

# Governors' Annual Report to Parents 2000/1

*If you would like to discuss this report, we would welcome your contributions, either in writing to the Chair of Governors, or by attending our meeting, which takes place on 28th November, at 6 pm in the School Library.*

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## **Introduction from the Chair of Governors**

As I wrote to you last year, 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 rapidly improving. 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 outgoing 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 our priorities should be. We are particularly interested in your views on four questions:

- 1. What does the school do well?*
- 2. What is the school getting better at?*
- 3. On which things does the school need to make faster progress?*
- 4. Having looked at our priorities for this school year, are there any that should be changed?*

Patrick Lees  
(Chair of Governors)

Quintin Kynaston School  
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## Looking ahead

- Quintin Kynaston has come far in the last few years. A-Level results are better than all but two local schools. The average GCSE points score of QK students this summer was better than all Westminster schools except the two girls' schools. The percentage of students gaining 5+ A\*-C grades was better than the other mixed schools, and our best ever result. Our Key Stage 3 results are now better than other mixed schools in Westminster and rising rapidly; in Mathematics they are above the national average. Westminster Council has made clear that whilst four of the eight secondary schools are causing them concern, QK is not in this category. We 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 IT resources, increasing Maths and IT teaching time, introducing setting in Maths and Science and reducing class sizes in these subjects, introducing new courses including GNVQ Science and A-Level Psychology. By the end of this academic year, we will have completed a further phase of building improvements, funded by successful bids to central and local government. Details of these projects can be found below.
- At the end of the summer term, we were awarded Technology College status, which we will use 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 gives 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. In September, we were given the go-ahead to start investing in additional teaching and learning resources. These changes will be put in place during the rest of this school year.
- When our current Headteacher Nick Kemp announced his resignation, Governors resolved to appoint someone committed to the same beliefs and ideals that have driven our progress over the past seven years. They were also clear that the person appointed had to be someone capable of using Technology College status to accelerate the pace of change.
- Governors were therefore delighted when Jo Shuter agreed to lead the school to its next stage of development, using her experience as a Deputy Head in London and, most recently, as Senior Deputy Head in a Hertfordshire school

# School Outcomes 2000/01

## Sixth Form Results

- **A Level average points score = 15.3**
- **A Level grades A-C = 65%**

Specialist subjects (*national averages in brackets*)

- **Mathematics:** 100% pass (89.1%) with 70% at grades A-C
- **ICT:** 100% pass (85.2%) with 87.5% at grades A-C
- **Physics:** 66.7% pass (89.3%) with 55.6% at grades A-C
- **Chemistry:** 90.9% pass (91.5%) with 54.5% at grades A-C
- **Biology:** 88.9% pass (88.2%) with 55.6% at grades A-C

Other subjects

- **Art:** 100% pass (97.3%), all at grades A-C
- **Business:** 50% pass (89.8%)
- **Drama:** 100% pass (92.5%), all grades A-C
- **English Literature:** 50% pass (93.8%) with 16.7% at grades A-C
- **Media Studies:** 100% pass (95.5%) with 40% at grades A-C

VCE (formerly known as GNVQ)

- **Business:** 85.7% pass, 81.0% with Distinction or Merit

- A-Level results are determined by teaching quality, and by entry requirements.
- The target of 16.2 average points per student, set in 1999 is now irrelevant, as there have been changes in the reporting framework. Several students achieving good grades were too young or too old to count in official statistics
- The QK the average point score was better than all bar two Westminster schools
- QK accepts students with 5 GCSE grades C+, unlike many schools with higher entry requirements, but will not increase entry requirements merely to make results look even better
- Despite the low entry requirement, 60% of courses achieved pass rates above national averages. This, Governors note, is despite the national average including specialist schools, when QK's results were prior to our specialist school status
- We are currently examining our entry policy for those few courses where results have been relatively weak over a three year period

## GCSE (*Year 11*)

- **Average points score = 33.2 (Target = 25.5)**
- **Gaining 1+ GCSE = 98% (Target = 98%)**
- **Gaining 5+ GCSE A\*-C = 33% (Target = 29%)**

- 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
- Governors were pleased to see virtually every student gained at least one GCSE pass, something no other mixed Westminster school achieved, and better than national averages, despite QK's willingness to welcome substantial numbers of late entry students, many of whom have not achieved fluency in English

