

***Governors' Annual Report to
Parents and Guardians
1999/2000***

December 2000

*If you have any points to raise about any aspect of this report,
please come to the*

Annual Parents Meeting

at 6.00pm on Wednesday 20th December 2000

or, if unable to do so, write to the Chair of Governors.

Our school aim

Our aim is to deliver rigorous, high quality education, to enable students to leave school with their best possible examination results, knowing how to learn, in continuing education, and as an adult, with clear moral values, to guide their behaviour through life

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Introduction from the Chair of Governors

One of the reasons Quintin Kynaston is making progress as a school is that we are self-critical

Westminster Council sees us as having a well-run school, making good progress. Our results are either already good, or making improvement. Some governing bodies would be satisfied with this assessment.

But we do not see things that way. We aim to make QK a very good school, and will not be satisfied until we have done so. As governors, we share our headteacher's view that we should be honest about things that are not yet up to standard, and continue to work for improvement. We are interested in your views as to how we are doing, and what the priorities are. We are particularly interested in your views on four questions:

- *What does the school do well?*
- *What is the school getting better at?*
- *On which things does the school need to make faster progress?*
- *What do you think of our aim of becoming a Technology College, to support the work of the school?*

Patrick Lees

(Chair of Governors)

Quintin Kynaston School
Marlborough Hill
NW8 ONL

Looking ahead

- Quintin Kynaston has come far in the last few years, with A Level results better than most local schools and colleges, and Key Stage 3/GCSE results rapidly improving. Westminster Council have made clear that whilst four of the eight secondary schools are causing them concern, QK is not in this category. QK governors, headteacher and staff are, however, determined to become not just a 'satisfactory' school, but a school with a national reputation for success
- The school is committed to equipping young people for success in an increasingly technological world, and is determined to make the school a centre of excellence
- Steps already taken to gear up for this challenge include upgrading Science labs, investing in Information Technology resources, increasing Maths and IT teaching time, reducing Maths and Science class sizes, introducing setting in Maths and Science, and introducing new courses, including GNVQ Science and A Level Psychology
- As previously notified, we are applying for Technology College Status, as the next steps to become a centre of excellence for technological education, for our own students, and to support the work of neighbouring schools, without undervaluing the contributions of the arts, languages, and humanities to a balanced education
- Technology College status would give QK half a million pounds for further upgrading of teaching facilities, staffing, and curriculum links to promote a technological culture for young people in QK and other schools, enabling us to set even more ambitious exam targets for the school in the coming years
- The headteacher and Curriculum Leaders for Science, Mathematics, Design and Technology, and Information Technology are currently securing the required £50,000 sponsorship to support the bid, and finalising action plans, demonstrating how QK would use this project to benefit our students and the wider community

School Outcomes 2000

- ***A Level average points score (students taking 2+ A Levels) = 16.2 (Target = 16.2)***
- ***A Level grades A-C = 65%***

- A Level results are determined by teaching quality, and entry requirements
- The QK percentage of A-C grades was the best in Westminster, and the average point score was 16.2, in line with the school target, and the second highest score in the City of Westminster, beaten only by Pimlico school
- Governors were pleased to see QK performing well. QK accepts students with 5+ GCSE grades C+, unlike many schools with higher entry requirements, but will not increase 6th Form entry requirements merely to make results look even better

GNVQ 6th Form % gaining merit or distinction = 65% (Target = 40%)

Results were again above national average, with our practice praised by moderators

- ***GCSE average points score = 28.4 (Target = 25.3)***
- ***% gaining 1+ GCSE = 100% (Target = 91%)***
- ***% gaining 5+ GCSE A*-C = 24.5% (Target = 25%)***

- GCSE results are determined by students' attainment when they arrive at the school, and the quality of teaching they subsequently receive
- Since 1998, QK's 'ability' intake is more in line with national expectations, so governors expect these students to get results closer to national patterns
- Of students sitting GCSEs in 2000 however, only 20% arrived in line with national expectations. Nevertheless, governors were pleased to see every student gained at least one GCSE pass, something no other mixed Westminster school achieved, and nearly 25% achieved five or more top (A*-C) grades
- Governors support the head in expecting results to rise sharply when current years 7-9 (with their substantially better primary school results) take their GCSEs

