



Quintin Kynaston School

**Governors' Annual Report to
Parents and Guardians
2001 - 2002**

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Introduction from the Chair of Governors

As Governors of Quintin Kynaston School we guide and support the Headteacher in her running of the school. We are required to report to you annually on how the school has developed over the year; this we happily do here.

The major event for us this year has been the arrival of our new Headteacher, Jo Shuter. Jo has come to us from Hertswood School in Hertfordshire where, as Senior Deputy Headteacher, she showed strong leadership in its formation from five existing schools.

At QK, Jo in her short time with us, has accelerated the work on improving the school buildings and facilities; you will soon see significant improvement to these. Although, this means bringing forward substantial expenditure, Governors believe the budget position to be sustainable; the school is increasingly popular with parents, there are new funds from Government and Westminster City Council, and the school's financial management has been sound for a number of years. There is some uncertainty about future public sector funding but we are conscious that waiting to undertake necessary projects means our current students losing out.

The building works have not inhibited the year's academic successes, particularly the greatly improved performances at GCSE. The improved computing facilities that come with our Specialist School status underpin our whole curriculum. Our most precious resource, the school staff, has been further strengthened with our starting the academic year with our full complement, which is not the case with most city community schools.

The calming of student behaviour in and around the school through maintenance of a more attractive, orderly environment has been well received by the students themselves; the new school uniform has been a great success.

Please come to the Annual Meeting of Governors with parents and guardians on Monday 27th January at 6 pm, where we would like to hear your views on the school's progress described in this report.

We look forward to seeing you then.

Patrick Lees
Chair of Governors

Overview from the Headteacher

As I reach the end of my first year as Headteacher of QK School, I look back with a great degree of satisfaction at what has been achieved.

Students arrive at school more consistently than in previous years and they look fabulous in the new school uniform—the envy of many other schools.

The GCSE results were better than ever before at a time of great change and uncertainty for Year 11 who were faced with a new Headteacher, new rules and routines and a school atmosphere that was changing in a way that made some students unsure. However, they rose to the challenges that they were given and the results speak for themselves.

Similarly in the SATs exams Year 9 students achieved the highest levels ever at QK, which was testament to their hard work and the commitment of their teachers.

I have been motivated and inspired by the wonderful support of staff, students, parents and governors in the changes that have been made at QK. The fabric of the buildings has been vastly improved to create a quality working and learning environment for everyone at the school.

Staffing is now stable and we have a full compliment of the best teaching staff that I have ever worked with. We go forward this year with a great degree of confidence that QK is a school that has come a long way but that over the next few years will be a centre of outstanding achievement for all.

The Government continues to “encourage” and “support” schools and has set us even more targets around Inclusion, the Key Stage 3 Strategy and the development of a 14-19 Curriculum—all of which are covered in this report.

I have thoroughly enjoyed my first year at QK and I look forward with a great deal of excitement and pride to the challenges that are ahead.

Jo Shuter
Headteacher

Parent Governors

The school has six places for parent governors on the Governing Body. Subject to certain legal qualifications, any parent or carer with a child at the school is eligible to stand and, if elected, serves for a period of 4 years (even if their child leaves the school before the expiry of their term).

Richard Hunt

1. Technology College Update

The school achieved Specialist Technology College status in September 2001. Thus we are now known as **Quintin Kynaston – A Specialist Technology School**. It also means we work with our ‘family of schools’–George Eliot, Gateway, St. Peters, College Park, St. Augustines and St. Georges–to form the Technology College.

In our first year as a Specialist Technology School, we have begun to fulfil our mission to promote a culture of excellence in scientific, technical and vocational learning whilst providing a good all-round education in languages, arts, humanities, expressive arts and physical education (PE). This is part of a four-year development programme which includes objectives and targets to be met.

Problems with the school’s computer network have made it a very challenging first year. In recognition of this, the Governors allocated the necessary funds to ensure that the school’s computer network is now fully functional and in a good position for future development.

Targets Achieved

GCSE

Excellent improvement in 5 A*-C grades. Up to 38% from a baseline of 16% in 1999 and in the top 10 of Technology Schools who have raised performance from below 25% in 1999 as presented by Sir Cyril Taylor (Chairman TC Trust) at the National Conference of the Technology College Trust in November 2002.

	Target	Actual
Gaining 5+ grades A*-C	35%	38%
Gaining 5+ grades A*-G	81%	85%

KEY STAGE 3

Standard Attainment Test (SAT) results show that our targets in Mathematics, Science and Design & Technology have been achieved handsomely which, of course, means that our Year 9 students are more prepared than ever to tackle their GCSE courses in these subjects.

	Target Level 5 or above	Actual Level 5 or above
Mathematics	55%	63%
Science	43%	57%
Design & Technology	38%	59%

KEY STAGE 2

In fulfilling our target to help increase by 1% the number of Level 5s in Mathematics in George Eliot primary school through our Saturday Morning Master Classes, we also helped two of their pupils to achieve Level 6. This the first time any of their students have achieved Level 6 in Mathematics.

Capital Projects

All Capital Projects have been implemented. These include:

1. The installation of 12 Interactive Whiteboards—five each in Science and Maths and two in Information and Communication Technology (ICT)—with laptops to drive them. Initial training has taken place and more advanced training is planned. Some teachers are already using advanced techniques with the boards.
2. The installation of a cluster of 15 networked computers in the Mathematics Faculty on which Omnigraph, Logo and Headstart software have been newly installed.
3. The installation of two small clusters of 10 networked computers in the Technology Faculty.
4. A 'lapsafe' with 10 wireless networked laptops enabling a cluster of networked computers to be used in all Science laboratories.
5. The refurbishment and upgrading of facilities in the Technology Faculty including the purchase of computerised sewing machines, CAD/CAM (computer-aided design/computer-aided manufacture) equipment and a thermoforming centre.
6. The purchase of a class set of graphic calculators by the Maths Faculty. A number of teachers from the department have been trained in their use to improve teaching and learning with younger students.

Community Projects

Significant developments have taken place in our work with our Family of Schools:

1. Saturday morning Maths Master Classes have been set up at Quintin Kynaston to support the most able students in two local primary schools—George Eliot and Gateway.
2. St. Peters Primary School and George Eliot Junior School took part in a 'cuttlefish-casting' project organised by the QK Technology Faculty. This enabled the primary schools to use our facilities and expertise to give their pupils an exiting and practical learning experience.
3. The QK ICT Faculty has given advice and support to College Park Special School since January. This has involved advice about suitable courses and team-teaching College Park classes. We have also facilitated the development of their website.
4. A highly successful pilot of an 'ICT for the Community' course has taken place and we now expect to expand this project significantly in the coming year. The participants in the course ranged from young parents who were keen to keep up with their children through to older members of the community who had hitherto been too 'shy' to seek support in developing their ICT skills.