- Governors were also pleased to see a further increase in the proportion of students achieving five or more good grades (up from 24.5 % last year). This is the school's best ever result, and better than Westminster's other mixed schools
- Governors support the Headteacher in expecting results to rise further when the current Year 10 students (with their substantially better KS3 results) take their GCSEs
- When analysing GCSE performance in core subjects (subjects every child studies), QK is reporting the percentage of the whole year group gaining passes or good grades, not, as some schools do, the percentage of those entered, which looks better, but conceals underachievement by students not entered
- Of the core subjects, particular commendations go to Mathematics (91.5% of the year group gaining a pass grade with 41.5% at grades A\*-C). Commendations also go to the English team, whose hard work is now starting to pay off in terms of results (94.3% of the year group gaining a pass grade with 39.6% at grades A\*-C). Science results gave cause for concern, with further steps being put in place to ensure there is a rapid and sustained improvement in this area (see below)

### Other GCSE results

- QK is gearing up to increase its provision for gifted and talented students. We now have substantial numbers of students taking GCSE prior to Year 11 in Mathematics and in community languages taught in twilight sessions
- Of the 27 students taking Mathematics in Year 10, many of the 70% achieving A\*-C will take an additional GCSE in Statistics, with others re-sitting to achieve even higher grades in Year 11
- 21 Year 7-10 students took GCSE languages (Arabic, Portuguese, Persian, Russian, Urdu, Italian, French) with 86% achieving grades A\*-G, 57% at A\*-C

### Key Stage 3 Test Results

- **English: 54%** (Target 43%)
- **Science: 61%** (Target 38%)
- **Mathematics: 67%** – above the national average (Target 55%)  
(Students achieving Level 5 or above)

- **Mathematics** results have risen by 34 percentage points in four years, and are now above the national average. No student performed worse than at Key Stage 2 (KS2). 83% achieved one or more National Curriculum Levels above KS2 result. 48% achieved two or more Levels above their KS2 result. Value-added was good
- **English** results continue the trend of improvement (up 22 percentage points in four years). No student performed worse than KS2. 77% achieved one or more Levels above their KS2 result while 24% progressed at least two Levels
- **Science** results also continue to improve (up 36 percentage points in four years). Governors expect to see these commendable Science results turn into equally respectable GCSE results in 2003. 64% achieved one or more Levels above KS2 result while 18% progressed at least two Levels. However, 2.5% performed worse than at KS2. Overall value-added was positive

### Attendance

- **Total attendance = 90.3%** (Target = 90.8%)
- **Unauthorised absence = 2.8%** (Target = 2.7%)

- Examination success requires good attendance. Despite lack of Education Welfare Service support, we pushed up attendance, which is now better than the Westminster secondary school 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 increases the number of unauthorised absences, but was praised by the Secretary of State for Education in October 2000
- Governors share the Headteacher's concern that a few parents are still not ensuring their children attend regularly, or arrive on time for school

## Behaviour and Exclusions

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|--|
| <ul style="list-style-type: none"> <li>• Number of permanent exclusions = 4 (Target = maximum of 5)</li> </ul> |
|--|
- Governors support the Headteacher in maintaining a hard line on discipline, even where this means permanent exclusion, which it did for four students
  - Fixed-term exclusions again fell, in line with school targets
  - It is a priority to keep exclusions within target, but not at the expense of good discipline.

## Targets for 2001/02 and beyond

Governors annually consider school recommendations for examination targets which are 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. The targets set by Governors last year were as below, but, as we have already exceeded many of these targets, Governors are re-examining them later this term. Governors will also be setting additional targets, such as a target for the percentage of Year 9 students achieving Level 5 in ICT

Indicator	2001	2002	2003	2004
GNVQ Completing all units (with Merit or Distinction)	80% (40%)			
Gaining at least one GCSE pass	93%	98%	98%	98%
Gaining 5 or more GCSE grades A*-C	26%	35%	42%	44%
GCSE average points score	25.5	28.5	29.0	29.5
Gaining Level 5 or higher in Key Stage 3 Mathematics	50%	55%	57%	58%
Gaining Level 5 or higher in Key Stage 3 English	45%	50%	52%	53%
Gaining Level 5 or higher in Key Stage 3 Science	38%	44%	46%	48%
Attendance (percentage of sessions)	90.8%	91.0%	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, and is working with St. Marylebone School to jointly offer one of the widest ranges of 6th Form courses in central/west London
- From September 2002, all Westminster secondary schools will be collaborating in a borough-wide consortium, which will further benefit our students. The school is currently devoting a lot of time to ensuring that new 16+ arrangements meet our students' needs, by playing a leading role in developing this new consortium
- It is a priority for QK to work with other key schools, particularly St. Marylebone, to ensure the new consortium is a success