- ***49% achieving KS3 Mathematics level 5 or above (Target = 48%)***
- ***43% achieving KS3 English level 5 or above (Target = 42%)***
- ***30% achieving KS3 Science level 5 or above (Target = 36%)***

- Our Mathematics results are now well above average for similar schools, and rapidly improving, rising by 19% in three years
- English and Science results are improving (up 11% and 5% in three years), but not as fast as we would wish, hence our continuing focus on improvement

Attendance

- **Total attendance = 90.2%** (Target = 90.5%)
- **Unauthorised absence = 3.3%** (Target = 2.75%)

- Examination success requires good attendance. Despite lack of Education Welfare Service support, we pushed up attendance, over the Westminster average
- The school takes a hard line on unauthorised absence, counting as 'truancy' any absence we see as avoidable, even if parents send in a note explaining the absence. This approach increases the number of unauthorised absences, but was praised by the Secretary of State for Education when he visited the school in October 2000
- Governors share the head's concern that a few parents are still not ensuring their children attend regularly, or arrive on time for school

Exclusions

Number of permanent exclusions = 5 (Target = maximum of 5)

- Governors support the head in maintaining a hard line on discipline, even where this means permanent exclusion, which it did for five students
- Fixed-term exclusions again fell, in line with school targets

Outcome Targets 2001 and beyond

Governors annually consider school recommendations for examination targets. Based on:

- Data on students' previous best performance (at their previous school and at QK)
- National data indicating typical levels of progression from different starting points
- Teachers' professional judgement of what grades/levels, with 'push and challenge', each student could achieve
- Guidance from an educational consultant working for Westminster

Although parental mobility means targets were set for a cohort that has changed, governors find target-setting a valuable process. Current targets are as follows:

Indicator	2001	2002	2003	2004
A Level average points score	16.2	<i>Delay - national changes</i>		
GNVQ % completing all units: % Merit or Distinction	80% : 40%			
% gaining 1+ GCSE pass	93	98	98	98
% gaining 5+ GCSE A*-C	26	35	42	44
Total GCSE average points score	25.5	28.5	29	29.5
% gaining Level 5+ Key Stage 3 Maths	50	55	57	58
% gaining Level 5+ Key Stage 3 English	45	50	52	53
% gaining Level 5+ Key Stage 3 Science	38	44	46	48
Attendance % of sessions	90.8	91	91.2	91.4
% unauthorised absence	2.65	2.6	2.5	2.4
Permanent exclusions maximum	6	5	4	4

Curriculum, teaching, and assessment

- **6th Form provision:** Changes in funding may mean schools with small numbers of students staying on after GCSE will lose their 6th Forms. QK now has a large 6th Form, offering a wider range of courses than in previous years. QK is working with St. Marylebone, so that from next year, we jointly offer one of the widest ranges of 6th Form courses in central/west London
- **Quality of teaching:** Work began in 99/00 on curriculum development projects, to drive up results in English, Maths and Science. This involved additional planning time, so teachers could work on teaching materials and approaches. These projects continue in school year 2000/01
- **Teaching time:** Governors supported the head's proposal to reduce the number of GCSE courses each student follows, but increasing teaching time for courses they do follow. We expect to see this impact on GCSE results from 2002
- **Setting high expectations:** Governors have agreed a change in assessment policy, so students are, from September 2000, each set 'target grades' in each subject, for the end of the coming Key Stage. These target grades are based on each student's results from the end of their previous Key Stage. Every half term, students are now told if they are 'on track' for these grades, 'over-achieving' (heading for a higher grade) or 'underachieving' (likely to get a lower grade unless things change)

Student support, guidance and welfare

- **Study support:** The school has secured over £100,000 additional funding to extend library facilities so that, by September 2001, we will have a larger library, and an additional computer suite for private study. QK has also successfully bid for over £20,000 to fund additional after-school study clubs, to help the expansion of language teaching after school (see below)
- **Mentoring of students:** Three mentors are now employed to support students, with, last academic year, the focus on additional support to students on the borderline of achieving five GCSE A*-C grades, girls' assertiveness training, and reading development for weaker readers. The school also tried to work with Westminster Race Equality Council volunteers, but staffing difficulties at that organisation meant the project never took off. This academic year, school-employed mentors continue their work, with additional mentoring of Year 7 students by 6th Formers. The school has been asked to take part in a further mentoring scheme from 2001, which will support our work
- **Gifted and Talented students:** The school has appointed a member of staff to develop provision for such students, and was one of the first Kensington & Chelsea/City of Westminster schools to invite an inspection to audit levels of provision for gifted and talented students. QK has drawn up a register of gifted

and talented students, and secured additional money to support their entitlements, with investment already made to support setting in several subjects, and decisions pending on how the rest of the money is invested. The school will be reporting to parents on this project in January, through QK News

