	B+	42.5
Economics	28	3.6	25	75	100	39.29	B=	43.33
English Literature	36	5.6	27.8	69.4	100	39.72	B=	41.3
English Language & Literature	6	0	0	50	100	31.67	C+	N/A
Fashion & Textiles	12	8.3	25	66.7	100	39.17	B=	42
French	8	0	12.5	50	100	35	B-	42
Further Maths	18	44.4	72.2	83.3	100	50	A=	52
Geography	28	7.1	39.3	64.3	100	39.29	B=	40.83
History	29	0	20.7	55.2	96.6	33.79	C+	37.5
Maths	82	17.1	50	72	100	43.17	B+	43.38
Music	6	16.7	33.3	50	100	38.33	B-	36
Physical Education	13	0	15.4	61.5	100	36.15	B-	33.33
Physics	34	14.7	58.8	85.3	100	44.71	B+	34.17
Product Design	5	0	60	80	100	44	B+	40
Psychology	45	8.9	33.3	62.2	100	37.78	B-	42.13
Religious Studies	12	0	41.7	66.7	100	40.83	B=	31.9
EPQ	17	29.4	82.3	94.1	100	50.58	A	53

## 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:

2022-2023 98%

2023-2024 100%

## Post 18 Destinations

**77% of students that applied to university gained their firm or insurance choice for an undergraduate course**, which was really pleasing. We are also really pleased to support a growing number of students who have pursued a **degree apprenticeship pathway**. 10 students were successful in gaining an apprenticeship this year with employers including Thales, Barclays, CBRE, Carter Jonas, ITI Group and Marshalls Aerospace. **14 students were accepted on medicine courses in 2025**, which was an amazing achievement. Likewise, **4 students achieved a place at Cambridge**. We also supported 9 students from our previous cohort to get placed into universities and courses of their first choice.

Our success across a number of undergraduate disciplines was pleasing, showing the varied qualities and talents of our students.

Year 13 (2025)	Number	%
Firm place accepted by student	114	58
Student declined firm offer for alternative	20	10
Insurance place accepted	23	12
Student declined insurance offer for alternative	12	6
Clearing placed	21	11
Police	2	0.5
University abroad	1	0.5
Gap Year organised	25	13
Apprenticeships	10	5

## Post 18 Support

Our post 18 support is superb. 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.

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



Students were able to create a bespoke programme that met their post 18 choices and were able to attend sessions that were relevant to them. There was a wide range of options with subject related careers explored by employers and former students including aerospace engineering, writing and publishing, pharmacy, investment management, medical engineering, border security, civil service careers, and careers in the police.

Employers attending included the NHS, the MoD, Anglia Water, KPMG and Cambridgeshire Police. The second day included a session for all students from ARU Peterborough on preparing for higher education.

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

## Work Experience

We are so proud that the vast majority (**95%**) of our 199 Year 12 students undertook an **extended work-based placement** in the summer of Year 12.

In person placements both locally and nationally included AB Agri, Accountancy Practices, Architects, Anglian Water, Barristers' Chambers, Bauer Media, Beko, The Blair Partnership, British Army, Burghley House, Cambridge Museum of Classical Archaeology, Cambridge University Hospital, Caterpillar UK, Corby Community Hospital, CBRE, Cisco, Compare the Market, Cromwell Museum, Deloitte, Dental Practices, GP Surgeries, Design Companies, Hilton Foods UK, Hinchingsbrooke Hospital, HMRC, Hospitals, HSBC, IFI Group, Inspire Education, JBA Consulting, JPP Group, JTA Travel, Labcorp, Leidar, Lincolnshire Music Service, Magpas Air Ambulance, Meridian Audio, Morgan Sindall Construction, MRC Laboratory, Natural England, Network Rail, NFU Mutual, Opticians, Peterborough City Council, Peterborough City Hospital, Peterborough Museum, Pharmacies, Royal London Hospital, Schools, Solicitors, SCS Railways, Stamford Mercury, Theatre Companies, University of Leicester, University of Northampton, Veolia Water Technologies, Veterinary Practices, Vivacity, Yealand Fund Services

For the small number of students unable to obtain in-person placements they were supported to access online opportunities such as future learn courses. 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 (2025)

