

Quintin Kynaston School

**Governors' Annual Report to Parents
and Guardians**

1998-99

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1. Introduction from the Chair of Governors

As Governors of Quintin Kynaston, we meet weekly as a full governing body or in committee (Personnel, Curriculum, Finance & Premises, Public Relations). We use these meetings to set the direction of the school, then guide the Headteacher in his day-to-day running of the school. Together with the whole school community, we are committed to continuing improvement of educational standards within a caring, well-resourced school.

As a school, we welcome feedback on the progress we are making. Last year [1997/98], we were able to draw upon inspections commissioned by the Headteacher and an inspection by the City of Westminster. This year [1998/99] we have been able to draw on the findings of a full OFSTED inspection. This has been particularly important, as OFSTED inspections are very detailed and thorough. In our February 1999 inspection, for example, twelve inspectors spent a week at the school, with 131 hours spent in lessons. Inspectors observed assemblies, registration periods and extra-curricular activities. Students were observed at breaks and in the lunch hour, students' work books and staff records were reviewed, staff, students, governors and parents were interviewed and parents' questionnaires were analysed. Following the inspection, we sent the formal summary to parents and worked with the Headteacher to draw up an Action Plan to address any issues the inspectors identified as key issues. This Action Plan was incorporated into the school's Development Plan, which is closely monitored by Governors during their meetings.

Whilst we are obviously pleased to hear from the inspectors that the school no longer has serious weaknesses, we share the Headteacher's view that every school has a duty to continually improve. We aim to make Quintin Kynaston an excellent school, and are confident we can do so. To help us achieve this goal, we are applying for Specialist School Status in Technology under the government's Excellence in Cities programme. This will enable us to further improve the quality of education, particularly with respect to GCSE results in Information and Communications Technology (ICT), Technology, Science and Mathematics.

Every year, we report formally to you as parents and guardians on how Quintin Kynaston has developed over the previous year. This report is required by law, but we are genuinely interested in your perceptions of the school's effectiveness. If you are able to come to our Annual Parents' Meeting on Thursday 2nd December 1999 at 6 pm to discuss this report, I look forward to meeting you.

Patrick Lees

2. Educational Standards

2.1 [Attendance](#)

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2.1 Attendance

Our school aim demands "*rigorous, high quality education*" for all students. Regular attendance is therefore essential. We have been pushing hard for improved attendance, with a lot of success. Our target for 1997-98 was to push up attendance by 1% and we exceeded this target, with attendance rising by 1.55%. Our target for 1998-99 was an ambitious one, aiming for a further 1.35% increase. We narrowly missed this target, with attendance rising by 1.14%, to 89.79%. OFSTED deem anything below 90% as "*unsatisfactory*", but we are pleased to be above the City of Westminster average for the first time. Our target for this year was set at 91%. Given that we have been without a Westminster Education Welfare Officer since the Summer Term, our expected outcome is 90.2%. Attendance statistics are in [Annex 5.2](#).

2.2 Behaviour

Our school aim demands every student achieves "*their best possible examination results*" and develops "*clear moral values*". Appropriate behaviour is therefore central to our process of school improvement. We were pleased to see OFSTED recognised our progress when they summarised behaviour as "*satisfactory ... little evidence of bullying ... the number of exclusions has been reduced*".

Although not obliged to by law, we set annual targets for reducing fixed term exclusions as we think they are too high. For the previous two years, we have achieved a substantial reduction in these exclusions. In 1997-98, for example, we reduced fixed term exclusions by over 25%. We are pleased to report that fixed term exclusions fell again by 14% in the last school year, and will continue to fall in the next two years.

Every school is now obliged to set targets for reducing permanent exclusions. Last year, we reduced these exclusions by 37.5% (from 16 to 10), but did not succeed in our ambitious target of a 50% reduction. Whilst we firmly believe in social inclusion, we cannot and will not tolerate behaviour that interferes with other students' safety or their right to learn. Our target is to reduce fixed term exclusions by a further 11% this year. The target set for permanent exclusions was to reduce them to 6 this year, but our expected outcome is 8, a reduction of a further 20%. We will be setting targets to further reduce this figure in the following two years.