## Specialist departments

- During this year, it is a priority to start to introduce additional resources and staffing for Mathematics, Science, Design & Technology and Information & Communications Technology (ICT), to support their work as part of QK's Specialist School status
- In all four subjects, there will be additional after-school study opportunities for GCSE students to improve their grades and increased use of adults from industry and universities working alongside students in class
- In Maths, Science and ICT, there will be increased use of information and communications technology in teaching, such as use of interactive white boards, and in Design & Technology the use of Computer-Aided Design/Computer-Aided Manufacture (CAD/CAM) technology
- We will introduce a Saturday school for gifted mathematicians

## Citizenship

- From September 2002, all schools must have a programme for the teaching of citizenship. Work at QK is underway on this, and it is a priority for us to ensure our Citizenship and Personal, Social & Health Education (PSHE) programmes are as good as the best in Westminster
- We are also prioritising our work on the National Key Stage 3 Strategy, being developed this year

## Quality of teaching

- Work was undertaken last year on curriculum development projects, to drive up results in English, Mathematics and Science. This involved additional planning time, so teachers could work on teaching materials and approaches. Governors were pleased to see the results of this work already showing in two of the three GCSE subjects
- These projects continue this school year but, given the poor Science GCSE results, with a major focus on this subject. From this year, all GCSE teaching in Science is in setted groups. Even prior to additional resources from the Specialist School Programme, the department will benefit from our summer recruitment of additional teachers, an additional technician, additional labs, and smaller class sizes

## Teaching groups

- Since September, Science and English group size has been reduced to support high quality teaching
- It is a priority to ensure that the quality of teaching and learning in core subjects is of a high standard, and reflected in further improvements in performance

## Teaching time

- Governors will be reviewing the length of the school day prior to September 2002. We will be considering whether the quality of teaching and learning would benefit from a longer day, with more teaching time

## Student Support, Guidance and Welfare

### Study support

- The school has secured over £100,000 additional funding to extend facilities so that, by September 2001, we will have a larger Library including an additional computer suite for private study. QK has, for the third year in succession, successfully bid for money to fund additional after-school study clubs, to help the expansion of language teaching after school. It is a priority to keep developing this provision

### 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
- We are also pleased to see that, since September, Westminster Race Equality Council has resolved its staffing difficulties, with some high quality work underway working with all Year 11, prior to launching a mentoring scheme with some of our students
- We are also launching the second year where Year 7 students are mentored by senior students
- CONNEXIONS: QK has agreed to be a pilot school for this national project, which will provide further mentoring-style support for young people, with an additional focus on career guidance. This project begins in December

### Student responsibilities

- we are increasing the number of responsibility roles undertaken by our senior students, moving towards a prefect system which we hope to pilot in January

### Gifted and talented students

- We have invested substantial money in supporting the needs of these students, by means such as creating additional groups including "top sets", and additional staffing to allow early entry GCSE Maths
- This year, we are setting in French from Year 8 to allow talented linguists to get a good start prior to GCSE
- We have also gained additional funding to support the needs of the gifted and talented sixth formers, and are currently deciding how to invest this money

### Support for literacy and numeracy

- Last year, QK 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. We are now using this throughout Year 7
- QK ran a summer numeracy school in July and August, attended by 30 Year 6 students prior to joining QK this September. The school's work on this project was commended by the local education authority officer responsible for this area

## Increasing attendance

- Since September, the school has had an Education Welfare Officer, managed by the school, working to deal with the remaining families whose children's attendance gives cause for concern. Governors share the Headteacher's frustration that the school was without an education welfare service for months, generating more work on attendance for staff, thus taking away time from other essential activities, but delighted by the quality of this member of staff's work this term

## 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 (SEN) policy

## Student behaviour

- We have made some changes to how our behaviour policy operates this year. These changes have been described in our weekly newsletter. It is a priority to make these changes work, to increase student focus on work when in the classroom, and ensure increasing numbers of students conduct themselves calmly outside of lessons

## Parents and Community

- **An expanding school:** with over 1000 students, QK is larger than at any time since 1984. Our 6th Form is now one of the largest in this part of London
- **A balanced intake:** six 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, a trend we expect to continue
- **Specialist School community projects:** during this year, we will prioritise projects with a number of partner schools. With primary schools, we will work with St. Peter's W9 on Design & Technology, George Eliot and Gateway on Mathematics, College Park on ICT. We also plan work to support the teaching of Maths with St. Augustine's and St. George's secondary schools in 2002/3 and beyond

