

Quintin Kynaston School



Governors Annual Report to Parents & Guardians 2002/3

Contents

Chair of Governors' Introduction.....	3
Headteacher's Introduction.....	4
Parent Governors	4
1. Technology College Update.....	5
2. Examination Results.....	7
3. Curriculum	11
4. Attendance	13
5. Key Stage 3 Strategy.....	13
6. Rewards & Sanctions.....	17
7. Gifted & Talented Programme.....	18
8. Performance Management & Continued Professional Development.....	18
9. Inclusion Department.....	19
10. Staffing Update.....	21
11. Destination of Leavers	21
12. Sixth Form Overview.....	23
13. Premises & Site Security	24
14. Financial Summary.....	26
15. Staff List	27
16. Governing Body of Quintin Kynaston School 2002/3	29

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 26th April 2004 at 6:15 pm in the School Library.

Chair of Governors' Introduction

2002/2003 was another milestone year for Quintin Kynaston with the school again improving significantly. This improvement and the school's successful bid to become Westminster's pilot **extended school** were marked by the Prime Minister's visit in September. The Prime Minister launched the government's consultation "Every Child Matters" with the aim of connecting up all the different kinds of support needed to cover the healthy development of every child. **Extended schools** are intended to provide a wide range of out-of-school activities and services, not generally found in schools, in order to achieve this aim.

It is in the nature of continuous improvement that it becomes increasingly difficult to achieve. Future improvement needs us to look beyond the narrow focus of the lesson to what our students do with the rest of their time. Our view is that channelling adolescent energy into a wider range of productive pursuit will not only develop our students' other skills and sense of themselves but will also be the best way to improve their attention and application within the lesson itself. Also, widening the school's usefulness for our students' and staff's families and the wider community will develop the sense of belonging that encourages personal responsibility and the consideration for others. We look forward to reporting on these exciting developments in our next report.

To achieve the improvements detailed in this report and to plan our next developments the school's management has had to juggle an increasingly complex funding regime. QK is already a specialist school in technology, using government grants to enhance the school's whole curriculum through its use of technology. The school receives relatively small funding for its **extended school** status. There are, at any time, a number of government sources of essential funding over and above the basic pupil-led allocation. Last year some of these finished abruptly, leaving the school with a large deficit. Governors, with the support of Westminster City Council, decided not to seek major budget cuts that would endanger our aspirations to further improve but instead to balance out the deficit with the predicted growth over the next four years. This will require both skill and rigour.

You will infer that this is a particularly challenging time to be a QK Governor. In 2002/3 we held nine scheduled meetings of the full Governing Body and 20 other subcommittee meetings to shape the future of the school, support the Headteacher's running of the school and review all aspects of its performance. If you would like more information about the school's governance or would like to discuss your views on the direction of the school, please write to me at the school.

Let me take this opportunity to thank you for your continued support and essential contribution to the school's success.

Patrick Lees

Chair Governor

Headteacher's Introduction

What an exciting year this has been as I reflect on my second year at Quintin Kynaston. This year we achieved the best ever GCSE results, an outstanding achievement from students and staff who continue to work in a way that I have not witnessed before. Staff regularly attend school on Saturdays and during the holidays to plan and mark work and support students on coursework and other aspects of their learning.

Our Sixth Form continues to grow and the role of Sixth Formers is key within the school. Year 11 and 12 Prefects continue to support staff in the management of the Diner, the playgrounds and the building at lunchtime in a manner that is both effective and appropriate.

The continual improvement in the learning environment has been a source of continuing inspiration and pride. We now have an outstanding Foyer and much of the building has been refurbished and improved.

Following an external bid to National Opportunities Fund (NOF) we will be in the process next year of extending the Upper Gym and creating an outstanding dance and multi gym area for use by students, staff and the local community.

Staffing is far more stable. Whilst we continue to lose some staff at the end of each term, the number had decreased. We are now losing approximately 3 to 4 staff in contrast to between 10 and 20 staff at the end of each term last year. This is significant for Quintin Kynaston which is an inner city school for whom, as with other inner city schools, staffing is a continual problem. Our students need stability and support which consistent staffing provides.

Next year will be an exciting year. We are hoping to become an Extended School with all of the benefits that that will entail.

We have come a long way in academic terms and we continue to improve. Attendance is the highest that it has ever been and our Inclusion Department continues to provide valuable support to those students for whom there are a number of barriers to learning.

On a personal level I continue to thoroughly enjoy my post. The challenges and rewards that it presents both motivate and enthused me. I positively look forward to my third year and I thank all those parents and carers who continue to support Quintin Kynaston School.

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 4-year term).

Richard Hunt

Clerk to the Governors

1. Technology College Update

QK received Specialist Status in September 2001 and we are now working through our third year as a Specialist Technology School. The original bid targeted four curriculum areas within the school—Design Technology, Information & Communication Technology (ICT), Mathematics and Science—but the specialist status also has direct and indirect benefits to all areas of the curriculum. Within these four specific areas we are working to meet the targets set out in the bid with considerable success. Many of the 'teething problems' of the bid have been overcome and we now need to think ahead to ensure that we are prepared for the second phase of the status at the end of our fourth year.

Targets Achieved in 2003

GCSE

Our GCSE pass rate continues to improve with 48% of our students achieving 5 or more A*-C grades at the end of academic year 2002/3. We expect this to stabilise now but the curriculum offer is under review to ensure that we are meeting the needs of all of our students. Applied Art & Design is being offered as part of the Design Technology package and Work-Related Learning is also covered. Curriculum areas continue to review vocational and other alternative courses.