- **Support for literacy and numeracy:** QK has invested in 'Successmaker', a computer-based package designed to support every Year 7 student's literacy/numeracy development. The programme also helps students who are still not up to national expectations in literacy by the end of Year 7. QK also agreed to run summer literacy and numeracy schools, which were attended by 60 Year 6 students, prior to joining QK in September 2000
- **Increasing attendance:** From December 2001, the school will have an Education Welfare Officer, managed by the school, who will be working to deal with the remaining families whose children's attendance gives cause for concern. Governors share the head's frustration that the school has been without an education welfare service for months, generating more work on attendance for staff, thus taking away time from other essential activities
- **Support for reducing exclusions:** The school now has a Learning Support Unit (LSU), used for teaching a few students who might otherwise be disrupting lessons, and putting themselves at risk of exclusion
- **Special Needs:** We continue to welcome disabled students, although access is still difficult to the upper four floors on both buildings. Other than items listed above, there have been no other changes to our special educational needs policy

Parents and Community

- **An expanding school:** With 1003 students, QK is larger than at any time since 1984. As we have to wait until July 2001 until Westminster Adult Education Service vacate part of our building, we have a temporary overcrowding problem. With over 180 students, our 6th Form is now one of the largest in this part of London
- **A balanced intake:** Five years ago, 80% of students joining QK had Key Stage 2 English, Maths and Science results below national expectations, largely due to weaknesses in the basic skills. In the last three years, the proportion of students arriving with such weaknesses has halved

Quality Assurance

- **School checks on quality:** Like all schools, QK occasionally fails to meet its own high standards, or parental expectations. Nevertheless, the school has a rigorous programme of checks on the quality of work, led by the school's Senior Management Team. Every week, they look at a range of lessons, and follow up any

instances where the quality of work gives cause for concern. Every month, they take in the books of sample students, check the quality of work being set, and interview the students on their perceptions of their education

- **External checks on quality:** Most schools wait for OFSTED inspections every 3-4 years to check the quality of their work. At QK, governors support the head's practice of inviting in inspectors every year, to inspect different functions and departments. This approach involved inspections last year of English, Science and Mathematics, and an inspection of provision for gifted and talented students

Staffing and staff development

- **Teacher recruitment:** Retaining good teachers is vital to the school's future. For many years, QK was unable to afford to pay its middle managers an appropriate salary, so governors were pleased to be in a financial position to support the head's proposal to increase responsibility allowances for these teachers from September 2000. In common with all London schools, we are having to work hard to fill vacancies in shortage subjects, such as Maths and Science. We are fortunate that we have secured the services of four good temporary teachers to ensure we have a full complement of subject specialists
- **Staff development:** Last academic year, our training priorities included work on improving the curriculum in English, Mathematics and Science, training on target-setting, effective management of departments, and changes in 6th Form provision. Training was conducted through a range of activities, including sending staff on courses, bringing in trainers for our five training days, and observing good practice within this school, and in other schools
- The Department for Education and Employment has introduced a compulsory teacher appraisal programme, which schools have to put in place during academic year 2000/1. As the head and governors of QK believe this is an important way of developing teachers' skills, QK will be introducing this 'Performance Management' system as early as possible, rather than delaying it as some schools are proposing to do. Each teacher will have individual targets for improving their own and students' performance, with an individual development plan. This is reviewed annually. For several years, QK governors have set annual targets for our headteacher. The new legislation supports this process.