University/Employer	Course/Post
University of Cambridge, Fitzwilliam	Mathematics
University of Leicester	Biological Sciences (Neuroscience)
UCFB	Football Coaching and Management
Anglia Ruskin University	Medical Science
Sheffield Hallam University	Biomedical Science
University of Sheffield	Architecture
University of Warwick	Mathematics
University of Nottingham	Psychology
University of Nottingham	Law
University of Manchester	Medicine
University of Southampton	Artificial Intelligence
University of Bristol	Geography
UCL (University College London)	Mathematics
King's College London	Biomedical Science
University of Lincoln	English
University of Guelph, Canada	Psychology
University of Liverpool	Economics
Durham University	Computer Science
University of York	Biochemistry
University of Leeds	English and Music
University of Nottingham	Psychology
Sarah Raven Ltd	Horticultural Apprenticeship
University of Nottingham	Medicine
University of Liverpool	Classical Studies and Archaeology
University of Leeds	Fashion Marketing
Anglia Ruskin University	Computing
York St John University	English Literature and Religion
St Mary's University	Sports Management
University of Nottingham	Law
University of East Anglia	Medicine
Manchester Metropolitan University	History
University of Nottingham	Finance, Accounting & Management
University of Leeds	Fashion Marketing



University of Birmingham	Chemistry
University of Glasgow	French/Geography
University of Leeds	Fashion Marketing
University of Stirling	Economics
Aberystwyth University	Psychology
Loughborough University	Civil Engineering
University of Manchester	Architecture
Newcastle University	Architecture
University of Liverpool	Psychology
Royal Agricultural University	Agriculture
University of Bristol	Biochemistry
University of Edinburgh	Geography
University of York	Accounting and Finance
University of Leeds	French
University of Liverpool	Biomedical Sciences
University of Leicester	Biomedical Engineering
University of Lincoln	Psychology (Sport and Exercise Psychology)
University of Nottingham	Pharmacy
UKSA	Superyacht Cadetship
Medway School of Pharmacy	Pharmacy (MPharm)
Newcastle University	Business Management
Newcastle University	Medicine and Surgery
University of Sheffield	Architecture
University of Nottingham	Geography
University of Nottingham	English Language & Literature
University of Bristol	Law
Newcastle University	Medicine and Surgery
University of Birmingham	Economics
Carnival	Marine Officer Cadetship
Durham University	Physics
Durham University	Law
University of Warwick	Liberal Arts
Fulbridge Academy	Teaching Assistant Apprenticeship
University of Leeds	Biological Science
University of Nottingham	Pharmacy
University of Cambridge, Selwyn	Medicine

Newcastle University	Psychology
Bishop Grosseteste University	Education Studies and SENDI
University of Southampton	Medicine BM6
University of Nottingham	Medicine
University of Nottingham	Industrial Economics
University of Nottingham	Mathematics
Aston University	Optometry
University of Nottingham	Medicine
University of Nottingham	Medicine at Lincoln
West Dean College	Craft Practices - Metalwork
Manchester Metropolitan University	Physiotherapy
London School of Economics	Philosophy & Economics
University of Leicester	Nursing with Leadership Dual Field
Lancaster University	Biomedical Science
University of East Anglia	Medicine
Durham University	Computer Science and Mathematics
University of Leeds	Economics
Thales	Electrical Engineering Degree Apprenticeship
University of Leicester	Law
Leeds Beckett University	Law
University of Edinburgh	Ancient History
De Montfort University	Computer Science
University of Leicester	History and Archaeology
University of Strathclyde	Politics & International Relations
Royal Central School of Speech & Drama	Performance Design
UCL (University College London)	Architecture
University of Leicester	Accounting and Finance
University of York	Liberal Arts
University of Birmingham	Psychology
East 15 Acting School, Univ. of Essex	Acting & Fight Performance
University of Liverpool	Psychology
Aberystwyth University	Animal Science
ITI Group Ltd	Software Engineering Degree Apprenticeship
Anglia Ruskin University	Optometry
Durham University	Computer Science
Hull York Medical School	Medicine