Gaining 5+ A*-C	Target: 42%	Actual: 48%
Gaining 5+ A-G	Target: 84%	Actual: 90%

Key Stage 3

Mathematics	Target: 57%	Result: 67%
Science	Target: 44%	Result: 63%
Design Technology	Target: 40%	Result: 73%

Targets for 2004

GCSE

5+ grades A*-C	50%
5+ grades A*-G	90%

Key Stage 3

English	65%
Information Technology	70%
Mathematics	65%
Science	62%

Key Stage 2

Significant work has been done through the Community Links programme to support primary schools within the 'family of schools'. The Maths Faculty have had considerable success with supporting local primary Schools with their KS2 results. Design Technology and ICT have built links with feeder schools to enrich their KS2 activities and help to prepare students for the Key Stage 3 curriculum.

Community Projects

A lot of exciting and interesting community projects have been developing over the past 18 months within Maths, Design Technology and ICT.

Mathematics

- Saturday morning Master Classes have continued to run to support students in local primary schools with considerable success.
- After-school clubs have been established with QK staff travelling to local primary schools to provide support for KS2 students.
- Links are currently being confirmed with local secondary schools to develop a programme of support for GCSE students.

Design Technology

- Groups of Years 4, 5 & 6 pupils from George Elliot and St Peter's primary schools attended sessions at QK where they worked in food technology, resistant materials and some computer-aided design/manufacture (CAD/CAM) project work. QK Sixth Form students have participated, making an enormous contribution to these activities.
- College Park Special School has received help and advice from specialist Technology staff at QK in order to rewrite and develop existing Schemes of Work.
- Industrial links are being developed. 'Cloth of Gold' provided three artists to work within the Faculty at QK, training Year 10 students in silk screen printing techniques. These QK students were then able to repeat the task with pupils from St Peter's to produce a banner for their school.

Information & Communications Technology

- The ICT Faculty continues to run adult education classes for the local community. Small class size and expert tuition has enabled teaching and learning at all levels of expertise to take place. Accreditation (RSA CLAIT) is available through these classes.
- Links with College Park continue with the view to reinstating regular timetabled sessions.

Capital Projects

The capital grant was a one off payment when the status was awarded and we are now beginning to see the results of improvements to equipment and facilities purchased through specialist funds.

Sponsors

The school continues to receive sponsorship from Goldman Sachs Foundation and The Fishmonger's Company to enable QK to retain its status and good work as a specialist school. Goldman Sachs also provides additional funding and support to enrich our Gifted & Talented Programme and National Foundation for the Training of Entrepreneurs (NfTE) activities. We would like to express our appreciation to both of these organisations.

Claire Buxton

2. Examination Results

Key Stage 3 Standard Attainment Tests (SATs)

Our Key Stage 3 results continue to improve year on year

Percentage of QK students at National Curriculum Level 5 or above

	1995	1996	1997	1998	1999	2000	2001	2002	2003
English	17	58	33	37	46.5	43	56	65	63.5
Maths	18	23	33	35.5	41	49	67	63	66.5
Science	16	19	26	31	29	30	31	57	63.0
Average	17	33	31	34	39	41	31	63	64.3

Percentage of students at National Curriculum Level 5 or above at QK, in Westminster state schools and in England & Wales

	1999			2000			2001			2002			2003		
	QK	Westminster	National	QK	Westminster	National	QK	Westminster	National	QK	Westminster	National	QK	Westminster	National
English	46.5	58	63	43	55	65	56	59.5	64	65	60	66	63.5	67	68
Maths	41	52	62	49	58	67	67	58.9	66	63	60	67	66.5	65	70
Science	29	44	55	30	46	60	61	53.4	66	57	54	66	63	60	68

Key Stage 4 GCSE Results

The number of students achieving 5 or more A*-C 'top' grades has increased for the fifth year running. QK is now in the top 25% when compared with similar schools. The agreed school target for 5 or more A*-C was 44%.

	1997	1998	1999	2000	2001	2002	2003
5 or more A*-C	18.5	20.7	16.2	24.5	33.3	38.3	47.9
5 or more A*-G	61.5	70.7	75.2	79.1	79.6	84.3	89.6
Average Score	21.2	23.2	24.9	28.5	33.1	32.3	37.1

A*-C are as "top grades", A*-G are pass grades, U (ungraded) and Abs(ent) are fails. Score is the mean number of points per student (above) or per subject (next page) where GCSE grade A*=8, A=7 and so on.