The school completed its first year progress report to the DfES and has pointed the way forward on issues that require further development. These include increasing the overall school attendance from 90·4% to 91·2% and improving our vocational offer to provide better progression routes for students who are studying vocational courses.

The Governors would like to express their appreciation to Goldman Sachs Foundation and The Fishmongers Company for their generous sponsorship for QK to become a Specialist Technology School.

John Davies

2. Examination Results

Key Stage 3 Test Results – Summer 2002

QK students at Level 5 or above

	1995	1996	1997	1998	1999	2000	2001	2002
English	17%	58%	33%	37%	46.5%	43%	56%	65%
Maths	18%	23%	33%	35.5%	41%	49%	67%	63%
Science	16%	19%	26%	31%	29%	30%	31%	57%
Average	17%	33%	31%	34%	39%	41%	31%	63%

Percentage of cohort at Level 5 or above

	1999			2000			2001			2002		
	QK	Westminster	National	QK	Westminster	National	QK	Westminster	National	QK	Westminster	National
English	47	58	63	43	55	65	56	59.5	64	65	60	66
Maths	41	52	62	49	58	67	67	58.9	66	63	60	67
Science	29	44	55	30	46	60	61	53.4	66	57	54	66

- Our Key Stage 3 results continue to improve year on year
- For the first time in 2002 our results in all three tested subjects were above the Westminster average

GCSE Results – Summer 2002

QK students achieving

	1997	1998	1999	2000	2001	2002
5+ A*-C	18.5%	20.7%	16.2%	24.5%	33.3%	37.5%
5+ A*-G	61.5%	70.7%	75.2%	79.1%	79.6%	84.8%

Average points† per student

1997	1998	1999	2000	2001	2002
21.2	23.2	24.9	28.5	33.1	32.3

- The number of students achieving 5 or more GCSE grades A*-C increased for the fifth year running
- This figure puts QK in the top 20% when compared with similar schools
- The average points† score was 32.3 (Target 28.5)
- There were 112 students on roll in Year 11

	Results		Target
5+A*-C	42	37.5%	35%
5+A*-G	95	84.8%	81%
1+A*-G	109	97.3%	98%

GCSE	Pass grades								Fail U	Absent	Number Entered	Average score	A*-C %	A*-G %	Targets	
	A*	A	B	C	D	E	F	G								
Art	m	0	2	0	3	1	2	2	0	1	1	12	3.6	41.7	83.3	55% A*-C
	f	0	0	2	1	2	0	0	0	0	0	5	<u>5.0</u>	<u>60.0</u>	<u>100</u>	
												17	4.0	47.1	88.2	
Drama	m	0	0	7	11	3	2	0	0	0	0	23	5.0	78.3	100	80% A*-C
	f	0	0	5	7	2	0	0	0	0	0	14	<u>5.2</u>	<u>85.7</u>	<u>100</u>	
												37	5.1	81.1	100	
English	m	0	4	9	5	15	11	9	10	1	0	64	3.6	28.1	98.4	42% A*-C
	f	1	5	7	11	11	6	3	2	1	0	47	<u>4.5</u>	<u>51.1</u>	<u>97.9</u>	
												111	4.0	37.8	98.2	
English Literature	m	0	2	7	17	9	6	11	2	7	0	61	3.6	42.6	88.5	37% A*-C
	f	1	4	9	15	10	3	3	0	1	0	46	<u>4.8</u>	<u>63.0</u>	<u>97.8</u>	
												107	4.1	51.4	92.5	
French	m	1	0	1	0	0	0	0	0	0	0	2	7.0	100	100	75% A*-C
	f	2	2	2	2	1	1	1	0	1	0	12	<u>5.1</u>	<u>66.7</u>	<u>91.7</u>	
												14	5.4	71.4	92.9	
Geography	m	0	2	3	4	2	1	4	2	3	2	23	3.2	39.1	78.3	60% A*-C
	f	0	0	1	3	5	2	2	4	2	0	19	<u>2.9</u>	<u>21.1</u>	<u>89.5</u>	
												42	3.1	31.0	83.3	

† GCSE grade A* = 8 points, grade A = 7 and so on to grade G = 1 point. Science is a Double Award so numbers entered, grades awarded etc are shown as 2 for each student. ICT is a "Short Course" gained half points (ie 4 for a grade A*) and the number entered 0.5 in each case.

GCSE	Pass grades								Fail U	Absent	Number Entered	Average score	A*-C %	A*-G %	Targets	
	A*	A	B	C	D	E	F	G								
Graphics	m	0	3	0	2	4	1	0	0	0	10	5.0	50.0	100	55% A*-C	
	f	0	4	4	1	0	0	0	0	0	9	6.3	100	100		
											19	5.6	73.7	100		
History	m	0	0	2	0	0	0	0	2	0	4	3.5	50.0	100	57% A*-C	
	f	1	0	2	0	2	2	2	0	0	9	4.2	33.3	100		
											13	4.0	38.5	100		
Information & Communications Technology (ICT)	m	0	2	4	1.5	9	6.5	1.5	3.5	15.5	2	45.5	2.4	16.5	61.5	68% A*-C
	f	0	0	4	9	6.5	5	1.5	3	9	0.5	38.5	3.0	33.8	75.3	
											100	2.2	20.5	57.0		
Mathematics	m	1	2	11	13	7	14	5	4	5	2	64	3.7	42.2	89.1	37% A*-C 97% A*-G
	f	0	3	8	8	3	14	5	3	2	0	46	3.8	41.3	95.7	
											110	3.8	41.8	91.8		
Music	m	0	0	1	0	0	3	0	1	0	0	5	3.2	20.0	100	70% A*-C
	f	0	1	0	1	1	0	0	0	0	0	3	5.3	66.7	100	
											8	4.0	37.5	100		
Physical Education (PE)	m	0	1	5	2	5	0	0	0	0	0	13	5.2	61.5	100	
Pottery	m	0	0	0	5	1	0	0	0	0	0	6	4.8	83.3	100	55% A*-C
	f	2	0	2	2	2	1	0	0	0	0	9	5.4	66.7	100	
											15	5.2	73.3	100		
Science	m	0	6	12	20	16	22	14	12	6	0	108	3.6	35.2	94.4	28% A*-C 87% A*-G
	f	0	6	6	24	18	20	8	4	0	0	86	4.1	41.9	100	
											194	3.8	38.1	96.9		
Resistant Materials	m	0	3	4	9	3	3	2	1	1	0	26	4.5	61.5	96.2	34% A*-C 78% A*-G
	f	0	0	0	3	0	1	1	0	0	0	5	4.0	60.0	100	
Food	m	0	0	1	2	1	3	1	2	0	1	11	3.0	27.3	90.9	
	f	0	2	3	7	4	5	1	0	0	0	22	4.6	54.5	100	
Textiles	m	0	0	0	0	1	0	0	1	0	0	2	2.5	-	100	
	f	0	1	1	8	0	0	3	0	0	0	13	4.5	76.9	100	
Electronics Technology	m	0	1	4	4	5	1	0	2	0	0	17	4.5	52.9	100	34% A*-C 78% A*-G
	total											96	3.9	55.2	97.9	
TOTALS	m	2	28	71	99	82	76	50	43	39.5	8	496.5	3.7	40.2	90.4	
	f	7	28	56	102	68	60	31	16	16	0.5	383.5	4.2	50.3	95.7	