Nottingham Trent University	Law
Falmouth University	Costume Design for Film & Television
University of Leeds	Biomedical Sciences
University of Warwick	Biochemistry
University of Birmingham	International Relations with Economics
Imperial College London	Chemical Engineering
University of Cambridge, Jesus	Theology, Religion and Philosophy of Religion
University of Nottingham	Neuroscience
University of Warwick	Economics
University of Reading	Accounting and Management with Foundation
Barclays plc	Retail Banking Business Banking Degree Apprenticeship
University of Warwick	Mathematics
University of Bath	Mathematics, Statistics and Data Science
Anglia Ruskin University	Optometry
University of Nottingham	Physiotherapy
Aberystwyth University	Animal Science
University of Warwick	Mathematics and Physics
University of Warwick	Biochemistry with Placement Year
University of Essex	Acting for Stage & Screen
University of East Anglia	Education
University of Birmingham	Mathematics and Computer Science
West Dean College	Furniture
Durham University	Economics and Politics
University of York	Psychology in Education
Newcastle University	Sport and Exercise Science
University of Leeds	Classical Civilisation
University of Liverpool	Medicine
University of York	Psychology
University of York	Social Work
University of Cambridge, Homerton	Chemical Engineering & Biotechnology
University of Wolverhampton	Pharmaceutical Science
University of Nottingham	Economics
University of Suffolk	Diagnostic Radiography
University of Edinburgh	English & Scottish Literature
University of Nottingham	Chemistry
Buckinghamshire New University	Aviation Management with Commercial Pilot Training

Durham University	Biosciences
Royal Holloway, University of London	Law
University of York	Physics with Astrophysics
Carter Jonas	Software Engineering Degree Apprenticeship
University of Nottingham	Chemical Engineering with Environmental Engineering
University of Nottingham	Classical Civilisation
Royal Holloway, University of London	Music
Cardiff Metropolitan University	Primary Education Studies
University of Bath	Accounting and Management
University of Bristol	Psychology
University of Sheffield	Biomedical Engineering
Newcastle University	Archaeology
Durham University	Psychology
University of Nottingham	Accountancy
Bangor University	Pharmacy with a Preparatory Year
University of Warwick	Manufacturing and Mechanical Engineering
University of Birmingham	Mathematics and Music
University of Plymouth	Medicine
University of Lincoln	Musical Theatre
CBRE	Chartered Surveyor Real Estate Degree Apprenticeship
Marshall's Aerospace	Chartered Manager Degree Apprenticeship
University of Sheffield	Geography
Cardiff University	Medical Engineering
University of Leicester	Computer Science
Durham University	Politics & International Relations
University of Birmingham	Pharmacy
University of Nottingham	Computer Science with Artificial Intelligence
UCL (University College London)	Mathematics and Physics
University of Warwick	Integrated Natural Sciences





**'Heat Map' showing the Geographical Locations our students have moved to post King's Sixth Form**

### **Enrichment and Community Involvement in the Sixth Form**

**'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 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 **over 100 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, 94 students gave of their time to volunteer within the community, of which 18 went to Peterborough City Hospital.

This year the charity prefects chose to support **The Air Ambulance, UNHCR, Little Miracles, and Teenage Cancer Trust**. **The combined fundraising from collections, non-uniform days and Charities week resulted in £16,505.66 being raised, with £9,000 raised in Charities week alone.** We are absolutely delighted with the record-breaking

fundraising effort this year and are very grateful to all the staff, students, parents and local businesses that supported us.



In addition to our main four charities, our School community also raised nearly £1000 for The Children of Adam and The Royal Medical Benevolent Fund. We have continued maintained our support for the food bank and have contributed to a local shoe box appeal. Our involvement with local and wider communities continues to be an important part of school life. Particularly for the Cathedral for which we raised money through an evening of memorable musical performances by King's School students past and present, as well as by members of staff. There was a range of music, including pieces from Rutter, Bach, Handel, Schubert and Beethoven, plus music by Michael Jackson and U2.





Outside of lessons, **29 Year 12 students successfully completed their Gold Duke of Edinburgh Award.** They demonstrated exceptional determination and resilience. The conditions were particularly challenging this year, with temperatures soaring as high as 34°C. Despite the heat, the students rose to the occasion, demonstrating remarkable perseverance and teamwork throughout. Each day began as early as 5.30am to ensure they could complete their routes and reach camp in good time. Even with these early starts, they were walking for over 8 hours daily, carrying everything they needed — including tents, food, emergency kits, and more.