Year 11 students	A*	A	B	C	D	E	F	G	U	Abs	Entry	A*-C	A*-G	Score
Art		3	2	8	1	2	3	1			20	65%	100%	4.5
Drama		2	7	13	5	5	3	2			37	60%	100%	4.4
Electronics		1	2	2	5	2	3		3		18	28%	83%	3.4
English	1	16	29	45	38	13	13	2	6	1	164	56%	96%	4.5
English Literature	2	17	29	62	23	10	13	2	5		163	68%	97%	4.7
Food Technology		1	3	14	10	10	7	4	1	2	52	35%	94%	3.5
French	2	3	3	7	6	6	1				28	54%	100%	4.8
Geography		5	9	8	15	7	3	3	2		52	42%	96%	4.2
Graphics			1	4	2	3	2	1			13	39%	100%	3.7
History		1	1	10	7	3			2	1	25	48%	88%	4.0
Mathematics	1	9	29	58	23	25	11	3	6	1	166	58%	96%	4.4
Music		1	6	10	9	5					31	55%	100%	4.6
PE			2	7	3						12	75%	100%	4.9
Pottery		1	2	3	6	3		1			16	38%	100%	4.3
Resistant Materials	1	1	12	19	16	4	2	2			57	58%	100%	4.6
Science (Double)	4	12	18	72	56	34	20	18	12	6	252	42%	92%	3.8
Textile Technology	2		3	10	8	4	3	1			31	48%	100%	4.4
Other than Year 11														
English				9	4						13	69%	100%	4.7
French		2			1						3	67%	100%	6.0
Mathematics		6	14	21	7	12	1	4	4		69	59%	94%	4.36
All Years														
Arabic	4	1	5	1	2		2				15	73%	100%	5.7
Bengali	2		4								6	100%	100%	6.7
Chinese	3										3	100%	100%	8.0
Italian	2										2	100%	100%	8.0
Persian	6	1									7	100%	100%	7.9
Portuguese	1	2			1		1				5	60%	100%	5.6
Russian	1										1	100%	100%	8.0
Spanish	5	2	1							1	9	89%	89%	6.7
Turkish		1									1	100%	100%	7.0
Urdu	2			1		1					4	75%	100%	6.0
Totals	39	88	182	384	248	149	88	44	41	12	1275	54%	96%	4.4

GNVQ Results

	Distinction	Merit	Pass	Ungraded	Absent	Entry	Merit	Pass	Average Score
Information Technology	0	13	58	85	1	157	36%	46%	4.0
<i>of which, Intermediate</i>	0	13	42	42	0	97	57%	57%	6.0
<i>Foundation</i>	–	0	16	43	1	60	–	27%	0.8
Business	0	3	10	6	0	19	68%	68%	7.2
Science	0	2	10	18	2	32	38%	38%	7.8
Totals	0	18	78	109	4	208	163	189	21.7

Sixth Form Intermediate GNVQ Results

	Distinction	Merit	Pass	Ungraded	Entry	Passes	Average points
Business		5	8	6	19	68%	7.4
Science		3	2	3	8	63%	7.0
Totals	0	8	10	9	27	67%	7.3

Advanced Vocational Certificate of Education (AVCE) Results

	A	B	C	D	E	Ungraded	Absent	Entry	Top grades	Passes	Average points
Business Single Award	0	0	2	3	3	1	0	9	22%	89%	51.1
Business Double Award	0	0	1	1	0	0	0	2	50%	100%	70.0
Totals	0	0	3	4	3	1	0	11	27%	91%	54.5

A-Level Results

	A	B	C	D	E	Ungraded	Absent	Entry	Top grades	Passes	Average points
Art & Design	2	2	2	2		1		9	67%	89%	80.0
Biology	1	4			1	1		7	71%	86%	80.0
Chemistry	1	4		4	2			11	46%	100%	76.4
Drama			3	5				8	38%	100%	67.5
Design Technology			1	4	1		1	7	14%	86%	51.4
English Literature	1	2	4	2			1	10	70%	90%	76.0
Geography		1		1				2	50%	100%	80.0
History			1	2	3	2		8	13%	75%	40.0
Information Tech		1	6	4	4	1		16	44%	94%	61.3
Mathematics	1	2	1	1	5	1		11	36%	91%	60.0
Media Studies	3	1	8	1				13	92%	100%	89.2
Physics	1		3	1	3	1		9	44%	89%	60.0
Psychology		1		3				4	25%	100%	70.0
Sociology					1			1	–	100%	40.0
Arabic			1					1	100%	100%	80.0
Bengali*		1				2		3	33%	33%	33.3
Persian*	5				1			6	83%	100%	
Totals	15	19	30	30	21	9	2	126	51%	91%	69.4

* includes QK students from lower years

Chris Sale

3. Curriculum

Periods	Year 7	Year 8	Year 9	Periods	Year 10
1	Art	Art	Art	1	English
2		Drama	Drama	2	
3	Drama	English	English	3	
4	English			4	
5				5	
6				6	
7		French	French	7	Mathematics
8	8				
9	9				
10	Geography	Geography	10		
11	Geography	History	History	11	
12				12	
13	History	Information Tech	Information Tech	13	
14				14	
15	Information Tech	Mathematics	Mathematics	15	
16	Mathematics			16	
17				17	
18				18	
19	Music	Music	Music	19	List 1
20				20	
21	P.E.	P.E.	P.E.	21	List 2
22				22	
23	R.E.	R.E.	R.E.	23	List 3
24	Science	Science	Science	24	
25				25	
26				26	
27	Technology	Technology	Technology	27	List 4
28				28	
29				29	P.E.
30	30				

List 1	List 2	List 3	List 4
Applied Art & Design		Applied Business Studies	
Applied Business Studies		Art & Design	Drama
Drama	Art & Design	Curriculum Support	English Support
French	Electronics	Food Technology	Food Technology
Graphics	Geography	History	Geography
Information Tech	Information Tech	Information Tech	Graphics
Media Studies	PE	Media Studies	Information Tech
PE	Resistant Materials	Resistant Materials	Media Studies
Resistant Materials	Textiles Technology	Textiles Technology	Music
			Resistant Materials

Applied GCSE are vocational courses each taught for 6 periods a week and counting as two GCSEs

Curriculum Offer Sixth Form Years 12 & 13

Access Course

for early stage learners of English

GNVQ

Business

Leisure & Tourism

Science

A Levels

Arabic

Art & Design

Bengali

Biology

Chemistry

Computing

Design Technology

Drama

English

Chris Sale

Mathematics

Geography

Government & Politics

History

Information Technology

Media Studies

Persian

Physics

Portuguese

Psychology

Russian

Sociology

Spanish

AVCE

Business Studies

Information Technology

Leisure & Recreation

4. Attendance

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

Total attendance	Actual = 92.5%	Target = 92%
Authorised absence	Actual = 5.9%	Target = 6%
Unauthorised absence	Actual = 1.6%	Target = 2%

The extension of the electronic registration system was implemented for the new academic year. The aim was to improve the quality of data in order to combat truancy and poor attendance, which seriously impacts on students' opportunities to learn and their life chances in the long term. Implementation involved extensive training and ongoing support for teachers and tutors in data handling.