Arabic	m	2	2	0	1	0	0	0	0	0	0	5	7.0	100	100
	f	5	1	0	0	1	1	0	0	0	0	8	6.8	75.0	100
Bengali	m	1	0	0	1	0	0	0	0	0	0	2	6.5	100	100
	f	0	0	0	2	0	0	0	0	0	0	2	5.0	100	100
Greek	m	0	1	0	0	0	0	0	0	0	0	1	7.0	100	100
Portuguese	m	1	0	1	0	0	0	0	0	0	0	2	7.0	100	100
	f	1	0	0	0	1	0	0	0	0	0	2	6.0	50.0	100
Polish	m	0	0	0	0	1	0	0	0	0	0	1	4.0	-	100
	f	0	1	0	0	0	0	0	0	0	0	1	7.0	100	100
Persian	m	5	1	0	0	0	0	0	0	0	0	6	7.8	100	100
	f	5	0	0	0	0	0	0	0	0	0	5	8.0	100	100
Russian	m	4	0	0	0	0	0	1	0	0	0	5	6.8	80.0	100
	f	1	0	0	0	0	0	0	0	0	0	1	8.0	100	100
Spanish	f	0	0	1	0	0	0	1	0	0	0	2	4.0	50.0	100

A-Level Results – Summer 2002

64 candidates took A-Level examinations

A LEVEL		Grades						No. Entered	Average Score*	A-C %	A-E %
		A	B	C	D	E	U				
Art & Design	<i>m</i>	0	0	1	0	0	0	1	6.0	100	100
	<i>f</i>	1	0	2	0	1	0	4	6.0	75.0	100
								5	6.0	80.0	100
Biology	<i>m</i>	1	1	1	1	1	1	6	5.0	50.0	83.3
	<i>f</i>	0	2	0	1	0	0	3	6.7	66.7	100
								9	5.6	55.6	88.9
Bengali	<i>m</i>	0	0	1	0	0	0	1	6.0	100	100
Chemistry	<i>m</i>	1	1	3	0	0	0	5	7.2	100	100
	<i>f</i>	0	2	0	0	0	0	2	8.0	100	100
								7	7.4	100	100
Drama	<i>m</i>	0	0	2	2	0	0	4	5.0	50.0	100
	<i>f</i>	0	2	1	0	0	0	3	7.3	100	100
								7	6.0	71.4	100
English Literature	<i>f</i>	2	0	1	3	2	0	8	5.3	37.5	100
French	<i>m</i>	0	1	0	0	0	0	1	8.0	100	100
Geography	<i>m</i>	0	0	2	0	0	0	2	6.0	100	100
History	<i>f</i>	0	0	1	2	1	1	5	3.2	20.0	80.0
Information & Communications Technology	<i>m</i>	0	0	1	1	1	0	3	4.0	33.3	100
	<i>f</i>	0	0	1	1	1	1	4	3.0	25.0	75.0
								7	3.4	28.6	85.7
Mathematics	<i>m</i>	1	1	3	0	1	0	6	6.3	83.3	100
	<i>f</i>	1	1	1	0	0	0	3	8.0	100	100
								9	6.9	88.9	100
Media Studies	<i>m</i>	0	0	2	3	1	0	6	4.3	33.3	100
	<i>f</i>	0	2	1	4	2	0	9	4.7	33.3	100
								15	4.5	33.3	100
Physics	<i>m</i>	1	0	0	2	1	2	6	3.3	16.7	66.7
	<i>f</i>	0	0	0	0	1	0	1	2.0	=	100
								7	3.1	14.3	71.4
Persian	<i>m</i>	2	1	0	0	0	0	3	9.3	100	100
	<i>f</i>	2	0	0	0	1	0	3	7.3	66.7	100
								6	8.3	83.3	100
Psychology	<i>m</i>	0	0	1	0	0	1	2	3.0	50.0	50.0
	<i>f</i>	0	0	3	1	1	0	5	4.8	60.0	100
								7	4.3	57.1	85.7
Spanish	<i>m</i>	2	1	0	0	0	0	3	9.3	100	100
	<i>f</i>	0	1	0	0	0	0	1	8.0	100	100
								4	9.0	100	100
TOTALS	<i>m</i>	8	6	17	9	5	4	49	5.6	63.3	91.8
	<i>f</i>	6	10	11	12	10	2	51	5.4	52.9	96.1
								100	5.5	58.0	94.0

* Each A-Level grade A scores 10 points, grade B scores 8 and so on.

