



The
Peterborough
School

Our Report Highlights

ISI Inspection Report
2024



From the Head

We have received our Independent Schools Inspectorate 2024 report, and are so proud of its findings that we've created this document detailing some of the comments.



Our values of Family, Ambition, Character and Excellence are not just words dreamt up to look good on posters, or in the prospectus. In the first paragraph of its report, the ISI identified these as being core to

TPS, resulting in pupils who are "well rounded, self confident and considerate of others".

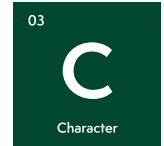
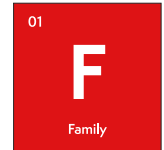
It's particularly pleasing that the ISI should see that at TPS, we deliver on our core promise. That we can is down to the remarkable partnership we have here between staff, pupils and parents, in which everyone is pulling together to give each TPS student every possible advantage and opportunity in life.

Adrian Meadows

Adrian Meadows
Headmaster



Read the full ISI
Inspection Report by
scanning the QR code



On our staff

“Leaders are clear and determined in executing the School’s aim to unlock the potential of every pupil.”

“Teachers provide targeted support and challenge to pupils, according to their needs.”

“Teachers deliver constructive feedback in lessons that is responsive to pupils’ differing learning needs and effectively guides pupils on areas for improvement.”



“Tutors promote core values of family, ambition, character and excellence (FACE). As a result, pupils are well rounded, self-confident and considerate of others.”



“Staff track behaviour meticulously, supported by a consistent approach to behaviour across all year groups.”

“Leaders prioritise pupils’ mental health and wellbeing and there is a skilled pastoral team.”

“Leaders foster a welcoming, family atmosphere, where pupils are well known as individuals and valued.”

“In their teaching of PSHE, staff reinforce the School’s values and model the high expectations of behaviour for the pupils’

On our pupils



“Pupils behave respectfully both in and out of the classroom.”

“Pupils exhibit confidence and actively put into effect the principles of fairness, diversity and democracy.”

“Pupils participate in a broad range of extra-curricular events and activities.”

“The wide range of extra-curricular activities in the Senior School, including sporting, creative, technological, and expressive pursuits, results in successful development of pupils’ skills and experiences beyond the classroom.”

“Pupils are confident, polite and articulate. The school community takes pride in its inclusivity, respect for others, and overall warmth.”

“The rapport between staff and pupils fosters mutual respect and pupils feel known and valued.”

“Pupils are prepared well for life beyond school by teaching staff who know them well and through the enhanced personal, social, health and economic (PSHE) curriculum.”



“Pupils achieve success in sports, music, speech and drama, and academic competitions at various levels.”

On our Nursery

“Behaviour and attitudes are good. Children show great enjoyment in their learning.”

“Staff are comforting and reassuring to children and they meet their needs well.”



“Staff promote children’s personal and emotional development well and children consistently demonstrate that they feel safe, secure and happy.”

“Children show high levels of confidence in social situations.”

On our School

“In the Reception class and the Prep School, the broad curriculum is enriched with other experiences such as outdoor education, dance and music.”

“Teachers’ understanding of pupils’ need and individualised support in lessons means that the majority of pupils attain grades at GCSE and A Level higher than those predicted from their assessed starting points.”

“An effective rewards system recognises pupils’ positive work and behaviour.”


“Through a broad and balanced curriculum, pupils gain knowledge and develop skills across a wide range of subjects.”

“Pupils make good progress due to the diverse range of teaching methods used in lessons, including hybrid digital learning, didactic teaching and a combination of individual and group work.”





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