The Attendance Officer's job has ensured the quality of data, communication with parents and guardians has improved and the importance of attendance as an issue at QK has increased. First Day Calling raised the awareness of absence and the overall level of attendance. As a result, calling will be extended to the administration team targeting key students and year groups.

The school continued a 'hard line' approach to absence, counting avoidable absences as unauthorised. Students who persistently arrive after the Register closes at 9.30 am also count as unauthorised absences as this lateness has a long-term effect on school success.

To raise the profile of attendance in a positive way, we added more rewards and certifications for attendance and punctuality. This has been successful in raising our attendance. We continue to have high expectations regarding attendance across the school and will maintain its importance with parents, guardians and students. We aim to maintain and improve high attendance in Key Stages 3 and 4.

Irene Forster

5. Key Stage 3 Strategy

The KS3 Strategy has provided many new ideas to support the development of good teaching and learning. QK has implemented relevant strategies and systems in the processes of the school in order to stimulate and sustain progress. The aim is to have a real impact on student achievement by identifying specific needs of core groups and targeting resources accordingly, whilst continually monitoring and evaluating performance in order to ensure that improvement objectives are met.

Teaching and Learning

Faculties have continued to improve planning and have embarked on an ambitious programme of writing Schemes of Work in a new format to include literacy, numeracy and information technology with an explicit focus on differentiation (using difference resources and techniques for students of varying abilities). There has been considerable advancement through dedicated Inset days. This process runs parallel with the expectation that, from September 2003, teachers will use detailed three part lesson plans reflecting good practice.

Next Steps:

- completion of Schemes of Work in agreed format
- embedding of plans in classroom practice to maintain quality
- focus on the 'assessment for learning' as the next stage to improve student understanding

Transfer from Primary Schools

The Director of Learning Year 7 visited primary schools and identified pupils who had made QK their first choice. But the transfer has always proved problematic in obtaining information on pupils before they arrive at QK. The delay in receiving details from Local Education Authorities (LEAs) made forming balanced classes difficult and severely restricted the Inclusion Department's effectiveness in supporting feeder schools. The hard work of the Director of Learning Year 7 ensured a smooth transition but the admission of an expected roll of 210 fell sharply to 185 after parents appealed school placements and took up offers at other schools.

QK ran a very successful Induction Day for the Year 6 intake. This involved orientation exercises, a question and answer session, a Student Welcome Pack including Maths and English holiday work and a Parent Advice Pack. The school continued to have with strong links with local feeder primary schools.

Next Steps:

- plan a data gathering strategy
- a shared primary school visit itinerary
- a clear administration support process
- early assessment process for students identified with Special Educational Needs (SEN) and/or having English as an Additional Language (EAL)
- advertising and public relations
- improve information packs

Integrated Humanities and English Project

Class teachers, who are often tutors as well, provide continuity and consistency by delivering 9 periods out of 30 (4 English, 2 Geography, 2 History, 1 RE). The Project was deemed to be a success in its first year. A student survey indicated a positive view and teachers felt that students had learnt effectively and developed overall.

Next steps:

- the Foundation Subjects Consultant to observe and evaluate the quality and consistency of provision
- identify opportunities for sharing good practice
- identify weaknesses in delivery or inconsistencies in planning and make recommendations
- identify quality of assessment for learning through work sampling and observation

Standard Attainment Tests

Standard Attainment Test (SAT) results were excellent, with an overall increase for the third year. Maths (67% at Level 5 or above) and Science (63%) showed significant gains. After challenging the quality of grading English Tests by the Qualifications and Curriculum Authority (QCA), a re-mark produced results (64%) which reflected the hard work of the Faculty. Value-added (progress compared with Key Stage 2) was in line with Westminster schools though some QK students failed to make their expected progress. The results are reflective of a more robust programme of student preparation for SATs and the provision of high quality booster sessions for specific groups.

Next steps:

- identify reasons for students' non-progression
- clearer lines of communication between pastoral (Directors of Learning) and subject staff

- closer tracking of student progress and earlier intervention
- improved support by the Inclusion Department of key groups such as those who were above Level 5 at Key Stage 2 and those currently with low Levels 3 or 4
- improve the value-added differential

Middle Management Training

Faculties built on the Key Stage 3 audits of 2002 by completing a 'Securing Improvement' audit. This proved to be very successful in moving the improvement agenda on and getting staff to be more self-evaluative.

The Academic Board is a forum for development and training with the aim of developing leadership and consistency of practice. Training, delivered by middle managers (teaching and learning co-ordinators), focused on planning, assessment and the analysis of student progress. This created a stronger team ethic in a collegial atmosphere with shared support. Heads of Faculty are more supportive of each other, share experience more widely and are driving the process of change.

Next steps:

- agree the next development and training session
- create a middle managers' mentoring system
- integrate with the 'Leading from the Middle' programme from the National College for School Leadership (NCSL)

Literacy and Numeracy

The literacy group supported Faculties, raised awareness of literacy considerations and supported differentiation within the curriculum. The numeracy group agreed a set of symbols for use across the school and considered cross-curricular integration between Science, Mathematics and Technology.