AS Level Results – Summer 2002

AS LEVEL	Grades					U Fail	Absent	No. Entered	Average Score	A-C %	A-E %
	A	B	C	D	E						
Art & Design	m	0	0	1	0	0	0	1	3.0	100	100
	f	1	3	0	1	0	0	5	<u>3.8</u>	<u>80.0</u>	<u>100</u>
								6	3.7	83.3	100
Arabic	m	0	0	0	1	1	0	3	1.0	–	66.7
	f	0	1	0	0	0	0	2	<u>2.0</u>	<u>50.0</u>	<u>50.0</u>
								5	1.4	20.0	60.0
Biology	m	1	1	2	0	1	1	6	2.7	66.7	83.3
	f	2	0	2	0	0	0	4	<u>4.0</u>	<u>100</u>	<u>100</u>
								10	3.2	80.0	90.0
Bengali	m	0	0	1	0	1	0	2	2.0	50.0	100
	f	0	0	0	0	1	0	1	<u>1.0</u>	–	<u>100</u>
								3	1.7	33.3	100
Chemistry	m	1	2	2	1	1	1	8	2.8	62.5	87.5
	f	0	3	0	1	0	0	4	<u>3.5</u>	<u>75.0</u>	<u>100</u>
								12	3.0	66.7	91.7
Drama	m	0	0	1	1	2	0	4	1.8	25.0	100
	f	0	1	1	0	1	0	3	<u>2.7</u>	<u>66.7</u>	<u>100</u>
								7	2.1	42.9	100
Design & Technology	m	0	0	0	1	0	0	1	2.0	–	100
	f	0	0	0	1	0	0	1	<u>2.0</u>	–	<u>100</u>
								2	2.0	–	100
English Literature	m	0	0	0	1	1	1	3	1.0	–	66.7
	f	2	1	2	2	1	1	9	<u>2.8</u>	<u>55.6</u>	<u>88.9</u>
								12	2.3	41.7	83.3
Geography	m	1	1	1	0	0	0	3	4.0	100	100
General Studies	m	0	1	3	3	4	0	11	2.1	36.4	100
	f	0	5	4	2	2	0	13	<u>2.9</u>	<u>69.2</u>	<u>100</u>
								24	2.5	54.2	100
History	m	0	0	1	0	0	2	3	1.0	33.3	33.3
	f	0	1	0	3	1	0	5	<u>2.2</u>	<u>20.0</u>	<u>100</u>
								8	1.8	25.0	75.0
Information & Communications Technology	m	0	0	3	4	2	1	10	1.9	30.0	90.0
	f	0	0	2	4	1	0	7	<u>2.1</u>	<u>28.6</u>	<u>100</u>
								17	2	29.4	94.1
Mathematics	m	1	3	2	1	0	0	7	3.6	85.7	100
	f	1	2	1	0	0	0	4	<u>4.0</u>	<u>100</u>	<u>100</u>
								11	3.7	90.9	100
Media Studies	m	0	1	4	1	1	0	7	2.7	71.4	100
	f	1	2	1	5	0	0	9	<u>2.9</u>	<u>44.4</u>	<u>100</u>
								16	2.8	56.3	100
Physics	m	1	0	2	1	2	0	6	2.5	50.0	100
	f	0	0	1	1	0	0	2	<u>2.5</u>	<u>50.0</u>	<u>100</u>
								8	2.5	50.0	100
Persian	m	5	1	0	0	0	0	6	4.8	100	100
	f	5	0	0	1	0	0	6	<u>4.5</u>	<u>83.3</u>	<u>100</u>
								12	4.7	91.7	100
Psychology	m	0	1	0	1	2	0	4	2.0	25.0	100
	f	1	3	3	2	1	0	10	<u>3.1</u>	<u>70.0</u>	<u>100</u>
								14	2.8	57.1	100
Spanish	m	3	0	0	0	0	0	3	5.0	100	100
	f	1	0	1	0	0	0	2	<u>4.0</u>	<u>100</u>	<u>100</u>
								5	4.6	100	100
TOTALS	m	13	11	23	16	18	6	88	2.6	53.4	92.0
	f	14	22	18	23	8	1	87	<u>3.1</u>	<u>62.1</u>	<u>97.7</u>
							175	2.9	57.8	94.9	

* Each AS-Level grade A scores 5 points, grade B scores 4 and so on.

Chris Sale

3. Curriculum Offer

Curriculum Model 2001/02

Periods	Key Stage 3			Key Stage 4 Years 10 & 11
	Year 7	Year 8	Year 9	
1	Mathematics	Mathematics	Mathematics	English
2				
3				
4				
5	Science	Science	Science	Mathematics
6				
7				
8				
9	Technology	Technology	Technology	Science
10				
11				
12				
13	English	English	English	Science
14				
15				
16				
17	RE	History	History	ICT
18				
19	History	Geography	Geography	PE
20				
21	Geography	Languages	Languages	List 1
22				
23				
24				
25	Art	RE	Art	List 2
26				
27	Drama	Music	Music	List 3
28				
29	Music	Drama	Drama	List 3
30				
	PE	PE	PE	List 3

List 1	List 2	List 3
Double Award GCSE Art and Design		
Art & Design DT (Food) DT (Resistant Materials) DT (Textiles) Drama Geography History Curriculum Support	DT (Food) DT (Graphics) DT (Resistant Materials) DT (Textiles) French Drama History Music Curriculum Support	DT (Electronics) DT (Resistant Materials) DT (Food) French Geography Music Pottery Curriculum Support
Double Award GCSE Applied Business		

For 2001/2002 the following were offered in the Sixth Form (Years 12 & 13):

Access Course – for early stage learners of English

GNVQ: Business and Science

AS/A Levels: Arabic, Art, Bengali, Biology, Chemistry, Design Technology, Drama, English, General Studies, Geography, History, ICT, Mathematics, Media Studies, Persian, Physics, Portuguese, Psychology, Russian and Spanish.

Chris Sale

4. Social Personal and Citizenship Education (SPACE)

With the introduction of Citizenship as a statutory subject in September 2002, the school has taken the opportunity to build on previous work, but also substantially reorganise the delivery of Social Education (SE).

SPACE is now delivered by tutors once a week during a discrete period. The school has a SPACE co-ordinator who, together with the Assistant Directors of Learning, ensures the delivery of the subject. Subject content ranges from emotional literacy through study skills and the traditional areas covered by SE, such as health education (including sex education), careers and social skills. Citizenship adds some extra elements, including political literacy and participation in the community.

The last element is increasingly important at QK. In recent years there have been increased possibilities for students to contribute to, and to have a say in, their own school community. Not least among these is participation in Year and School Councils. Each tutor group elects representatives to their Year Council and from these two representatives go forward to the School Council. We are supporting representatives in the school through a training programme and consultation on important matters including, for example, participation in the interview process for pastoral posts in the school. Year Councils meet on a regular basis to discuss matters of relevance to the Year or School as a whole. The school has a clear intention of supporting these Councils through to their eventual independence.

An important aspect SPACE has been working with outside organisations, such as the Hungerford Project, the Marylebone Magistrates Society, the Brooke Advisory Service and last year a successful project with the British Red Cross. We are also participating in an exciting pilot scheme linking QK to schools in Ghana by internet in the Gemini Project. These aspects will be expanding, providing students with greater access to expertise and a range of learning experiences.

Citizenship as a subject is also delivered in other curriculum areas, and this will eventually become a clear and important part of ensuring that the school educates well informed and skilled citizens. The creation of a useful assessment system, especially in Key Stage 3, is currently being looked at. At present the school is trialing the new Citizenship GCSE with its Work Related Learning Group.

John Tuite

5. Attendance

	Actual	Target
Total attendance	90.4%	91%
Authorised absence	7.1%	6.4%
Unauthorised absence	2.5%	2.6%

A small improvement in overall attendance occurred over the school year with a reduction in the total of unauthorised absence.

The extension of the electronic registration system (OMR) was discussed and implemented for the new academic year. The aim is to improve the quality of data in order to combat truancy and poor attendance, which seriously impacts on a students' opportunity to learn and their life chances in the long term. This involved extensive training and on-going support for teachers and tutors in data handling.

The responsibilities of the Attendance Officer was subsumed into a Data Attendance Manager post in charge of electronic data and admissions. The job has ensured the quality of data and communication with parents has improved and has increased the importance of attendance as an issue at QK.

In school, Nessir Emadi (Education Welfare Officer/Home School Liaison) has focused on making parents accountable and supporting students with attendance and punctuality issues. This has improved many individuals' overall school participation.

First day phone calling increased the overall awareness of absence and the overall level of attendance. As a result, calling will be extended to accommodate members of the administration team being used to target key students and year groups.