2.3 Test and Examination Performance, and Student Progress

A-Level results are determined by the quality of teaching and the entry requirements set by each school or college.

Last year Governors were pleased to see another improvement, with the average points score per candidate for students entering two or more A-levels rising from 15.2 to 16.2. The 1999 results showed another improvement, with this indicator rising to 16.8, putting us third only to the Greycoat Hospital and Pimlico schools in the City of Westminster.

This score is still below the national average. One 'solution' to making the score rise is to raise the entry requirements for students wanting to study A-Levels. This approach would have given us a result above the national average in 1999. We do not plan to take this route, as it puts league table positions above students' access to post-16 study, which is against everything we believe in at this

school. A University of Durham research project recently reported that the progress Quintin Kynaston students make from GCSE to A-Level is above average, which gives us confidence in the quality of our teaching.

Our target is to maintain a healthy level of results this year, which means keeping the average points score above 16.2.

GNVQ: we have recently introduced Advanced GNVQs into our Sixth Form. The first set of results will be available in July 2000. Our Intermediate GNVQ results were again good and above national averages.

GCSE results are determined by the quality of teaching during secondary school and prior attainment (for example, primary school results). As Governors, we know some students join this school during Year 10 and 11, so achievement in their previous schools will influence our examination results. For that reason, we carefully track the results of students who have followed the full five-year programme at Quintin Kynaston, and compare these to students who spent much of their study time elsewhere. OFSTED recognised that students who have been with us for the full five years do better than would appear from the published examination results which include later arrivals.

Commenting on the 1998 results, OFSTED noted that the percentage of students gaining one or more A*-G pass grades (85%) was below average both nationally and compared to schools with students of similar backgrounds. Governors were therefore very pleased to see the 1999 results, where the percentage rose to 93%, putting us close to the City of Westminster and national averages. We intend to further improve this figure in the next two years.

Our average points score was 24.5, in line with our target. Despite the large number of students who join us from primary school with results well below national expectations, the Governors share the Headteacher's view that this figure is still far too low, and intend to push this up further in the next three years. We are confident that we can do so.

The result Governors found disappointing was the percentage of students gaining five or more A*-C grades. We were unsuccessful at helping a number of students push up their predicted D grades to C or above. We have put strategies in place to enable us to do this job better and are confidently setting targets which drive this indicator up to 35% or above by 2003.

Key Stage 3 Test results rose in 1998 but were, as OFSTED commented, below national averages and, for English and Science, "*below average in comparison with schools with students from similar backgrounds*". Our KS3 results are on an upward trend, which we intend to maintain. Governors were therefore pleased to note that, whilst still below national averages, 1999 results showed English and Mathematics results going up, exceeding targets set and better than 75% of comparable schools. Whilst disappointed to see Science results missing the target set, we were reassured to see that these results were still well above average for similar schools.

We are confident that our results will continue to improve in each of the next three years and we are setting targets that reflect this confidence.

2.4 Students Destinations

See [Annex 5.3](#)

3. Quality of Education

How the school teaches, assesses and supports

3.1 [Quality of Teaching](#)

3.2 [Curriculum and Assessment](#)

- 3.3 [Support, Guidance and Welfare](#)
- 3.4 [Spiritual, Moral, Social and Cultural Development](#)
- 3.5 [Partnership with Parents and the Community](#)

3.1 Quality of Teaching

To achieve our aims, we must provide high quality teaching. Every school has some teaching that is not up to standard, as even good teachers sometimes give a poor lesson. In 1996, OFSTED criticised our standards of teaching which they rated well below national averages.

For the past three years, we have worked hard to develop the quality of teaching for our existing staff and carefully recruited the best available teachers to fill vacancies. Governors were therefore delighted to hear from 1999 OFSTED inspectors that "*teaching is almost always sound and frequently good*". Standards of teaching are now as good as, or better than, national averages.