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.





### Wellbeing and Pastoral Care

We have **dedicated team around the Sixth Form including 18 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.

**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.



## LEADERSHIP: OUTSTANDING

### Safeguarding and Wellbeing

There are now 10 staff that are trained as Designated Safeguarding Leads, of which 7 are on the Senior Leadership Team and 3 are Pupil Support Officers. Lucy Willis is the appointed Designated Safeguarding and Domestic Abuse Lead, Rob Mbanu is Deputy Designated Safeguarding and Prevent Lead, Jamie Pinguet is Deputy Safeguarding and Online Safety Lead. The team is the largest it has ever been in the School's history. During the year 403 concerns were raised through our safeguarding portal 'My Concern' by staff or an external agency, or through 'My Voice' which is a platform for students only. Like all schools, our students face a range of safeguarding challenges, 123 of the concerns raised were categorised as self-harm, this is not 123 individual students, but multiple concerns for a much lower number, 118 concerns were related to home issues – which can range from domestic abuse to relationship issues at home, and 53 concerns for eating related issues, again ranging from disordered eating to obsession with self-image.

Our surveys report that 100% of our staff were clear in their roles about keeping children safe, and 99% of students and 99% of their parents stated they felt safe at school.

### Commitment to Mental Health and Wellbeing

At King's, we approached mental health openly and positively across all aspects of school life over the academic year. Mental Health, Wellbeing and Safeguarding were items on the agendas of our Senior Leadership Team (SLT) and Full Governors meetings, and these areas were integral to our School Development Plan. This included our commitment to promoting the mental health of both students and staff.



Our website and displays around the School reflected our focus on mental health, with a wide range of resources available, from flyers and posters to online tools. We also have an online portal: 'My Voice' which allows young people to feel heard and share their worries about themselves or others. These resources encourage students to access support regardless of their age, gender, sexuality or race, allowing the School to be a family, inclusive of all.

### Tailored Support for Mental Health and Wellbeing

This year, we have seen a re-shaping of our pastoral support both in terms of physical space and the members in the team, we now have four Pupil Support Officers (PSOs) who are dedicated members of staff to this role; they

don't have teaching commitments. They work to support the mental health and wellbeing of our pupils from Year 3 through to Year 13. In recognition of the challenging nature of their roles, our PSOs were supported by Continuous Professional Development Learning (CPDL) opportunities, as well as professional guidance and support from the YMCA and MHST.

To enhance their work, we partnered with several organisations, including **MHST, YMCA, Crops, Centre 33, CAMHS, and YoUnited**. For students dealing with higher levels of trauma, we also had engaged **CrewTrident to provide specialist support**.

The pastoral support area is now the home of three of our PSOs and Jamie Pinguenet, Assistant Head and Behaviour Lead. This space has been updated, decorated and now feels like a welcoming, inclusive, inviting space.

We have also had a teaching member of staff who has been a wellbeing ambassador to all staff so that staff voice can be heard and fed into discussions with the Senior Leadership Team.

## Professional Development

The 2024 Ofsted inspection confirmed that the School had successfully embedded Rosenshine's Principles of Instruction through a whole-staff approach. This consistent standard of teaching excellence enabled the School to shift its strategic focus towards the digital transition.

To support staff through this period of change, a structured CPD pathway was introduced, offering opportunities for colleagues to access specialist training in adapting to the new school network and digital platforms. This included sessions delivered by external providers such as Cloud Design Box, Blackbird Corporate, and Smart Technologies. All staff opted to attend at least one session on SharePoint, with a significant proportion also choosing to participate in Smartboard training.

At the end of the academic year, staff were invited to reflect on their professional development needs and identify priorities for further enhancing their use of learning technology. These insights have directly informed the school's IT development strategy for the coming year. The most frequently cited areas of interest were:

- **TeachMate AI** – 48% of staff expressed an interest
- **Microsoft Teams** – 41%
- **Large Language Model AI (e.g. ChatGPT, Copilot)** – 38%
- **Seneca Learning** – 44%

This feedback will guide the next phase of our digital CPD offer, ensuring that staff are equipped to make the most of the tools available to enhance teaching and learning.