## Quality Assurance

### Internal checks

- 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

- Most schools wait for OFSTED inspections every 3-4 years to check the quality of their work. At QK, Governors support the Headteacher's practice of regularly inviting in inspectors, to inspect different functions and departments. The decision on which areas will be subject to such scrutiny this year will be made by the new Headteacher in January

## Staffing and staff development

### Staff recruitment

- In common with all London schools, we are having to work hard to fill vacancies in shortage subjects. This September, in addition to replacing staff leaving for promotion or other reasons, we needed to recruit further teachers to deal with our rising roll, and our decision to reduce class sizes in Science and English. In addition, we wanted to carry through our decision to expand our IT technical support team
- Despite the national teaching shortages, we are generally pleased with the quality of our new recruits, which include ten newly-qualified teachers (NQTs). As with all people new in the job, new teachers need support, so it is a priority this year to support and nurture our new teachers as they learn their trade

### 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
- It is a priority this year to use "Performance Management" to develop the skills of all our teachers
- In addition to the above priorities continuing, we have added classroom management as a major training this term which we saw as a priority given the number of new teachers we had on our staff

## Accommodation and Resources

- Prior to last academic year, the school completed a range of site improvements, including creating an additional Information Technology room, upgrading a science laboratory, repairing a flat roof and upgrading fire precaution facilities
- During autumn term 2000, we upgraded a teaching room to create a further information technology centre with priority use for geography teaching.
- In July 2001, Westminster Adult Education Service vacated our site at our request, to allow us to create additional science laboratories, and improve our art facilities
- The school secured funding for a further set of projects, to be completed before September 2002, including improvements to music facilities (by February 2002), art rooms and additional science labs (by December 2001), library facilities (by November 2001), Special Needs (by December 2001) and a half-million pounds investment in a purpose-built canteen for students' use at break and lunchtime
- We share the Headteacher's concern that our meals service is not yet at the standards we expect. This is exacerbated by having to serve cold packed meals while the kitchens are being re- built. We look forward to this project finishing in August 2002, which will also bring an end to our litter problems
- Last year, Governors put in a planning application which would have given 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 faced serious opposition from local residents worried about increased traffic and noise when Camden council would be using the site, as a condition of their funding our site improvements. After intense debate, Governors withdrew this bid
- Health and safety are priorities for any governing body. We support the Head's decision to continue not to allow students other than the 6th Form off site during the school day, and regularly check the school's log-book to ensure that the school is taking all reasonable steps to keep QK a safe school. Due to building work, and the increase in staff numbers, the car park is now very over-crowded adding to the hazard of students leaving the site through the Marlborough Hill car park. We have not had any accidents, but are looking for alternative means of access

- The school has invested in additional computers for Science, Year 7 literacy and numeracy programmes, with further investments due in the coming year

## 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 individual departments

### Art

2001

- *A-Level Art: 100% pass all at grades A-C*
- *GCSE Drawing & Painting: 96% pass with 30% at grades A\*-C*
- *GCSE Graphics: 100% pass, all at grades A\*-C*
- *GCSE Pottery: 100% pass with 83% at grades A\*-C*

2000

- *A-Level Fine Art: 100% pass, all at grades A-C*
- *A-Level Ceramics: 100% pass with 50% at grades A-C*
- *GCSE Drawing & Painting: 100% pass with 78% at grades A\*-C*
- *GCSE Graphics: 100% pass with 78% at grades A\*-C*
- *GCSE Pottery: 89% pass with 53% at grades A\*-C*

*Results* at A-Level were again good. The GCSE Drawing and Painting course had a poor year in terms of top grades, but GCSE results overall were again good. Some work remains to be done on GCSE entry rates

*Improving results:* steps being taken include:

- Creating new teaching rooms with more appropriate teaching space
- Improving the teaching of technical language
- Revising schemes of work

### Business Studies

2001

- *VCE (ex-GNVQ)*
- *Business: 86% pass, 81% with Distinction or Merit*
- 2000
- *GNVQ Intermediate: 100% pass, 71% with Merit or Distinction*

The business team continues to produce impressive results

*Improving results:* steps being taken include

- Improvements in feedback to students
- Changes to work schemes

## Design and Technology

2001

- GCSE: 79% of the year group gained pass grades with 34% at A\*-C

2000

- A-Level Fashion & Textiles 100% pass, all grades A-C
- GCSE: 94% pass with 42% grades A\*-C

As predicted, GCSE results took a temporary dip in 2001. Despite this dip, our results were above the Westminster averages. With our strongest-ever teaching team in this subject, we are confident that results will improve markedly in coming years.