The school has continued a "hard line" approach to absence, counting avoidable absences as unauthorised. This includes persistent late arrivals after the Register closes at 9.30 am. This will count as unauthorised absence as persistent lateness has a long-term effect on school success.

The aim for the new academic year is to try and maintain high attendance from Key Stage 3 into Key Stage 4.

The method approved to raise the profile of attendance in a positive way is to introduce more rewards and certification for attendance and punctuality. This means an increased number of reward assemblies and raffles, which will allow students to win educational and leisure prizes, for example, a bicycle. The aim is to make good attendance a valued expectation across the school.

Gary Kynaston

6. Key Stage 3 Strategy

The KS3 Strategy is a national programme aimed at raising attainment in secondary schools across Britain. The overall aim of the Strategy is to focus on key areas of practice within education that have been identified through detailed research which will lead to high quality teaching and learning

The Strategy centres around supporting teachers' skills and their ability to focus on the needs of groups and individual students. Further, it ensures that students make the learning gains appropriate to their ability. This process has been started with an audit of all the departments in order to set the priorities for development.

The implementation of the KS3 Strategy at QK began in 2001 and included:

- **Literacy Day** in autumn 2001 which helped raise awareness across all subjects to develop literacy skills in all students with an explicit reference made in the subjects' Schemes of Work.
- **Learning Progress Units (LPU)** programme has proved to be successful. Formerly taught within English, from September 2002 it will be taught by the Inclusion Faculty.
- **Numeracy Day** was deferred to December 2002.
- **Launch** of Science, ICT and Teaching and Learning in the Foundation subjects (TLF) in the autumn term.
- **Summer School Programme** (50% reduction in funding). QK added extra funds to run Numeracy, Literacy and Gifted & Talented summer schools. Each was highly praised by the Local Education Authority (LEA) advisers. They will run again in 2003.
- **LEA advisers and consultants** increased their participation in school-based training. Increased faculty developmental support is planned for the new academic year.
- **Transition from Key Stage 2 to 3.** The centralisation of the Westminster admissions process should stabilise student numbers for September 2003.
- **Year 7 Pilot Project.** Individual key staff each taught a Year 7 class English, History, Geography and RE in order to ease the transition from primary school. The programme will track and assess learning gains over the academic year.

Planned for Academic Year 2002/03

- Creation of two Teaching and Learning Co-ordinator Posts
- Continued use of Inset to support teaching and learning
- Easter and Summer schools
- Transition focus KS2 to KS3 including the appointment of a transition Home School Liaison officer
- Appraisal and extension of the Year 7 Pilot Project

Gary Kynaston

7. Behaviour Policy Overview

The management of student behaviour is the responsibility of all staff at all times. It is understood that consistent implementation of agreed systems not only provides the framework within which effective learning can take place but also provides support for colleagues.

Our Behaviour Policy is made up of the *QK Way*, classroom rules, rules for movement around QK and rewards and sanctions.

The aim of the Behaviour Policy is:

- to build a set of expectations and behaviours of staff and students that supports the school aim
- to highlight and support the concept of the classroom and the school as “Places of Learning”
- to adopt an approach to behaviour management that reinforces positive expectations and develops the relationship with home
- to raise the awareness of the relationship between the school organisation, curriculum and behaviour.

Movement Around QK

The maintenance of good behaviour around school can be very different from behaviour when closely supervised in lessons. Such times include change of lesson, break, lunch times, before and after school. To facilitate safe, calm and swift movement around school, there is no substitute for frequent, consistent messages to students about what is expected. Everyone is expected to behave sensibly and show consideration to others and adhere to the *QK Way*. An incident sheet is written and passed to the Director of Learning (DOL) and Tutor for those who fall below expectations.

Classroom Rules

These are:

- Listen carefully and follow teachers' instructions
- Work to the best of your ability
- Treat everyone, their work and equipment with respect
- Come to lessons on time and fully prepared
- Raise your hand before asking or answering a question
- Where appropriate remain in your seat unless directed to move

Failure to follow these rules may lead to a curriculum detention or the student being sent to the Referral Room if the incident is deemed serious enough. In the Referral Room the student writes what happened and how it can be resolved. This information is collected by the DOL at 3.20 pm. The student and teacher meet with the DOL in order to reconcile the situation. The student is not allowed in that teacher's class until this reconciliation has occurred.

Rewards and Sanctions

Exclusions

The decision to exclude a student from school may only be made by the Headteacher. This is usually based on the recommendation of the Director of Learning or a member of the Senior Leadership Team.

Reasons for exclusions are:

- violence towards another student or a member of staff
- swearing at a member of staff
- racial, sexual abuse or bullying
- consistent failure to respond to strategies to improve behaviour and attitudes

In 2001/02 there were 126 Fixed Term Exclusions involving 85 students (375 days lost) and 3 Permanent Exclusions.

Rewards

Meaningful rewards are vital to reinforce the type of behaviour we expect from all students. Pastoral Awards and Curriculum Awards are given out half termly in special presentation assemblies.

Awards are given for:

- 100% attendance and punctuality
- Contribution to Tutor Group
- Contribution to Year Group
- Academic prizes in each subject for effort, progress and attainment

In every lesson students have the ability to obtain Merit stickers in their diaries. Merits can lead to Bronze, Silver or Gold merit Certificates. Students who receive 5 gold Certificates are rewarded with an award in the end of year celebrations.

Students who have 100% attendance and punctuality are entered into the end of year prize draw where they can win a mountain bike or a Play Station 2.

Students who display exceptional behaviour around the school are given the QK Community Certificate.

Nigel Duncan

8. Inclusion at QK

Overview

During 2001-02 the school made significant strides in its provision for students at the fringes of mainstream schooling. This was made possible by:

- further devolvement of centrally-held funds, in particular for the provision for students with statements of Special Educational Needs (SEN)
- continued direct government funding to schools through the Standards Fund and the Excellence in Cities initiative
- a management commitment to the development of provision and the appointment of an Inclusion Manager to take responsibility for the co-ordination of provision in school and liaison with external agencies. A significant factor in this commitment was the provision of accommodation for the Inclusion Department in a refurbished suite of adjacent rooms.