Accommodation and Resources

- During the summer holidays, the school completed a range of site improvements, including creating an additional Information Technology room, upgrading a Science laboratory, painting/decorating the lower school building, repairing a flat roof, and upgrading fire precaution facilities

- During autumn term 2000, we are upgrading a Geography teaching room to create a further Information Technology centre, with priority use for Geography teaching
- The school has secured funding for additional work, to be undertaken before September 2001, including improvements to Music, Art and Library facilities
- With Westminster Adult Education Service moving off our site in July 2001, substantial reorganisation of rooming will have to take place in the summer to take account of the increased school roll
- We share the head's concern that our meals service is not yet at the standard we expect, with serveries too small, and service too slow. The school has put a proposal to the council to build a new, enlarged servery area, and the decision on funding this project now lies with Westminster Council
- The school has appointed a new cleaning contractor, and is pleased with the improved quality of cleaning. The building is, however, regularly left in a mess at the end of lunchtime, due to the school having to allow (and encourage) students to take food out of the serveries, in order to ensure students can be processed through the under-sized serveries during the lunch break (see above)
- Governors are putting in a planning application, which would give us £300,000 to improve our sporting facilities (all-weather 5-a-side pitch, basketball and netball courts on the lower playground, with improved changing facilities). This will have to go through planning permission, and will face opposition from local residents, worried about increased traffic and noise when Camden Council is using the site
- Health and safety are priorities for any governing body, and QK governors take these issues seriously. We support the head's decision not to allow students other than the 6th Form off site during the school day, and regularly check the school's formal log book to ensure that the school is taking all reasonable steps to keep QK a safe school. Due to unavoidable building work during the first half of this term, the school had to shut the Finchley Road gate, so students all had to leave through the Marlborough Hill car park, but this situation is now resolved
- The school has invested in additional computers for Science, Year 7 literacy and numeracy programmes, with further investments due in the coming year
- Lockers have been purchased, with sufficient available for students in Years 7-11 to hire. We are seeking funding to upgrade 6th Form lockers, which are inadequate

Post OFSTED action plan

The school received a positive inspection report in 1999, and good progress has been made on issues raised by inspectors:

- We have sharpened the focus on standards, with changes in student groupings, and a focus on stretching all students
- Sharing of good practice is regularly undertaken
- Objectives for students are now set more fully
- Girls' achievement at GCSE has risen
- Teachers make better use of learning support information
- Attendance has continued to rise
- Information Technology is now taught from 11-16

The work of specific departments in the school

Mathematics

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| <ul style="list-style-type: none"> • <i>A level 100% pass rate, 75% at grades A-C</i> • <i>GCSE 96.4% pass rate, 37% at grades A*-C</i> |
|---|

The Mathematics department are working hard, and successfully to raise achievement in their area. Curriculum Leader John Davies is pleased with the progress being made, as are governors

Results at Key Stage 3, GCSE, and A Level are now well above average for similar schools, with rates of progress better than most schools in Westminster. Governors are pleased to see the new approach to teaching Mathematics, with setted whole-class teaching, is working well.

Improving results: Steps to develop this area of strength include:

- Early GCSE entry for gifted mathematicians in Year 10
- After-school study support activities in Maths, which are well-attended, with increasing numbers of gifted and talented students being entered a year early for GCSE
- Substantial money being put into additional staff training, to build on this area of strength
- Additional teaching time at Key Stage 4
- With the school applying for Technology College status for 2001, further investments will follow, including substantial additional Information Technology equipment

Science

- | |
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| <ul style="list-style-type: none"> • <i>A level Chemistry 89% pass, 79% grades A-C</i> • <i>A Level Biology 87% pass, 50% grades A-C</i> • <i>A Level Physics 83% pass, 67% grades A-C</i> • <i>GCSE 86% pass, 20% at grades A*-C</i> |
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Results at A Level are now close to, or above national averages, but despite improvements, governors support the Curriculum Leader's desire to improve GCSE results, which are not yet good enough

Improving results: Steps being taken include:

- Introduction of setting in Key Stage 4
- Gifted and Talented students being taken on support activities at a local university, with university undergraduates joining us to support students in school
- Substantial money being put into additional staff training
- Modernisation of another laboratory, and installation of a cluster of computers for Science use
- Provision of after school study support
- Introduction of an additional A Level course (Psychology)
- Improving the teaching of revision and study skills
- Further investments to follow when the school becomes a specialist technology college

Information Technology

- *A level 91% pass, 50% grades A-C*
- *GCSE 79% pass, 23% grades A*-C*

With Information Technology now a core 11-16 course, a lot of work is being undertaken to sharpen up the teaching resources and approaches. Governors are confident that all the hard work will soon pay dividends

Results: A Level results were above national averages, but GCSE performance was weakened by results in the short course.