*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 being taken include

- Further strengthening of the teaching team. We now have a very strong team in this subject
- Additional resources and projects as outlined above, as part of the Specialist School Programme

## Drama

2001

- A-Level: 100% pass, all at A-C
- GCSE: 100% pass with 80% at grades A\*-C

2000

- A-Level 100% pass with 50% at grades A-C
- GCSE 95% pass with 68% at grades A\*-C

*Results:* The Drama team continues to get very impressive results. A-Level and GCSE results were good

*Improving results:* steps being taken include:

- Increasing inputs from theatre companies
- Increasing the length of revision programmes
- Revising the Key Stage 3 curriculum

## English

2001

- A-Level English Literature: 50% grades A-E
- A-Level Media Studies: 100% pass with 40% at grades A-C
- GCSE English Language: 94% of the year group gained passes (national average 91%), 40% at A\*-C
- GCSE English Literature: 88% of the year gained passes with 35% at A\*-C
- Key Stage 3: 54% achieving Level 5 or higher

2000

- A-Level English Literature: 100% pass
- GCSE English Language: 96% pass with 24% at grades A\*-C
- GCSE English Literature: 89% pass with 28% grades A\*-C
- Key Stage 3: 43% achieving Level 5 or higher

*Results:* The leadership of our new Curriculum Leader, and the quality of the teaching team is now paying off in terms of improved KS3 and GCSE results

*Improving results:* steps being taken include:

- Further strengthening of the teaching team, including a Literacy Co-ordinator
- Reduced class size
- Work on the National Literacy Strategy
- Review of our willingness to take relatively weak A-Level candidates

## Geography

2001

- GCSE: 84% pass with 429% at grades A\*-C

2002

- GCSE 80% pass with 29% at grades A\*-C

*Results:* Although the Curriculum Leader still believes results can and will improve further, Governors were pleased to see this improved performance

*Improving results:* steps being taken include:

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

## History

2001

- GCSE: 93% pass with 86% at grades A\*-C

2000

- GCSE: 100% pass with 64% at grades A\*-C

A lot of hard work was put in by the Curriculum Leader to upgrade schemes of work, which is paying dividends. Our team has not been weakened by a recent change of Curriculum Leader, who shares his predecessor's aim of delivering good results.

*Results:* GCSE results for students entered were again 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 (ICT) in teaching

## Information Technology

2001

- A-Level: 100% pass with 88% at grades A-C
- GCSE full course: 97% of entries gained pass grades with 71% at grades A\*-C
- GCSE short course: 45% of those entered gained pass grades
- GCSE overall: 72% of the year group gained pass grades with 42% at A\*-C

2000

- A-Level 91% pass with 50% grades A-C
- GCSE: 79% pass with 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. Despite major changes in staffing, Governors are confident that all the hard work will soon pay dividends.

*Results* at A-Level have again improved and are well above national averages. Despite weak results in the GCSE short course, GCSE results were still quite good..

*Improving results:* steps being taken include

- 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 IT teaching room
- Further investments to follow from the Specialist School Programme

## Mathematics

2001

- *A level: 100% pass with 70% grades A-C*
- *GCSE: 91.5% of the year group gaining a pass grade (national average 90%) with 41.5% at grades A\*-C (national average 47%)*
- *Key Stage 3: 67% achieving Level 5 or higher*

2000

- *A level: 100% pass rate with 75% at grades A-C*
- *GCSE: 96.4% of year group gaining pass grade with 37% at grades A\*-C*
- *Key Stage 3: 49% achieving Level 5 or higher*

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

*Results at KS3, GCSE, and A Level are now well above average for similar schools, with rates of progress better than most schools in Westminster. Results at A-Level and KS3 are better than the national average, with a high proportion of students making above-average progress from KS2-3. 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 early for GCSE*
- *Additional staff training , to build on this area of strength*
- *Additional teaching time at Key Stage 4*
- *Additional resources are being introduced, funded by Technology College status*

## Modern Languages

2001

- *GCSE French: 95% of entries gained pass grades with 40% at A\*-C*
- *GCSE Arabic: 100% of entries gained passes with 83% at A\*-C*
- *GCSE Bengali: 100% of entries gained passes, all at A\*-C*
- *GCSE Chinese: 100% of entries gained passes, all at A\*-C*
- *GCSE Persian: 100% passes, all at A\*-C*
- *GCSE Portuguese: No passes*
- *GCSE Russian: 100% pass at A\*-C*
- *GCSE Spanish: 100% pass*
- *GCSE Urdu: 100% pass at A\*-C*

2000

- *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. An increasing proportion of students are studying for additional languages in twilight (after-school) sessions, including students in Years 7-10. However, too many students in Year 11 do not take a modern language, which we intend to address.