Provision

The most significant development in provision made possible by the above factors are:

1. The direct employment by the school of its Learning Support staff. The school employed the equivalent of 4.2 full-time Learning Support teachers (LSTs) and 2.4 Learning Support assistants (LSAs) with the devolved funding. All LSTs teach a minimum of one mainstream class and take responsibility for a tutor group. This has helped to locate them more securely within the school and to develop links between the Inclusion Department and other departments within the school. The Learning Support staff, teachers and assistants deliver the support dedicated to students with statements of Special Educational Needs, and also the provision for students at Key Stage 3 experiencing delayed acquisition of literacy skills.
2. The continued development of the school's Learning Support Unit (LSU). Utilising funding from the Excellence in Cities initiative, the school took onto its payroll the LSU Manager, previously seconded to the school from the central Inclusive Education Service. The LSU caters for students with behavioural difficulties who do not cope with a full mainstream timetable. The LSU Manager liaises closely with subject staff; with external agencies such as the Marlborough Education Unit; and support Directors of Learning with students who are at risk of exclusion or who may have already received a period of fixed-term exclusion. The underlying rationale is to support students with behavioural difficulties back into a mainstream timetable.
3. The provision of mentoring support to students. The school employed three full-time Learning Mentors. One of these was responsible for supporting the literacy provision for Key Stage 3 students. The other two worked with individuals and groups of students displaying early signs of disaffection whether these were: difficulties with the transition from primary to secondary school; difficulties with peer relations; anger management; attendance and punctuality among other factors. The Learning Mentors worked closely with a range of external agencies, among which were the Hungerford Drugs Project and the Brook Advisory Centre.

4. The appointment of a Student Support Co-ordinator to oversee the work of the Learning Mentors and the 0.5 full-time equivalent of student counsellor employed by the school. As well as supervising the mentoring and counselling work ongoing in the school, the Student Support Co-ordinator has begun to co-ordinate the various peer mentoring projects in the school, for instance the mentoring by Year 11 students of Year 7 students. This has been made possible by funding and training provision from external agencies such as Mentor Point. It is anticipated that the Student Support Co-ordinator will also lead whole-school projects such as anti-bullying and the development of school policy in these respects.
5. The development of the role of the recently launched government guidance and advisory service for young people, Connexions. The school appointed a full-time school-based Connexions: Personal Adviser who works in a mentoring and careers guidance capacity with students at Key Stage 4 (and some students at Key Stage 3) exhibiting signs of serious disaffection and in danger of slipping out of mainstream education. The work of the Personal Adviser often takes place beyond the boundaries of the school in co-operation with agencies such as the Holland Park Adventure Playground Project. A further Personal Adviser, with borough-wide responsibility for Refugees and Asylum Seekers also works in the school for two days a week.
6. The introduction of a Work-related Learning option at Key Stage 4. Students for whom a full GCSE offer is inappropriate are identified towards the end of Key Stage 3 and offered the Work-related Learning option in negotiation with the students and their parents or carers. The student follow a part-time timetable comprising a less onerous GCSE offer (including English and Maths) in accompaniment with up to two days a week on work placement. This course has a vocational focus and offers for example, certificated Health & Safety training among other preparations for students for the world of work.

Additional Developments

- As part of the Government's Key Stage 3 National Strategy the Inclusion Department has taken responsibility for delivery of the Literacy Progress Units (LPUs). These are designed to accelerate the literacy development of students who have not achieved the government target of National Curriculum Level 4 in English at Key Stage 2.
- A Refugee Co-ordinator has been appointed to oversee the provision for students from refugee and asylum seeker backgrounds.
- An EMAG (Ethnic Minority Achievement Grant) Co-ordinator post has been created to analyse the achievement of students from ethnic minority backgrounds and to address areas of underachievement.
- Responsibility for overseeing the welfare of students in public care has been designated to a member of the Inclusion Department.

Liaison with External Agencies

The Inclusion Department has developed positive relationships with a number of external agencies supporting students:

- Marlborough Family Service and Education Unit. The Inclusion Department, and in particular the Learning Support Unit, has worked closely with the Marlborough Family Service to support students with behavioural difficulties and their families.
- The school has secured the services of a Child Psychotherapist from the Tavistock Centre for half a day a week who supports staff working with students with behavioural difficulties and also works with individual students and their families.
- A therapist from St. Mary's Child and Adolescent Mental Health Team works for a day a week in school with children from refugee and asylum seeker backgrounds and their families.
- The Inclusion Department works in close co-ordination with the Youth Offending Team (YOT) and its partner mentoring project Connect.

Training

All members of the Department have undergone training in order to develop areas of expertise within the past twelve months. Significant training initiatives included:

- New Opportunities Fund (NOF) training for the majority of Department members in Information and Communications Technology. This has focussed on uses of the Internet in providing for students with SEN.
- Training funded by the Local Education Authority at the Marlborough Education Unit.
- Training at the Isaac Newton Professional Development Centre in digital editing.

School Home Liaison

The School employs a School-Home Liaison Worker (SHLW) who works to more effectively involve families in the education of their children. The SHLW has co-ordinated with Department members and in particular the LSU Manager and the Connexions: Personal Adviser to secure improved attendance for vulnerable students.

Summer Schools

Inclusion Department members participated in the Summer Literacy and Numeracy Schools designed to accelerate the literacy and numeracy attainment of students who had not achieved Level 4 in Key Stage 2 tests.

Special Educational Needs (SEN) Policy

The SEN Policy of the school remained unchanged from the September 2000 review. A review of this policy is planned for the school year 2002/03 in order to bring the policy in line with recent Inclusion initiatives.

Chris Mannings

9. Staffing Update

We have been successful in filling all teaching posts with subject specialists. As in previous years, we have made temporary appointments when we have not been able confidently to appoint permanently.

The school has had for the second consecutive year to recruit a high number of teaching and support staff. This resulted from

- the number of staff leaving
- increase in numbers required by roll increase
- employment of new Social Inclusion staff
- a higher number of support staff leaving than in recent years

This has taken place at a time of acute teacher shortages, particularly in subject areas the school has expanded and particularly in London and the South East. The situation is however more stable than a year ago. There are fewer staff on temporary or agency contracts and no permanent teaching staff are leaving at the end of this term.

Performance Management and Professional Development

Performance Management is now in place to support and improve the work of all staff. It aims to develop expertise, increase job satisfaction so that staff develop as professionals and that they the needs of students and constantly work to raise standards. The school's Performance Management Policy and procedures were reviewed during 2002 and the policy is now implemented.

Professional Development is directed by external changes, the school development plan and professional needs identified as part of the performance management process. In 2001/02 it also included priorities dictated by the school's Specialist Technology Status and the induction of the high proportion of staff new to the school.

During 2001/02 Staff Training Days (Inset) were allocated to Behaviour Management, the Key Stage 3 Strategy, the Literacy Strategy and Performance Management. In addition, staff attended the Westminster Secondary Day. Other training activities course attendance, school visits, consultants within school and school-commissioned inspections, as well as observing good practice within the school.