Improving results: Steps being taken include:

- Making Information Technology an 11-16 compulsory course
- Additional teaching time
- Introducing setting in Key Stage 4
- Increasing the number of theory lessons
- Improving the quality of teaching for revision and study skills
- Installation of a further Information Technology teaching room
- Further investments to follow when the school becomes a specialist college

Design and Technology

- *A level Fashion & Textiles 100% pass, 100% grades A-C*
- *GCSE 94% pass, 42% grades A*-C*

With the departure of Kim Clarke (Curriculum Leader) to live abroad, the department was grateful to Sue Potenta for acting as Curriculum Leader in her absence. The department is now looking critically at its practice, with a view to further strengthening results, and expanding the range of 6th Form courses

Results: Whilst the A level cohort was small, results continue to be very good. GCSE entries were lower than we would want, but we were reasonably pleased with results

Improving results: Steps to address this include:

- Appointment of Claire Buxton (formerly Head of Department, Camden School for Girls), as Curriculum Leader, to ensure the good work of Kim Clarke is maintained and developed
- Additional teaching time
- Application for technology college status to secure additional resources and staffing
- Study support after-school activities

English

- *A level English Literature 100% pass*
- *GCSE English Language 96% pass, 24% grades A*-C*
- *GCSE English Literature 89% pass, 28% grades A*-C*

The department has coped admirably with the loss of Fred Close, who is on long-term absence as a result of his accident. A lot of work is being undertaken to give an increasing number of students, access to good GCSE results

Results: Despite praise from OFSTED for the quality of teaching, results are not yet as good as the new Curriculum Leader wants them to be

Improving results: Steps being taken include:

- Appointment of Helen Tiltson as Curriculum Leader, to build on the work of her predecessor Fred Close
- Additional teaching time
- Investment of substantial money to support curriculum development to develop high quality courses at Key Stage 3 and Key Stage 4
- After-school study support activities

History

GCSE 100% pass, 64% grades A-C*

A lot of hard work has been put in by the Curriculum Leader to upgrade schemes of work, which is starting to pay dividends. We look forward to seeing increased success as a result of this effort

Results: GCSE results for students entered were very good. The goal is now to get more students entered

Improving results: Steps being taken include:

- Re-writing schemes of work to develop high quality use of resources
- Improving teaching of revision and study skills
- Making more use of information and communications technology in teaching

Geography

GCSE 80% pass, 29% grades A-C*

It was disconcerting for the Geography department to have to wait for the improved information technology teaching facilities they had been promised, so they could be the 'lead department' for Geography across Westminster, Kensington and Chelsea. The Curriculum Leader also has an increased role with the expansion of the department, and new team members to induct

Results: Despite praise from OFSTED for the quality of teaching, the Curriculum Leader was not satisfied with this year's results

Improving results: Steps being taken include:

- Equipping a room for priority Geography use, with high quality information technology resources
- Developing the use of fieldwork

Other events and achievements in 99/00 include a well-attended trip to Spain

Modern Languages

- *GCSE French 86% pass, 18% grades A*-C*
- *GCSE Spanish 71% pass, 71% grades A*-C*
- *GCSE Russian 100% pass, 100% grades A*-C*
- *GCSE Arabic 100% pass, 73% grades A*-C*
- *GCSE Persian 50% pass, 50% grades A*-C*
- *GCSE Bengali 100% pass, 100% grades A*-C*
- *Other GCSE languages 100% pass, 64% grades A*-C*

Our community languages programme is going from strength to strength, with further expansion planned in coming years. Results in French do not reflect the hard work and careful thought within the department, which is determined to raise achievement in this subject. The unavoidable absence of the Curriculum Leader at the end of last school year and the beginning of this year, coupled with a delay in the appointment of our French language assistant have not helped, but governors are impressed by the commitment to raising achievement

Results: Our growing programme of languages taught in study support time is now starting to get results. Despite praise from OFSTED for the quality of teaching, and a low entry rate, we are determined to improve on the French GCSE results, which aren't yet good enough

Improving results: Steps being taken include:

- Appointment of Severine Paya as Curriculum Leader, to build on the work initiated by Claire Ali
- Setting in French at Key Stage 4
- Changing schemes of work
- Improving the teaching of grammar to younger students

- Increasing the range of courses taught in study support time after school

Other achievements and events 99/00 include:

