

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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

#### Vision

1 Corinthians 12:12: "Many members, but one body, as it is with Christ." This vision celebrates unity, community, and the unique contributions of each individual within our school.

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

#### Notable Strengths

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

#### Development Points

- Leaders and governors to implement a robust and effective program of monitoring and evaluation in religious education (RE). This is to provide them with a deeper understanding of RE, enabling them to support and challenge the RE department in its work across all key stages.



## Inspection Findings

### Vision and Leadership

The Christian vision lies at the heart of the school's mission in its community. Biblically rooted, the vision unites the school community in working towards a common aim. King's values its Cathedral heritage and takes pride in its modern identity as an active worshipping community. Leaders make bold choices shaped by the vision, 'celebrating each person's gifts whilst everyone acts together in Christ'. In this way, they act as a loving family committed to being the best they can be. Their commitment to the vision is shown through strategic improvements in support for students with special educational needs and/or disabilities (SEND). Governors and leaders act as one, driven by a shared understanding of the needs of students. The community lives out the vision through the principles of joyfulness, generosity, inclusivity, spirituality, and excellence. In turn, the vision leads to a broad approach to education. Over time, this supports flourishing, as students are very well prepared for their individual futures.

### Vision and Curriculum

The vision of a caring family striving for excellence shapes the curriculum and deeply influences the school's approach to teaching and learning. Leaders design a curriculum that widens horizons, nurtures curiosity, and enables students to flourish academically and personally. Its influence is evident not only in strong outcomes but also in the development of character and the growth of mentoring and leadership skills. It is further reflected in the generous attitudes students show in relationships and in their responses to the world around them. Students speak highly of the ambition of staff to support their next steps in life. As a result, they are empowered to make bold choices about their future. Spirituality is explored through planned and unplanned moments of awe and reflection. Curriculum subjects such as science and art provide opportunities for spiritual enquiry and moral reasoning. Through these, students reflect on their own faith and how this influences their perspective on the world. Inclusive practice for students with SEND is guided by the Christian vision, with personalised strategies that enhance access, confidence, and participation.

### Worship and Spirituality

Collective worship is the heartbeat of life at King's. Worship in school and at the Cathedral gives the community opportunities for spiritual reflection and celebration. A mutually beneficial relationship exists between the Cathedral, local churches and the school. Through these bonds, students express faith in ways that feel authentic to them. The vision of 'many members but one body in Christ' provides a clear focus for this work. Students and their families are drawn to the school's faith life and feel free to express this through their own worship. Parents and local clergy value the shared opportunities that active worship provides. Chaplaincy sits at the heart of this, actively nurturing faith across the wider community. Carefully planned collective worship prompts the living out of the school values and engages students in discussion, reflection, and action. The school prioritises reflection and prayer, establishing a spiritual foundation for exploring significant themes. As leaders align their understanding of spirituality, collective worship increasingly fosters deeper and more meaningful reflection.

### Religious Education

RE holds a prominent place within the school and is valued by students and leaders. The Key Stage 3 curriculum is well sequenced, academically challenging, and contributes effectively to students' wider flourishing. At Key Stage 4, the curriculum enables students to engage deeply with complex religious and philosophical ideas. In turn, this supports thoughtful dialogue and critical reflection, which they say helps them in other subjects. This rich curriculum continues into Key Stage 5 in both the studied A Level course and the non-core provision. A careful balance of Christian theology is matched with philosophical and ethical enquiry. As a result, students engage in lively debate about religion and secularism whilst revising important examination content. Conversely, at Key Stage 2, the curriculum is not fully embedded. Students study world religions and Christian theology.



However, their learning does not fully reflect a balance between this and asking deeper questions about how to make sense of the world and how people live well together. Positive links have been forged with the diocese who have provided guidance and support with the implementation of the curriculum. A nurturing environment ensures that RE is a safe space where students' views are respected and they feel valued.

RE lessons feature knowledge-retrieval tasks and collaborative planning between staff supports consistently strong practice. As a result, students develop a deeper understanding. Standards achieved at examination reflect the depth and breadth of the RE curriculum. Assessment is used carefully to check understanding and monitor progress. In turn, it supports teachers' next steps. Students express their learning clearly, recognise their strengths and understand how to improve. There is some internal monitoring of RE which is reported to the governing body. However, leaders and governors have not fully established a formal process to provide support and challenge across the school.

#### Vision and School Culture

Inspired by the vision, equality, equity and inclusion are woven throughout every aspect of school life. A desire to act as one guides leaders' work to foster a harmonious school community. This is evident in how students actively pursue an inclusive approach to expressing their own faith or views. Students with a range of beliefs and views value being encouraged to be themselves and feeling respected by their peers. Leaders provide tailored support that nurtures students academically, pastorally, and across all aspects of school life. By adjusting to the needs of the school community and working to remove barriers, students are enabled to flourish. Staff benefit from a coherent development programme, supported by personalised opportunities that meet individual needs. New staff benefit significantly from a thoughtful combination of professional guidance and wellbeing support. As a result, staff feel valued and equipped to contribute effectively to the school's vision and ongoing development.

#### Vision, Justice and Responsibility

The school has a motto of 'a family achieving excellence'. This builds a sense of belonging that encourages students to give back to others. Peer mentoring is central to this. Students give their time to offer study support, pastoral guidance, and reading sessions for pupils at local primary schools. Service to others is shaped by the vision to act as one. Charitable work is carefully selected, often led by students or focused on needs within the local area. An example is the partnership with Peterborough Cathedral, which helped raise much needed funding for a recent campaign. Students demonstrate stewardship by promoting sustainability initiatives, including composting food waste, recycling pens and planting hedges. UK Youth Parliament involvement and active support for student societies offer further examples of their selflessness. Through these acts of service, leadership, and responsibility, students develop the character, confidence and compassion that enable them to flourish.

## Information

Address	Park Road, Peterborough, Cambridgeshire, PE1 2UE		
Date	11 and 12 February 2026	URN	136398
Type of school	Academy	No. of pupils	1256
Diocese	Peterborough		
Headteacher	John Harrison		
Chair of Governors	Kevin Palmer		
Inspector	George Trafford		