Since the inspection, we have further strengthened our teaching team. In Mathematics, for example, we have a full complement of specialist staff for the first time in over five years. We have appointed a second permanent Geography specialist, a new specialist Head of Music and additional teachers to reflect the growing size of the school. We are continuing our recent practice of providing additional support for new teachers, including an external mentor to help them develop the quality of their teaching.

Continuing to improve the quality of our teaching remains a priority. We intend to become an excellent school, so have set ourselves two challenges. First, to remove the few remaining elements of weak teaching and, secondly, to increase the proportion of good and excellent teaching by providing opportunities for our teachers to observe the very best practitioners in Quintin Kynaston and in other schools.

3.2 Curriculum and Assessment

OFSTED commented that our curriculum was "*appropriately broad and balanced*" but noted that we did not yet fulfil requirements for Key Stage 4 Information and Communications Technology (ICT) and Religious Education (RE). Since that time, we have addressed the ICT gap and we have plans for dealing with RE. OFSTED praised the response of students to our new GNVQ courses at Key Stage 4.

This year, we have given priority to improving the curriculum in English, Mathematics and Science. In English, for example, we have one member of staff working on the quality of our Year 7 course and another upgrading the quality of our GCSE course. In Mathematics, the school made a decision to move away from SMILE, replacing it with interactive whole class teaching in setted groups. We will be reviewing the progress made during the spring and summer terms.

Our Geography department is scheduled to become the lead "partner department" across all secondary schools in the City of Westminster and the Royal Borough of Kensington and Chelsea with access to additional ICT teaching facilities we will be installing before September 2000.

The school is currently preparing for major changes in the national framework for post-16 education. As part of this work, the school is talking with another Westminster secondary school to see if, by working together, we can further extend the offer to our students in our already successful Sixth Form. The City of Westminster is beginning a review of post-16 education which could lead to small or ineffective Sixth Forms being closed. Quintin Kynaston Governors are confident that with current results and the increasing size of our Sixth Form (now 152 students, the highest figure since 1984) we have nothing to fear from this review.

OFSTED noted that the school had made satisfactory progress in its assessment procedures since the last inspection, noting that "*arrangements for assessing students attainment are satisfactory at*

KS3, and good at KS4 and in the Sixth Form". They identified a need to make better use of information provided by the school's Learning Support faculty to help further improve the quality of teaching. They also identified a need to ensure that all formal recording and reporting in the Art, Music, Drama and Physical Education faculty is in line with requirements. The school is acting on this.

3.3 Support, Guidance and Welfare

One of our key aims is to ensure we provide a comprehensive range of study support activities. In 1996, OFSTED described our study support programme as "*modest*". Governors were pleased to see that the 1999 OFSTED inspection noted a "*good range of extra-curricular activities*". This programme currently includes a good sporting fixture list. During this school year, we will be increasing the number of programmes designed to support students in the final year of their GCSE studies. We plan to further extend the study support programme for September 2000.

Inspectors praised the support and guidance we provide to students. They noted the "*increasingly valuable system of target setting and regular progress checks*" and the "*comprehensive range of mentoring systems to support students in need of this extra level of support*". The school will be further increasing the support provided to students who need to aim for improved GCSE grades to address the continuing need to push up GCSE results. This will include the appointment of two "learning mentors" to support students who need additional support to achieve grades that will help them progress into post-16 education and beyond.

In 1999, Inspectors described the Careers function as "*good*", as was the support provided to students with Special Educational Needs (SEN). The systems and structures we operate include thorough assessment of students' needs, monitoring their progress, keeping parents informed and involving other agencies to support students on the SEN register as appropriate. The school welcomes and supports disabled students as part of its admissions policy and induction programme, but we recognise that physical access is still limited in a school where teaching takes place on five floors. The curriculum and study support activities are designed to include all students and, to the best of our knowledge, no student is treated less favourably in this respect. Our full SEN policy is available from the school on request. No significant changes have been made to this policy since our last report, other than the school securing an increased level of support from Westminster Local Education Authority, with its new Behaviour Support Team working with the school on a number of pilot projects.

Three years ago, the school was criticised by OFSTED for the quality of its support for students with English as an Additional Language (EAL). Governors were therefore pleased to see clear recognition from the 1999 inspectors that provision is now of a good quality.