*Results:* Our growing languages programme taught after school 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 good enough.

*Improving results:* steps being taken include:

- Strengthening our teaching team this September
- Setting in French from Year 8, and changing schemes of work
- Improving the teaching of grammar to younger students
- Increasing the range of courses taught in study support time after school

## Music

2001

- GCSE: 100% pass with 80% at grades A\*-C

2000

- GCSE: 73% pass with 27% at grades A\*-C

*Results:* Governors are impressed that the work of the new Curriculum Leader is already showing up well in the GCSE results

*Improving results:* steps being taken include:

- Appointment of second full-time music teacher
- Joint work with St. Marylebone, a Specialist Arts College and Beacon School
- Links are being developed with the Royal Academy to develop our orchestra
- Improved teaching rooms (work currently underway)
- Improving the quality and quantity of music theory teaching
- Increased training for students in examiners' requirements
- Increasing the number of students participating in musical productions

## Physical Education

2001

- GCSE: 100% pass with 70% at grades A\*-C

2000

- GCSE: 94% pass with 15% at grades 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. For those students entered for GCSE, results were good. Our aim is now to encouraging more students to enter for this exam

*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

## Religious Education

We are due to review our delivery method of RE for September 2002

## Science

2001

- *A-Level Physics: 67% pass with 56% at grades A-C*
- *A-Level Chemistry: 91% pass with 55% at grades A-C*
- *A-Level Biology: 89% pass with 56% at grades A-C*
- *GCSE Integrated Science: 73% of the year group gained a pass grade which 21% at grades A\*-C*
- *Key Stage 3: 61% achieving Level 5 or higher*

2000

- *A-Level Chemistry: 89% pass with 79% grades A-C*
- *A-Level Biology: 87% pass with 50% grades A-C*
- *A-Level Physics: 83% pass with 67% grades A-C*
- *GCSE Integrated Science: 86% pass with 20% at grades A\*-C*
- *Key Stage 3: 30% achieving Level 5 or higher*

*Results at A-Level dipped slightly but are still close to, or above, national averages. GCSE results were poor, but KS3 results are, despite room for further improvement, impressive*

*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
- Reduced class sizes
- Improved levels of technical support
- Changes in teaching staff
- Installation of additional laboratories
- Introduction of an additional A Level course ( Psychology)
- Improving the teaching of revision and study skills
- Further investments as outlined above, from the Specialist School Programme

## Annex

### School Governors

	term of office ends
<b>Appointed by the City of Westminster</b>	
Mrs Barbara Grahame	31.03.02
Mr Andrew Havery <i>Vice Chair of Governors: Chair of Finance &amp; Premises</i>	30.06.03
Mrs Katie Ivens	31.03.02
Mrs Jill Leuw	13.11.04
<b>Elected by parents of students attending the school</b>	
Mr Richard Blackmore	31.10.03
Mrs Caroline Boyd-Harte <i>Chair of Behaviour Committee</i>	31.10.03
Mr Nick Daly	28.02.03
Mr Richard Gamgee	31.10.03
Dr Mohammed Osman	31.10.03
Mrs Suzanne Marquard	15.10.04
<b>Co-opted Governors</b>	
Mr Patrick Lees <i>Chair of Governors</i>	16.03.02
Mrs Rosanna Lockhart <i>Chair of Curriculum Committee</i>	30.01.05
Mrs Susan Betney <i>Chair of Personnel Committee</i>	15.10.04
Dr Malcolm Godfrey	15.10.04
Mr William Longrigg <i>Chair of Public Relations Committee</i>	28.09.02
<b>Elected by the teaching staff of the school</b>	
Ms Jo Perry	08.12.04
<b>Elected by the support staff of the school</b>	
Mr Robert Graham	31.08.03
<b>Headteacher</b>	
Mr Nick Elliott-Kemp	
<b>Clerk to the Governors</b>	
Mr Richard Hunt	