Next steps:

- evaluate writing across the curriculum
- identify training needs for Faculties and Departments
- use Local Education Authority Key Stage 3 Strategy Inset
- re-write literacy policy
- write a comprehensive numeracy policy

Summer School

The summer school provided activities for literacy, numeracy and Gifted & Talented students. The co-ordination of the activities was excellent, with close attention to detail and celebration. It was a success for the students who attended, but overall the attendance was low. This was due to the late identification of the Year 6 cohort, many students going on holiday and the late finish of the non-Westminster primary schools (three days after QK).

Next steps:

- identify core group earlier
- inform parents June 10th 2004
- arrange co-ordinators by Easter 2004

Learning Progress Units/SuccessMaker

Learning Progress Units (LPUs) had a mixed success this academic year. Co-ordination by the Inclusion Department was difficult due to the high turnover of management and personnel. A new model will be in place for the next academic year.

Next Steps:

- begin new programme
- evaluate effectiveness of delivery (after one term)

Information & Communications Technology

The ICT Faculty implemented some Key Stage 3 Strategy Schemes of Work. This was supported through an ongoing programme of observation, team teaching and guidance by the LEA ICT Consultant. The delivery of the Strategy demands a high degree of focus and, for some, a need to develop a different pedagogical approach. ICT delivery is now much more structured and will continue to be evaluated at every stage.

Next Steps:

- evaluate the quality of teaching and share good practice
- evaluate the quality of learning
- change the physical design of the teaching spaces especially in rooms L4A and L4G
- compare student achievement with Key Stage 2 APS expectations
- participate in the Department for Education and Skills (DfES) on-line testing project

Consultants

There has been a marked improvement in the quality of organisation of the centrally co-ordinated Local Education Authority (LEA) KS3 Strategy team. Communication and support improved significantly over the year. The consultants were much more accessible and plans for school improvement work within the key strands clearly focused.

Next Steps:

- evaluate agreed plans with Heads of Faculty
- agree key strands needs for 2004
- meet and evaluate current plans with consultants
- set new targets for in-school support with consultants

Conclusion

The Key Stage 3 Strategy has had a real impact on teaching and learning at Quintin Kynaston. The use of the materials and resources on offer to support the QK vision has improved the teaching and has been key to improving standards in achievement. There was a strong dialogue around learning between teachers, which will continue to be built upon in 2003/4. This includes Inset, staff meetings and sharing good practice. Teaching and learning is expected to be an agenda item at all curriculum and pastoral meetings. Teachers will take more ownership and control in developing and sharing good practice.

Gary Kynaston

6. Rewards & 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 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

Figures for 2002/03:

- 144 Fixed Term Exclusions involving 80 students with a total of 397 days lost
- 3 Permanent Exclusions

Irene Forster

Rewards

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

- 100% attendance and punctuality
- contribution to a Tutor Group
- contribution to the Year Group
- academic prizes in each subject for effort, progress and attainment

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

Students who have 100% attendance and punctuality are entered into an 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 a QK Community Certificate.

Every term we had special assemblies for the whole school led by the Headteacher. Students perform acts based from recent performances such as the Talent Show, Black history month event and the international evening.

Nigel Duncan

7. Gifted & Talented Programme

Each year group has between 5 and 10% of students who have been identified as 'gifted and talented' across a range of subjects. Each Faculty has a written policy outlining how these students' needs are met in the classroom, and some run extra-curricular activities to develop students' skills and knowledge. The gifted and talented register is continually updated. Tracking and evaluation procedures are in place to ensure performance levels are maintained and improved. Projects beyond the curriculum included:

- Year 10 students planned, created and ran their own profit-making business (NFTE)
- Year 10 students spent time in advertising agencies and publishing houses working on 'live' projects as part of the Enterprise in Creative Industries (ECI) programme
- Year 9 students enjoyed a one-day 'Destination Mars' event at Imperial College (BETSET/GETSET)
- Students from year 7 to 12 competed in the UK national Maths Challenge
- Several students were accepted as members of the National Academy of Gifted & Talented Youth (NAGTY), getting on-line study help, attending courses and special events
- Students in Years 7-13 were involved in Summer schools, outreach and residential courses in a variety of curriculum and non-curriculum subjects.

Helena Jackson

8. Performance Management & Continued Professional Development

Performance Management (PM) is now in place to support and improve the work of all staff. It aims to develop expertise and increase job satisfaction so that staff develop as professionals and constantly challenge the needs of students in order to raise standards. PM has been in place at QK since 2002. All staff receive two reviews during the year and teaching staff are observed in the classroom at least once. We are currently looking at the review cycle. It is suggested that September and March would be the times of best fit because they coincide with new teaching timetables, school/faculty improvement plans and examination results.

Continued Professional Development (CPD) is directed by external changes, the school/department development plans and the professional needs identified as part of the PM process. During this year numerous staff attended a wide range of CPD. One staff member completed the National Professional Qualification for Headship and another started this course. Teachers also went on pastoral courses such as 'Improving behaviour and attendance', and curriculum courses such as 'Teaching AS and A2 Physics—improving understanding and getting better exam results'.

At Quintin Kynaston we have a rigorous PM programme in which all staff set targets for themselves in order to support the raising of student attainment. Staff identify areas for development that could help them achieve these targets. Line managers agree on appropriate courses. Once these courses have been attended, staff disseminate through their Faculty, therefore enhancing the quality and teaching of learning for the whole Faculty and thus the students.