Last year, Governors reported the appointment of an Attendance Officer to support the school's drive for improved attendance. We were therefore pleased to see OFSTED inspectors note that "*monitoring of attendance is good*". Inspectors, however, shared our concern that some students are not arriving at school on time. As Governors, we must re-state that it is parents' duty to ensure their children arrive at school on time.

Governors were also pleased to see praise for the school's Behaviour Policy with rewards and sanctions that are "*understood and respected by students*". We were particularly pleased to see that "*staff set good examples for students by the way they treat other people and in the quality of mutually respectful relationships*". This year, the school is making some minor additions to the rewards and governors have undertaken training to ensure they are fully aware of changes to legislation on exclusions. We will again be consulting parents on our behaviour policy so as to ensure we keep this under review.

3.4 Spiritual, Moral, Social and Cultural Development

As Governors, we take seriously the need to promote students' spiritual, moral, social and cultural development. We were therefore pleased to see OFSTED recognising a lot of good practice in this area. They noted that *"a strong framework of moral values is put in to practice in every aspect of school life"* with students being *"taught to respect to rights of others"*. There was also praise for the opportunities the school creates for appreciating world culture.

3.5 Partnership with Parents and the Community

Parents

The governing body is clear that successful schools must develop good working partnerships with parents. We were therefore pleased to see that inspectors recognised the work undertaken in the past three years. They judged that the information provided to parents by the school was *"satisfactory and has many positive elements"*. They praised the parents' induction programme, the school prospectus, curriculum-focused events, the weekly newsletter, the student diary and progress review days. Criticism that some of the subject reports do not convey information in a clear enough manner is being acted upon and Governors have adjusted their Annual Report to deal with some omissions identified by inspectors. Since the inspection, the school has made some improvements to its induction programme and has increased opportunities for parents to meet subject teachers. In order to support parents of students entering Key Stage 4, an additional evening event has been introduced in the autumn term. Governors are looking forward to seeing similar progress made by the Parent Teacher Association which aims to play a key role in supporting school improvement.

Community

In last year's report, we described substantial improvements to the level of support we receive from the community. We were pleased to note that the 1999 inspectors described the school-community partnership as *"good"*. There was praise for links with primary schools, tertiary education (particularly links with Westminster University and Imperial College), links between our Vocational Education Programme and the economic community, and community support for the *"very good range of clubs and extra-curricular activities"* the school offers. In our bid for Technology College status, the school is drafting clear plans to further improve school-community links to make a real impact on the quality and range of education at Quintin Kynaston. Governors share the Headteacher's view that, despite OFSTED's comments, our links with other schools and the economic community are not as good as they need to be if we are to push up the quality of outcomes and educational experiences.

4. The Management and Efficiency of the School

4.1 [Leadership and Management](#)

4.2 [Staffing](#)

4.3 [Accommodation](#)

4.4 [Learning Resources](#)

4.5 [The Efficiency of the School](#)

4.1 Leadership and Management

School improvement is a complex business. It is therefore important that Governors and school management have clear direction and the requisite strategies to guide schools to ever increasing effectiveness. In our last report to parents, I asserted that *"we are confident that we are heading in the right direction"*. It was reassuring to have this confirmed by OFSTED inspectors. They commented that there is a clear education vision to which everyone is committed. They described policies and procedures that reflect school aims and clear processes of planning for further improvement.

4.2 Staffing

Our staff are our most valuable resource so it is essential that we recruit and retain the best available

teachers and support staff. We continue to put applicants through a rigorous selection process including observation of their teaching skills. This, OFSTED commented, "*has had a very positive effect in enhancing the quality of teaching*".

There are substantial shortages of appropriately skilled and qualified teachers in London, so we were pleased to see OFSTED note that "*the school has sufficient members of staff with appropriate qualifications to meet the demands of the subjects, age and ability range they teach*". We now have a good balance of age and gender and have been pleased to see that our rigorous appointments procedures have given us a staff with 20% from minority ethnic groups.