- a very successful trip to Paris, with 20 students enjoying French culture, and the opportunity to talk French to native speakers, which we will repeat this year

Religious Education

Governors are supporting an innovative method of teaching Religious Education, whereby, instead of delivering the subject through normal lessons, the school is setting up a series of conferences to look at religious issues. The first of these events is in December 2000

Business Studies

The Business team continues to produce results, and attract students to a range of innovative approaches to teaching and learning

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| <ul style="list-style-type: none"> • <i>GNVQ Intermediate % of students completing all units = 100%</i> • <i>GNVQ intermediate % of students achieving merit or distinction = 71%.</i> |
|--|

Results were again, impressive

Improving results: Steps being taken include

- Improvements in feedback to students
- Changes to work schemes

Art

- | |
|--|
| <ul style="list-style-type: none"> • <i>A level Fine Art 100% pass, 100% A-C</i> • <i>A Level Ceramics, 100% pass, 50% A-C</i> • <i>GCSE Drawing and Painting 100% pass, 78% A*-C</i> • <i>GCSE Graphics 100% pass, 78% grades A*-C</i> • <i>GCSE Pottery 89% pass, 53% grades A*-C</i> |
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The department was strengthened by the appointment of two new teachers, and a new technician, with some innovative teaching becoming apparent

Results: A Level results are again good, as are GCSE results. Some work remains to be done on GCSE entry rates

Improving results: Steps being taken include:

- Securing money to build an additional art room
- Improving the teaching of technical language
- Revising schemes of work

Other achievements and events in 99/00 include:

- Year 7 students visited the Serpentine Gallery, as part of their studies

- Selected Year 8 students were involved in the “Cloth of Gold” project, working with professional artists on a screen printing project
- Year 10 Graphics students did some work at London Zoo, related to their Graphics course
- Year 11 Ceramics students attended an exhibition at the Crafts Council, and visited the Victoria and Albert Museum to view a ceramics display

Drama

The Drama team, strengthened by the appointment of a new teacher (and the return to full-time Drama teaching of our former Curriculum Leader, Music, a Drama specialist), continues to engage students in an interesting range of curricular and extra-curricular activities, drawing on the network of contacts built up by the Curriculum Leader

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| <ul style="list-style-type: none"> • <i>A level 100% pass, 50% A-C</i> • <i>GCSE 95% pass, 68% A*-C</i> |
|---|

Results: A level results were good, as were GCSE results

Improving results: Steps being taken include:

- Increasing inputs from theatre companies
- Increasing the length of revision programmes

Other achievements and events in 99/00 include:

- A level students writing playscripts which were then developed, scripted and performed by professional actors at the Royal Haymarket Theatre
- Other student involvement in the LEAP festival

Music

With the appointment of a Music specialist as Curriculum Leader, the range of musical activities offered is rapidly increasing. A lot of preparatory work went on last year as regards upgrading the Music curriculum, and governors are convinced that we will see some excellent results in the coming years

<i>GCSE 73% pass, 27% A*-C</i>

Results: GCSE results are not yet as good as we would wish, but governors are confident that, with the changes being made will make a big impact on results

Improving results: Steps being taken include:

- Appointment of Jo Perry (ADT College) as Curriculum Leader, to build on the work of Clive Haese, and appointment of additional member of staff to the Music team (Emma Stevens)
- Employment of a new strings teacher, to enhance our specialist tutor team
- Support from St. Marylebone, a specialist arts college and Beacon School
- Links are being developed with the Royal Academy to develop our orchestra

- Successfully bidding for money to build additional music teaching and rehearsal facilities (work to be completed before September 2001)
- Increasing the level of teaching of music theory
- Increased training for students in examiners' requirements
- Involving an increased number of students in musical productions

Other achievements and events in 99/00 include:

- QK musical performers again gaining awards at the World Citizenship
- The steel pans band performed in a range of venues, including primary schools
- QK musicians being praised for their involvement in Westminster LEAP festival, with a successful concert in October 2000
- Far more students are now regularly attending instrumental tuition

Physical Education

GCSE 94% pass, 15% A*-C

The PE department has a lot they can be pleased about. The range of extra-curricular activities has markedly increased, the sporting fixtures list has greatly expanded, and, as you will have seen from QK News, our students have done well in these competitions