Staffing priorities for 2002/03

- The recruitment and retention of high quality staff remains the key priority
- The improvement of administrative and support systems
- The effective implementation of Performance Management for all staff including the development of middle management.
- Ensuring that staff absence for any reason is managed to minimise the adverse impact on student learning and the smooth running of the school

Sue Twining

10. Destinations of School Leavers 2001/02

Year 11

Of the 118 students in recorded on roll:

- 59 embarked on further study in QK – 31 at A Level and 28 GNVQ
- 10 went to A Level courses at other institutions (a range of locations including Barnet, Croydon, Richmond, Stanmore and Uxbridge)
- 2 went to retake GCSEs at other schools
- 5 went to GNVQ courses at local colleges
- 6 went to training for skills courses with local training providers
- 5 are involved in NVQs at college or with training providers
- 2 are taking other courses at colleges

- 10 are currently employed
- 1 is classed as a Young Carer
- 7 are classed currently classed as unemployed and not in formal education or training
- 3 have left the United Kingdom
- 2 have left the area with no known forwarding address
- no response to requests for current status from 6 students

To summarise, 89 students continued in post-16 education or training, 10 are in employment, 8 formally unemployed and for 11 there is insufficient data to analyse.

Ian Green

Destinations of Year 13 Students – Summer 2002

Congratulations to all our 6th Formers who gained places on their chosen courses. We hope their studies are going well.

Of the 51 Year 13 students on roll in 2001/02, 43 applied to UCAS: 31 were placed; 9 were not placed; 3 withdrew their application. Six repeats were not placed or withdrawn.

13K (Emma)	Institution	Subject
Mustafa Abdul Hussein	Kings	Geography
Jawar Ali	Kings	Geography
Safder Ali	University College London	Engineering with Business
Mersa Auda	Roehampton	Drama, Theatre & Performance
Marvin Barbe	Football Association	Football Agent
Mikel Hida	North London	Business
Muneeza Khan	SOAS	Law
Helena Perry	University of Westminster	Politics
Fatima Rajak	SOAS	Law
Ahmed Ridha	North London	Computing & Maths
Khalida Wahid	Goldsmiths	Psychology
13Y (Alan)		
Munir Abubakar	Gap year	
Mohammed Ahmed	Essex	Computer Science
Valerie Fletcher	East Anglia	Media Studies
Reza Ghasemi	Kings	Dentistry
Joanna Khan	Chelsea College of Art	Foundation Course
Hassan Bahsoun	Kingston – KLM	Aircraft Engineering
Abdul Muhim	Brunel	Science
Shabnam Toopchiani	London School of Printing	Marketing & Advertising
13S (Neil)		
James Akrami	Portsmouth	Pharmacy
Rehana Ali	University of North London	Creative Writing & English
Amar Al-Etabi	Brunel	Electrical & Computer Engineering
Deiby Arias	Brighton	International Travel Management
Nasima Bibi	Queen Mary College	Pharmaceutical Chemistry
Shayan Javadzadeh	University of North London	Biology & Chemistry
Khabab Osman	UCL	Medicine
Musaddique Qureshi	Brunel	Electrical & Computing Engineering
Olga Stera	Leeds	Sports Science
13N (Chad)		
Leila Akhlaghi	Kings	Biomedical Science
Leila Atherton	University of Westminster	English
Shaheera Butt	South Bank University	Foundation Course
Hashmat Iqbal	Queen Mary College	Biochemistry & Microbiology
Samaneh Iravani		Accountancy?
Rakesh Makwana	Manchester	Accounting Information & Commerce
Lenka Menkyna	York	Film, TV, Theatre
Ruben Nieto	Guildhall	European Business Studies
Tachmurat Tachev	Thames Valley	Business

A few others are repeating the year to gain higher grades. Some did not apply or withdrew.

Lez Weintrobe

11. Sixth Form Overview

Premises

During the summer holidays, the Sixth Form Centre was completely redecorated and refurbished. This has given students a far more conducive working environment and the students often use the study room outside the school day.

Student Progression into Higher Education

32 students out of 45 entered Higher Education after completing their A Levels in 2002. Four students returned to retake subjects.

Sixth Form Numbers

We currently have 165 students enrolled in our Sixth Form. This is 20 more than completed last academic year. We have recruited about 20 students from outside QK this year.

We are now working fully as a member of the Westminster 16-19 Partnership. This has allowed us to offer a wider choice of subjects to our students. This year only a small number (eight) of our students are travelling to other schools in order to study an A Level subject that is not currently offered at QK. We are also receiving a small number (ten) from other schools including students attending our Community Languages courses.

Sixth Form Curriculum Offer

We are looking at expanding our curriculum offer for September 2003. This will hopefully encourage more students to stay on into the Sixth Form. In particular we are increasing the number of vocational courses on offer.

Irene Forster

12. Disabled Access

The **Disability Discrimination Act 1995** (DDA 1995) introduced new laws and measures aimed at ending the discrimination that many disabled people face. Over time, the Act gives disabled people new rights in the areas of:

- employment
- access to goods, facilities and services
- the management, buying, or renting of land or property

In addition the DDA:

- requires schools, colleges and universities to provide information for disabled people
- sets up the Disability Rights Commission to advise the government on discrimination against disabled people

The DDA 1995 has been extended by the Special Educational Needs and Disability Act 2001. This has particular relevance to schools, and the Disability Commission has prepared a Draft Code of Practice (Schools) to provide guidance on implementation of the Act.

In addition to granting new rights to disabled people, the Act places new duties on employers and service providers.

Quintin Kynaston is now in receipt of the Access Audit recently carried out by Westminster. Our statutory duty is to increase over time the accessibility to the school.

Implementation of the Act will be complicated and be open to interpretation. Where there are barriers that can be shown to be discriminatory in relation to employment or the provision of services, the barrier may need to be removed with the minimum of delay. Whether all 'reasonable' steps have been taken to ensure proper provision will affect the judgement of the Court or Tribunal. A number of factors will influence whether it is reasonable for changes to be made. These may include:

- how much an alteration will improve the situation for disabled persons
- how easy it is to make the changes
- the cost of the change
- the building owner's resources
- financial help or other help that may be available

A working group has been set up to consider how to respond to the duties the school has in respect of disability access. To date a concrete ramp has been built for access throughout the rear door of the lower building and weather mats have been replaced.

Further works will be published for information at a later date.

Eric Ratcliffe

13. Site Security

Electronic Gates & Boundary Fence

Further to the installation of the boundary fence and electronic gates some years ago, the school has applied anti-climb paint and the gates are monitored by staff at all times of the day to enhance security and facilitate the safeguarding of students.

Arrivals & Departures

The school has initiated a system of duty students who manage the booking in and signing out of visitors in order to facilitate the control and monitoring of all persons within the school. It is also school policy that all students with the exception of the Sixth Form remain within the school grounds at all times. Members of staff that need to leave the school grounds during the school day are required to sign out in the same way.

Alarm System

The alarm system has been replaced and extended with the most up to date equipment to safeguard all areas within the school as new technology and specialist equipment has been introduced.

External Security Lighting

Security motion-detection lighting has been purchased and installed to the rear of the school and in the very near future will be extended to include all external walls around the school.

CCTV

The school is currently in discussion with the security company ADT on a proposed project to extend the current closed-circuit television (CCTV) system. This is further to the extension of the system that will take place under the new build of the QK Diner and kitchens.