Staff training days (Inset) were held on 5th & 6th December 2002, 14th February and 20th June 2003. In addition, staff attended the Westminster Secondary day, where all the secondary schools in Westminster join together to do numerous workshops. Other training activities were school visits, school commissioned inspections, consultants as well as observing good practice within the school.

Nigel Duncan

9. Inclusion Department

The role of the Department remains a key priority in the School Development Plan as it strives to provide effective ways of breaking down barriers to learning. The Department underwent a period of transition with a number of staff leaving and joining. Last year the Department moved into new premises which are now being fully utilised to support a large number of students.

Supporting a wide range of need

The Department supports mainstream teachers in identifying and providing for students who require it. As well as those who have learning, behavioural and emotional difficulties, the school encourages Gifted and Talented students for whom provision is overseen by a member of staff.

As a school we welcome families from all over the world who come from a diverse range of ethnic and cultural backgrounds. We value this diversity and the knowledge and experiences that students bring to the school. But we are also aware of the fact that a large number of our students speak English as an Additional Language (EAL). To ensure progress, students are tested on entry and appropriate programmes of support are identified.

Staffing

This year the school has employed staff to support students who are refugees or asylum seekers and a new person responsible for the day-to-day management of the Learning Support Unit, is a short-term provision for students who are finding it difficult to cope with the demands of mainstream lessons and whose behaviour is considered unacceptable. The Special Educational Needs Co-ordinator (SENCO), who was part of the Senior Leadership Team departed. An Associate Headteacher was appointed with responsibility for Inclusion and the Extended School.

A Focus on Literacy

The Department is developing its provision for students who are held back by weak literacy skills. There is rigorous assessment and identification of need, with monitoring to ensure progress is being made. Students are withdrawn from some lessons while they acquire the reading and writing skills necessary to cope with a broad curriculum. The focus was on students in Key Stage 3. Inclusion Department staff continue to work closely with QK teachers to make sure that work is set at an appropriate level—a school priority.

Restructuring the Department

The process of restructuring will continue as it is envisaged that its work will be the backbone of the school's push towards increasing the attainment of every QK student. Two key appointments are expected: a permanent SENCO and a Head of EAL. It is an aim that the Department becomes seen as an intrinsic part of the school rather than a separate unit. Inclusive issues are issues for all teachers and we need to work in partnership to increase attainment.

Working in Partnership with Agencies as a Full Service Extended School

The Inclusion Department has effective working partnerships with a number of external agencies which it plans to develop as we become a full service Extended School. These include:

- The Marlborough Family Service and Education Unit to support students with behavioural difficulties and their families
- The services of a child psychotherapist from the Tavistock Centre for half a day a week to support staff in working with students with behavioural difficulties and individual students and their families
- A therapist from St Mary's Child and Adolescent Mental Health Team who works for a day a week at QK with children and their families who are refugees or asylum seekers
- The Youth Offending Team (YOT) and its partner mentoring project Connect

Special Educational Needs Policy

The QK Special Educational Needs Policy is under review. A final draft will be available during the next school year.

Support for Students

One of the key aims of QK is to make the curriculum accessible to all our students. In order to ensure our curriculum is fully inclusive, there are a range of additional provisions to support students who find it difficult to manage the demands of the curriculum.

Staff Inset time has been spent on developing Schemes of Work and lesson plans to reflect the diversity of our students and to provide opportunities for a range of learning styles (this is known as 'differentiation'). Among the initiatives are:

- portable interactive whiteboards enabling access for all students to new styles of learning
- staff training on meeting the needs of hearing-impaired and visually-impaired students
- support for students whose first language is not English through withdrawal groups and in-class support.
- support in a designated number of lessons for students with statements of Special Educational Needs with access to laptop computers and keyboards
- the Learning Support Unit and outside agencies helping students whose behaviour causes concern
- mentoring and anger management of specific students in order to support them gaining access to mainstream curriculum
- a work-related group in Key Stage 4 for students needing a vocationally-based curriculum
- access to Drama, Music (with IT), Science, Technology, SuccessMaker, the Library and the QK Diner for students with physical disabilities
- a SuccessMaker suite for students who have failed to reach national targets in literacy and numeracy

Physical Disability

All applications for places at Quintin Kynaston are managed and assessed by the Local Education Authority (LEA). In cases of students with a physical disability, the initial assessment is made in discussion with parents or guardians, the Senior Leadership Team, Special Educational Needs Coordinator (SENCO) and the pupil. An audit is undertaken regarding the specific need and a decision made by the Headteacher regarding the suitability of acceptance into Quintin Kynaston School.

In specific cases the school will:

- engage the advice support and guidance of LEA specialist staff
- provide specific training for school staff where appropriate
- provide support for specific students and peer supporters where appropriate
- regularly involve parents in reviewing the needs of individual students.

At present there is a relatively low level of need. The SEN register includes two students who have a specific physical disability (hearing impairment).

Eugene Moriarty

10. 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 additional teaching staff due to an increase in the roll, particularly in Sixth Form. This has taken place at a time of acute teacher shortages, particularly in subject areas the school is expanding and particularly in London and the South East.