Results: Most PE teaching is not directed at GCSE courses, but we entered many students for a GCSE examination. We have learned that, even for able young sportsmen and women, more time needs to be allocated to theoretical studies, if they are to gain grade C or above

Improving results: Steps being taken include:

- More rigorous selection of students able to achieve high grades in this course
- Increased teaching of theory work
- Work with Westminster Sports Unit to support the QK PE programme

Other achievements and events in 99/00 include:

- A further year of successful inter-form sports competitions, with large numbers of students involved
- Football teams in all years are now in a West London league
- Several students, girls and boys, have gained representative honours beyond QK, in sports including football, basketball and cricket
- Two Year 9 students have won Westminster sports scholarships
- Year 7 and 8 teams won the inter-schools' cricket championship for the third year in succession
- Year 7 and 8 girls' football teams reached the quarter-finals in the Coca-Cola cup
- The school is now benefiting from sponsorship from McDonalds for our Year 9 football teams

Annex 1

School Governors

(date in brackets indicates when term of office ends)

Appointed by the City of Westminster	
Mr. Barbara Grahame	(31.3.02)
Mr. Andrew Havery	(30.6.03) <i>Vice Chair of Governors: Chair of Finance and Premises</i>
Mrs. Katie Ivens	(31.3.02) <i>Chair of Curriculum Committee</i>
Mr. Nicholas Green	(6.4.02) <i>Chair of Personnel Committee</i>
Ms. Gill Leuw	(13.11.04)
Elected by parents of students attending the school	
Mr. Richard Blackmore	(31.10.03)
Mrs. Caroline Boyd-Harte	(31.10.03) <i>Chair of Behaviour Committee</i>
Mr. Nick Daly	(28.2.03)
Mr. Richard Gamgee	(31.10.03)
Dr. Mohammed Osman	(31.10.03)
Mrs. Suzanne Marquard	(15.10.04)
Co-opted governors	
Mr. Patrick Lees	(16.3.02) <i>Chair of Governors</i>
Mrs. Rosanna Lockhart	(30.1.01)
Mr. William Longrigg	(28.9.02) <i>Chair of Public Relations Committee</i>
Mrs. Susan Betney	(15.10.04)
Dr. Malcolm Godfrey	15.10.04)
Elected by the teaching staff of the school	
Ms. Trin Jefferson	(28.9.02)
Elected by the support staff of the school	
Mr. Robert Graham	(31.8.03)
Headteacher	
Mr. Nick Elliott-Kemp	
Clerk to the Governors	
Mr. Richard Hunt	

Annex 2

Student Attendance

Total number of students of compulsory school age on roll for at least one session: 774

	National	Westminster	QK
% of half days missed through authorised absence	7.6	7.4	6.6
% of half days missed through unauthorised absence	1.0	3.1	3.3

Annex 3

Key Stage Three Results - National Curriculum Assessments of 14 year-olds

(109 students)

% Achieving Level 5 or above	Teacher Assessment	National Test	Compared with similar schools	National Average (all types of schools)
English	36	43	Above the median	63
Mathematics	49.5	49	In top 60-75%	65
Science	25	30	Below the median	59

GCSE results

% of Students a Achieving	97/8	98/9	99/00	Compared with similar schools	National Average (all types of schools)
1+A*-G	85	92	100	In top 5%	94.4
5+ A*-C	21	16.2	24.5	On the median	49
Average points score		24.7	28.4	Above the median	38.7

A Level results

	Number of students							%			
	Entered	A	B	C	D	E	Fail	A-C QK	A-C National	Pass QK	Pass National
Biology	8	1	1	2	2	1	1	50	57.1	87	87.8
Chemistry	19	3	7	5		2	2	78.9	66.2	89	90.9
IT	12	1	2	3	3	2	1	50	43.7	91	84.1
IT AS	9	4	1		2	2		55.6		100	
Maths	12	3	4	2	2	1		75	64.8	100	88.9
Maths AS	1						1	0		0	
Physics	12	4	3	1	1	1	2	66.7	63.3	83	89.5
Business	1						1	0		0	88.3
English Lit	3				1	2		0		100	
Fine Art	1		1					100		100	
Ceramics	2			1	1			50		100	
Fashion & Textiles	1	1						100		100	
Graphics	2	2						100		100	
Drama	4			2	2			50		100	