Security Mesh

Many windows in the school that were deemed vulnerable have been secured with steel security mesh. This has resulted in a reduction in the amount of windows broken and provided further protection to those areas with specialist or technology equipment.

Eric Ratcliffe

Quintin Kynaston School

Annual Report to Parents 2001/02

ANNEX

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 now costs almost 5 million pounds each year to run Quintin Kynaston. The Governors are responsible for deciding how that money is spent. Most of our income comes from Westminster City Council (WCC) who shares out the money amongst the Local Education Authority (LEA) schools depending on how many students each school has. This provides on average roughly £3,400 for each secondary school student. From 99/00 onwards we received additional income from money 'devolved' by WCC to enable the school to purchase services formerly provided 'free' by WCC; and also Standards Funds income, provided to the school by the government for specific areas of spending. From 01/02 income includes government funding as a Technology College. We add to this income by renting out parts of our facilities to outside groups. Like other schools, most of our school's expenditure goes on staff salaries.

Although the *school year* runs from September through to July the next year, the *financial year* runs from April through to the following March. We Governors decide on the budget every March just before the coming financial year starts. (So during the financial year 01/02 we have the last term of the school year 00/01 and the first two terms of the school year 01/02.

The table below shows the summary of QK's income and expenditures, in thousands of pounds by *financial year*.

£ '000	1997/98 Actual	1998/99 Actual	1999/00 Actual	2000/01 Actual	2001/02 Actual
Income					
Westminster City Council (Pupil, Non P and extra)	2,316	2,330	2,717	3,172	3,815
Standards Fund and Technology College	...	...	...	418	811
Other income	47	143	159	158	97
TOTAL INCOME	2,363	2,471	2,876	3,748	4,723*
Expenditure					
Staff Salaries	1,856	2,002	2,203	2,441	3,004
Supplies and Services ^{Note 1}	239	250	315	476	547
Standards Fund	...	...	...	261	611†
Buildings ^{Note 2}	261	217	295	358	424
Projects ^{Note 3}	138	64	18	17	126
TOTAL EXPENDITURE	2,493	2,533	2,831	3,553	4,712
Annual Surplus or Deficit	-130	-62	+45	+195	+11
Interest earned	7	6	...	...	...
Carried forward from previous year	+158	+35	-21	+24	+219
Cumulative position	35	-21	+24	+219	+230

* does not include an additional £221k of bids income for music and library extensions

† includes Technology School sponsor income

Notes

- 1 'Supplies and Services' includes school equipment, books, materials, examination fees and administration costs
- 2 'Buildings' includes repairs, maintenance, redecoration, energy, rates, cleaning, insurance etc.
- 3 'Projects' money is spent on either buildings (most), or on supplies and services

GOVERNING BODY OF QUINTIN KYNASTON SCHOOL – 06/1/03

Headteacher Ms Jo Shuter		(elected/appointed until)
<i>Appointed by the City of Westminster</i>		
Mrs Barbara Grahame	46 Clifton Hill, London NW8 0GQ Home: 020 7624 4364 Fax: 020 7625 4364 Email: Bgrahame@westminster.gov.uk	(31.03.06)
Mr Andrew Havery <i>Vice Chair of Governors; Chair of Finance & Premises</i>	68 Westminster Gardens, Marsham Street, London SW1P 4JG Work: 020 7545 1293 Work Fax: 020 7547 1833 Home/Fax: 020 7834 5104 Mobile: 07815 122 450 Email: polhav@yahoo.co.uk	(30.06.03)
Mrs Katie Ivens	2 Mulgrave Road, London NW10 1BT Home: 020 8906 2065 Fax: 020 8452 8084 Mobile: 07956 229005 Fax/Work: 020 8930 4468 Email: katie@clara.net	(31.03.06)
Mrs Jill Leuw	108 Westfield, 15 Kidderpare Ave London NW3 7SJ Tel: 020 7794 954 Email: jilleuw@aol.com	(13.11.04)
Mr Jagmail Singh Gill	51 Gloucester Terrace, London W2 3DQ Tel: 020 7724 7024 / 020 8341 3359 Email: jack@compatriot.freemove.co.uk	(05.02.06)
<i>Elected by the teaching staff of the school</i>		
Ms Jo Perry	QK School Tel: 020 7722 8141 Fax: 020 7586 8473	(08.12.04)
Mr Jeff Ingham	QK School Tel: 020 7722 8141 Fax: 020 7586 8473 Email: jeff.ingham@btinternet.com	(11.12.05)
<i>Elected by the support staff of the school</i>		
Mr Robert Graham	QK School Tel: 020 7722 8141 Fax: 020 7586 8473	(31.08.03)
<i>Elected by parents of students attending school (one vacancy)</i>		
Mr Richard Blackmore	30A Warlock Road, London W9 3LP Home: 020 8964 8653 Mobile: 07951 595872	(31.10.03)
Mr Nick Daly	Flat 5, 39 Linden Gardens, London W2 4HQ Home: 020 7229 9792	(28.02.03)
Mr Richard Gamgee	118 Parsons House, 124 Hall Place, London W2 1NF Home: 020 7402 1607 Work: 020 8231 6635 Email: Rgamgee@aol.co.uk	(31.10.03)
Mrs Suzanne Marquard	39 Marlborough Hill, Flat 4, London NW8 0NG Home: 020 7483 0419	(15.10.04)
<i>Co-opted</i>		
Mr Patrick Lees <i>Chair of Governors</i>	7 Spencer Rise, Dartmouth Park, London NW5 1AR Home: 020 7267 9024 Work: 020 7911 5782 Fax: 020 7911 5089 Email: leesp@westminster.ac.uk Mobile: 07811 386 771	(16.03.06)
Mrs Rosanna Lockhart <i>Chair of Curriculum Committee</i>	Flat 108, 20 Abbey Road NW8 9BW Home/Fax: 020 7286 1847 Mobile: 07768 105 391 Email: lockhart@marlborough9.freemove.co.uk	(31.01.05)
Mrs Susan Betney <i>Chair of Personnel Committee</i>	20 Fairfax Road, London NW6 4HA Home: 020 7722 9129 Work: 020 7636 4566 Fax: 020 7586 4084 Email: suebetney@aol.com	(15.10.04)
Dr Malcolm Godfrey	17 Clifton Hill, London NW8 0QE Tel: 020 7624 6335 Fax: 020 7328 9474 Email: malcolmpgodfrey@aol.com	(15.10.04)
Mr Derek Wood <i>Finance & Premises Committee</i>	Falcon Chambers, Falcon Court EC4Y 1AA Tel: 020 7353 2484 Fax: 020 7353 1261 Email: clerks@falcon-chambers.com	(15.12.06)
<i>Clerk to the Governors Mr Richard Hunt</i>		

Vivien Noakes
Curriculum Committee

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Carolyn Mishon
*Curriculum and
Personnel Committees*

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