Staffing priorities:

- the recruitment and retention of high quality staff remains the key priority for 2003/4
- improving administrative and support systems
- the effective implementation of performance management for all staff, including the development of middle management
- ensuring that staff absence for all reasons is managed to minimise the adverse impact on student learning and the smooth running of the school

Chris Sale

11. Destination of Leavers

Year 11

Of the 161 students recorded on roll, 88% went on to further education, 2% started work, 2% left the UK, 5% are unemployed and one person is young carer. At the time data were collected,

- 105 were in QK Sixth Form (76 at A level and 32 GNVQ)
- 22 were taking courses at local colleges (12 at A level and 10 GNVQ)
- 2 were re-taking GCSE courses
- 3 were employed
- 8 were neither employed nor in formal education or training
- 1 was classed as a Young Carer
- 3 had left the United Kingdom

We were unable to contact 5 students.

Ian Green

Year 13

Sabina Begum	Brunel University	Multimedia Technology & Design
Kamal Hussein	Brunel University	English
Diell Agani	City University	Mathematical Science
Mohamed Arif	City University	Civil Engineering
Victoria Fay	City University	Sociology & Media
Mon Kurti	City University	Civil Engineering
Arshia Aghamardi	University of Essex	International Relations & Politics
Waiel Al-Nour	Exeter University	European Film and World Cinema
Safete Krasniqi	Greenwich University	Accounting & Finance
Azad Miah	Greenwich University	Legal Studies
Daniel Bessong	Kingston University	International Studies
Fataneh Entikabi	Kings College, London	Dentistry
Maha Ibrahim	Kings College, London	Computer Systems & Electronics
Fahema Syeda	Kings College, London	Biomedical Science
Matthew Taylor	London College of Printing	Media Practice
Ghazal Jamali	London Metropolitan University	Business Law
Said Shaaban-Ali	London Metropolitan University	Accounting & Finance
Kristina Souppes	London Metropolitan University	Design & Business Studies
Lydia Takyi-Adarkwa	Luton University	Media Production
Ruhul Amin	Middlesex University	Business Information Systems & Management
Nadia Kamdoum	Middlesex University	Accounting & Finance
Shafiur Rahman	Middlesex University	Law
Musaeen Ahmed	Queen Mary College, London	Science & Engineering
Mashud Akram	Queen Mary College, London	Science & Engineering
Siddique Khan	Queen Mary College, London	Science & Engineering
Mustafa Masood	Queen Mary College, London	Science & Engineering
Nahiyah Al-Muhayeen	Queen Mary College, London	Science & Engineering
Arion Kelmendi	Queen Mary College, London	Journalism & History
Jazz Logue	Northampton University	Creative Design & Marketing
Peter Ayres	Nottingham University	Mathematics (Masters)
Amar Aloloum	School of Pharmacy, London	Pharmacy (Masters)
Sagal Egal	University of Surrey	Film Studies & Psychology
Sahar Feiz	University College London	Biochemical Engineering
Rediate Afework	Westminster University	Architecture
Valon Hamiti	Westminster University	Business

In addition, five Year 13 students applied to go to University after a gap year, three are retaking their A Levels aiming for their first choice courses and two students embarked on college courses without A Levels.

Irene Forster

12. Sixth Form Overview

Premises

The start of the 2002/3 academic year saw the Sixth Form Centre refurbished with new furniture and a better-equipped study area. Although the computer system is still limited to 8 computers, it has allowed students to access the network more easily.

Sixth Form numbers

We began the year with 165 students enrolled in our Sixth Form, 20 more than completed the previous academic year. We have recruited about 20 students from outside QK.

The Westminster 6f Partnership gave our students more subject choices. Currently 6 students travel to other institutions and we receive 10 students from the consortium. Several students from other institutions attend our twilight community language courses.

Sixth Form Curriculum Offer

In September 2002 we introduced an advanced vocational course in ICT. The Intermediate GNVQ offer remained the same. This was part of a planned expansion of more appropriate Post-16 courses for QK students. It is proposed to offer further courses provided there is sufficient demand.

Recruitment & Retention

It is proposed that a focus for the next academic year will be to ensure that students receive more appropriate guidance and support through the tutoring system in order to improve retention. Changes were made to the pastoral system to this end and an Assistant Director of Sixth Form was appointed. Students were placed in academically mixed tutor groups in Year 12 with separate groups for Year 13.

The figures below indicate that the Sixth Form is moving forward in terms of supporting student choices and providing them with the platform to succeed as well as becoming a more popular option after GCSE.

Retention

During Year 13:	Target = 100%	Actual = 98%
During Year 12:	Target = 90%	Actual = 93% (AS 96%, GNVQ 88%)
Numbers on roll		
Increase in 2003:	Target = 30%	Actual = 40%

It is also encouraging to see that over 80% of students were able to achieve the grades to enter Higher Education although not all the students took up their offers.

Irene Forster

13. Premises & Site Security

Disability Access

The Disability Discrimination Act 1995 introduced measures aimed at ending the discrimination that many disabled people face. Over time, the Act will give disabled people rights in the areas of employment, access to goods, facilities and services and the management, buying or renting of land or property. It also set up the Disability Rights Commission to advise the Government and places new duties on employers and service providers.

The 1995 Act requires schools, colleges and universities to provide information for disabled people. The Special Educational Needs and Disability Act 2001 has particular relevance to schools. The Commission has prepared a Draft Code of Practice for Schools to provide guidance on its implementation.

Implementation of Acts 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, they 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. Factors which may influence whether it is reasonable for changes to be made 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 or other help that may be available

Quintin Kynaston is in receipt of an Access Audit carried out by the City of Westminster. Our statutory duty is to increase over time the accessibility to the school. A working group has been set up to consider disability access.

The building consists of two main east/west multi-storey blocks, the Upper Block with five stories and the Lower Block with seven. Between these, separated by two courtyards, is a two storey central block with linking wings. Single storey north/south wings extend at each end of the complex. At the moment there are no disabled pupils or members of staff. Limited provision is made for visitors requiring wheelchair access to the ground and first level of the complex.