Governors are fully behind the school's view that all teachers can further improve their professional knowledge and skills, so all teachers are set annual targets to improve their performance. Each teacher has an Individual Development Plan, informed by his or her annual targets and school priorities, and the school carefully logs each teacher's professional development activities. These include observation of other teachers' teaching, visits to other schools to observe their work, reading and attendance at courses and conferences. During the last school year, the school ran five training days where all teaching staff focused on effective lesson planning and teaching, academic tutoring and the teaching of writing. We provide external 'mentors' to support and advise new staff during their first year's teaching at this school. Last year, the school spent £11,500 on staff training activities.

During the course of this year and next the school is working to upgrade the information technology skills of all staff so we can ensure that teaching makes full use of ICT in the classroom and for management purposes. The other school training priorities are: effective teaching skills; middle management training; school improvement related to other issues identified on the annual school Development Plan. Given the substantial teacher shortages in London, the governing body is committed to ensuring that the high quality teaching staff we have developed will want to stay at Quintin Kynaston. We will be looking at our pay policy to see how this can be achieved. The school will continue to recruit additional staff to reflect the school's growing popularity.

4.3 Accommodation

The school has invested substantial amounts of money in recent years to upgrade accommodation. This work was recognised by OFSTED, who commented that this has had "*a positive impact on standards*". Over the summer we made further improvements to the heating system, painted the upper school building and installed further student lockers. We have plans to upgrade the final Science Laboratory and build an additional Art Room. This work will be undertaken as soon as possible. Given the school's increasing size, we are currently looking at ways of expanding teaching space by reviewing current room usage.

The dining rooms remain rather cramped, but governors are pleased to hear that the speed of service has been improved without our increasing number of students leading to long delays at lunch time. School security is always a major concern of any governing body. We are pleased to report that, since the installation of the security fence, there have been no major security concerns reported to Governors. The only change in school policy since we last reported to parents is that the school now bars all students below the Sixth Form from leaving the premises during the school day.

4.4 Learning Resources

Whilst welcoming OFSTED's praise for the school's use of resources, Governors share the Headteacher's desire to further increase the quality and range of learning resources available to students. We will continue to support steps taken to increase students' access to books and ICT. The school has already secured an additional £35,000 to upgrade ICT facilities and will use the bid to achieve Technology College status will be used to further improve provision.

4.5 The Efficiency of the School

To continue the process of school improvement, Governors need to be assured that the school is efficient in managing its people and resources. Governors were therefore pleased to see OFSTED confirm that the school is now an efficient organisation. They noted "excellent" systems for managing finances, proper involvement of governors in key decisions, clear development plans and effective use of accommodation and learning resources.

Annexes

5.1 Test and Examination Outcomes

[Key Stage 3](#) (14-year-olds)
[Key Stage 4 : GCSE Results](#)
[A/AS Results](#) by Subject
[A/AS Points](#)

Results of National Curriculum Assessments for 14-year-olds									National Average Achieving NC Level 5 or above
		National Curriculum (NC) Level							
		other	3	4	5	6	7	8	
English	External Test	26%	5%	24%	26%	12%	8%	–	63%
	Teacher Assessment	22%	20%	26%	26%	4%	–	–	
Mathematics	External Test	18%	18%	22%	17%	17%	7%	–	62%
	Teacher Assessment	11%	19%	27%	23%	13%	5%	1%	
Science	External Test	29%	16%	26%	18%	10%	1%	–	55%
	Teacher Assessment	20%	30%	24%	16%	11%	–	–	

Summary of GCSE Results achieved by students aged 15			
	Achieving 5 or more GCSE grades A*-C	Achieving 5 or more GCSE grades A*-C	Students age 15
Number of students	19	109	118
Percentage of year group	16%	92%	
Average score	52.8 points	24.5 points	

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		A	B	C	D	E	N	U
A-level								
Art and Design (Fine Art)	3	2	-	-	1	1	-	-
Art and Design (Textiles)	6	3	2	1	-	-	-	-
Biology	9	2	4	2	-	1	-	-
Chemistry	14	-	4	6	2	1	-	-
Economics	1	-	-	-	-	-	-	-
English Literature	7	1	-	3	2	-	1	-
History	4	-	-	1	-	-	2	-
Information Technology	2	-	-	1	1	-	-	-
Mathematics	10	1	4	1	2	1	1	-
Media Studies	8	1	4	3	-	-	-	-
Other classical language	1	1	-	-	-	-	-	-
Physics	12	2	4	4	2	-	-	-
Politics	1	-	-	-	-	1	-	-
Portuguese	1	-	1	-	-	-	-	-
Psychology	1	-	-	-	1	-	-	-
Sociology	1	-	-	1	-	-	-	-
AS-level								
Mathematics	3	-	-	-	2	1	-	-
Information Technology	21	2	1	3	7	5	1	2

Points achieved for A/AS by Students aged 16, 17 and 18		
	Students entered for 2 or more GCE A-levels or AS equivalent	Number of Students entered for fewer than 2 GCE A-levels or AS equivalent
0-4 points	4%	61%
5-9 points	11%	28%
10-14 points	32%	11%
15-19 points	18%	
20-24 points	18%	
25-29 points	11%	
30+ points	7%	

Average per candidate QK	16·8 points	4·1 points
National average	18·2 points	3·0 points

5.2 Attendance Statistics

OFSTED reported *School works hard to promote good attendance and punctuality. Attendance has increased annually.*

All figures are percentages. n.a.—data not available

Total Attendance
Authorised Absences
Unauthorised Absences

Total Attendance					
Overall attendance improved by 1·14% this year and by 2·69% over two years					
	1994/5	1995/6	1996/7	1997/8	1998/9
Quintin Kynaston School	86·5	86·6	87·1	88·7	89·8
Westminster Local Education Authority (LEA)	89·3	88·5	90·0	89·0	89·0
England (LEA schools)	90·3	90·1	90·5	—	—
England (all state schools)	90·8	90·7	90·9	—	—
National (all schools)	—	—	—	91·2	n.a.
Authorised Absences what the school sees as acceptable reasons for absence					
Authorised absence improved by 0·34% this year and by 2·50% over two years					
Quintin Kynaston School	10·8	11·0	7·9	7·2	6·8
Westminster Local Education Authority (LEA)	8·1	8·6	7·6	7·8	7·1
England (LEA schools)	8·5	8·7	8·3	—	—
England (all state schools)	8·2	8·4	8·1	—	—
National (all schools)	—	—	—	7·7	n.a.
Unauthorised Absences what the school does not see as appropriate reasons for absence or no reason given by parent or guardian					
Unauthorised absence reduced by 0·8% this year and by 4·51% over two years					
Quintin Kynaston School	2·7	2·4	5·0	4·2	3·4
Westminster Local Education Authority (LEA)	2·6	2·9	2·4	3·2	3·9
England (LEA schools)	1·2	1·2	1·2	—	—
England (all state schools)	1·0	1·0	1·0	—	—
National (all schools)	—	—	—	1·1	n.a.

5.3 Destination of Students in Years 11-13

Quintin Kynaston
Westminster Schools

Quintin Kynaston School Destinations 1997						
	Year 11		Year 12		Year 13	
	%	No	%	No	%	No
Full Time Education and Training	71.6	91	78.8	52	82.8	24
Training	0	0	3	2	0	0
Full Time Employment	3.1	4	4.5	3	0	0
Not Settled (Not active)	0	0	0	0	0	0
Not Settled (Active)	3.1	4	0	0	0	0
Moved	9.4	12	6.1	4	6.9	2
No Response	12.5	16	7.6	5	10.3	3
Total	100	127	100	66	100	29
Westminster Schools* Destinations 1997						
	Year 11		Year 12		Year 13	
	%	No	%	No	%	No
Full Time Education and Training	74.6	935	79.0	516	83.7	303
Training	0.6	8	0.9	6	0	0
Full Time Employment	3.8	47	0.9	6	2.2	8
Not Settled (Not active)	0.4	5	0.3	2	0	0
Not Settled (Active)	2.6	33	1.2	8	3.0	11
Moved	9.3	117	10.1	66	3.9	14
No Response	8.7	109	7.5	49	7.2	26
Total	100	1254	100	653	100	362
* St Marylebone CE School, Quintin Kynaston School, Greycoat Hospital School, St Augustine's CE School, Westminster CE School, St George's RC School (Year 11 only), Pimlico School						

5.4 Financial Summary

This section is the report from the Finance Committee of the governing body. It describes the changing financial position of Quintin Kynaston School. It shows where our income comes from, where the expenditure goes and the amount of money we have left in our financial reserves.

It costs about £2.8 million each year to run Quintin Kynaston. The Governors are responsible for deciding how that money is spent. Most our income comes from Westminster City Council. They share out the money amongst the Local Education Authority (LEA) Schools depending on how many students each school has. The basis is, on average, roughly £2900 for each secondary school student. We add to this income by renting out parts of our facilities to outside groups. Like other schools, most of Quintin Kynaston's expenditure goes on staff salaries.

Although the **school year** runs from September to July, the **financial year** runs from April to March. Governors decide on the budget every March just before the coming financial year starts. The budget set in March 1997 – for the last (summer) term of the school year 1997/98 and the first two (autumn and spring) terms of the school year 1998/99 – is for the financial year 1998/99. The table below shows the summary of QK's income and expenditures, in thousands of pounds by financial year.

	1995/96	1996/97	1997/98	1998/99	1999/00
	Actual	Actual	Actual	Actual	Budget
Income (£000)					
Westminster City Council	£2,218	£2,291	£2,316	£2,330	£2,618*
Other Income	£138	£229†	£47†	£147	£148
Total Income	£2,356	£2,520	£2,363	£2,471	£2,766
Expenditure (£000)					
Staff Salaries	£2,035	£1,887	£1,856	£2,002	£2,183
Supplies and Services (Note 1)	£179	£183	£239	£250	£248
Buildings (Note 2)	£214	£264	£261	£217	£379*
Projects (Note 3)	–	£177	£138	£64	£15
Total Expenditure	£2,429	£2,511	£2,493	£2,533	£2,825
Annual Surplus or Deficit (£000)					
Annual Surplus or Deficit (£000)	£72	£9	£130	£62	£59‡
Interest Earned	£9	£6	£7	£6	–
Financial Reserves at year end (March)	£142	£158	£35	£21	£80
<i>of which, Committed for next year (Note 4)</i>	£41	£32	£17	–	–
Uncommitted: Net Reserves at year end	£101	£126	£18	£21	£80

* includes £89,000 devolved R & M Funding

† a rental in 1997/9 was pre-paid during 1996/97 thus distorting Other Income for these two years

‡ the apparent deficit for 1999/2000 will be covered by additional income from Westminster City Council of approximately £90,000 driven by the significant roll increase in September 1999

Note 1: school equipment, books, materials, examination fees and administration costs

Note 2: repairs, maintenance, redecoration, energy, rates, cleaning, insurance

Note 3: when Projects money is spent, it is either on Supplies and Services or on Buildings

Note 4: for Supplies and Services and for Buildings

5.5 The Governors

Appointed by the City of Westminster

Mrs Barbara Grahame
Mr Andrew Havery Chair of Finance and Premises
Mrs Katie Ivens Vice Chair of Governing Body and Chair of Curriculum Committee
Mr Nicholas Green Chair of Personnel Committee
Mr David Gluckstein

Elected by the Teaching Staff of the School

Mr John Hamilton
Ms Trin Jefferson

Elected by the Support Staff of the School

Mr Bob Graham

Elected by the Parents of Students Attending the School

Mr Richard Blackmore
Mrs Caroline Boyd-Harte Chair of Behaviour Committee
Mr Nick Daly
Mr Richard Gamgee
Dr Mohamed Osman

Co-opted

Mr Patrick Lees Chair of Governing Body
Mrs Rosanna Lockhart Chair of Public Relations Committee
Mr William Longrigg

Clerk to Governing Body

Mr Richard Hunt