As works have been carried out to improve the premises, the following have been completed as recommended in the Access Audit:

The **car park** has been resurfaced and one designated parking bay close to the main entrance marked disabled car users. This allows clear pedestrian access to the building. (Extra bays could be made available if required). Wheelchair users can gain entry to the ground and 1st levels of the building by various routes if the school needs is notified in advance:

- a gradual slope from a side gate gives direct access to the north wing of the Lower Block at ground level
- ramps allow alternative routes to the 1st floor of the Upper Block, one through the upper playground and one via the Drama Studio
- direct access to the 1st floor levels of the Lower and Upper Blocks from the Finchley road entrance
- the new QK Diner has ramps to the front and rear
- in the Inclusion Faculty, a ramp has been installed to remove the changes of level and the door-closer renewed

The coir mat wells have been removed from all the **entrances** and replaced with new lino and level entrance matting. Sensor-operated automatic sliding doors have replaced the old grills at the Main Entrance and handrails fitted to the concrete steps.

The **Reception** area has been designed as 'open plan' with a waiting area, staffed reception desk and improved lighting.

New flooring has been laid throughout the **corridors** with nosing(s) clearly indicated. **Lighting** has been upgraded throughout the building and all surfaces have been **redecorated** taking into consideration contrast and colour.

There is one **Accessible WC** designated but it does not comply with standards in all aspects.

The provision of eight-person **lifts** for each multi-storey block would provide access to virtually all areas as recommended in the Audit. However, as provision can be made for disability access by adapting the current facilities on the ground and 1st floors and, with careful planning on future builds, the installation, though highly desirable, is not a necessity at this stage.

Upgrade of the facilities for **staff car parking** to further reduce the potential of vehicular congestion and further improve the overall traffic management around the premises is to be completed by the end of April 2004.

Site Security

Further to the installation of the **boundary fence** and **electronic gates** some years ago, the school has applied anti-climb paint. The gates are monitored by staff at various times of the day and CCTV coverage enhances security and facilitates the safeguard of students.

All visitors must book in and out at Reception to control and monitor 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. Members of staff and Sixth Form students must carry **QK Identification**.

The **Alarm System** has been replaced and extended to safeguard all areas within the school as new technology and specialist equipment has been introduced. Security motion-detection lighting has been purchased and installed to all external walls around the school. The CCTV system has been extended with five additional cameras. It is recommended that visual indicators to be added to the Alarm System to enhance the **means of escape**. When this becomes a requirement the school will seek advice under the current maintenance contract.

Many windows in the school that were deemed vulnerable have been secured with steel **security mesh**. Now fewer windows are broken and there is better protection to areas with specialist or technology equipment.

Work is in hand to ensure that there are cubicles designated as **Accessible WC** complying with the required standards as part of the staff toilet refurbishment.

Eric Ratcliffe

14. 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 and where the expenditure goes. It now costs almost £6 million a 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) which shares out the money depending on how many students each LEA school has. This provides on average roughly £3,500 for each secondary school student. From 99/00 onwards we received additional income from money 'devolved' by WCC to enable schools to purchase services formerly provided 'free' and money provided by the government Standards Fund for specific areas of spending. From 01/02 income also included 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 schools' expenditure goes on staff salaries.

Although the school year runs from September to July, the financial year runs from April to March. We Governors decide on the budget every March just before the financial year starts. (So during the financial year 02/03 we have the last term of the school year 01/02 and the first two terms of the school year 02/03.

Richard Hunt

Summary of QK's income and expenditures in thousands of pounds by financial year

	1998/99	1999/00	2000/01	2001/02	2002/03
INCOME £000					
Westminster City Council (note 1)	2,330	2,717	3,172	3,815	4,170
Standards Fund and Technology College			418	811	814
Other income	143	159	158	97	39
Total Income	2,471	2,876	3,748*	4,723	5,023
EXPENDITURE £000					
Staff Salaries	2,002	2,203	2,441	3,004	4,100
Supplies and Services (note 2)	250	315	476	547	1,076
Standards Fund (note 3)			261	611†	0
Buildings (note 4)	217	295	358	424	497
Projects (note 5)	64	18	17	126	210
Total Expenditure	2,533	2,831	3,553	4,712	5,883
Annual Surplus or Deficit £000	-62	+45	+195	+11	-860‡
Interest Earned/Planned Savings	6	-	-	-	7
Carried forward from previous year	+35	-21	+24	+219	+230
Cumulative position	-21	+24	+219	+230	-619

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

† includes Technology School sponsor income

‡ the deficit in 02/03 is chiefly a reflection of the government's funding decisions for that year

Note 1: pupil, non pupil and extra

Note 2: includes school equipment, books, materials, examination fees and administration costs

Note 3: most Standards Fund expenditure in 00/01 & 01/02 was on staff salaries. (In 02/03 it is included in staff salaries)

Note 4: includes repairs, maintenance, redecoration, energy, rates, cleaning, insurance

Note 5: Projects' money is spent on either buildings (most), or on supplies and services

A total of £85.03p was paid out in the year 2002/2003 for governors' expenses.

15. Staff List

SENIOR LEADERSHIP TEAM (SLT)

Jo SHUTER Headteacher
Richard HUNT Bursar
Chris SALE Associate Headteacher
Gary KYNASTON Associate Headteacher
Claire BUXTON* Head of Technology
Nigel DUNCAN Associate Headteacher
Irene FORSTER Associate Headteacher
Clare FROST* Head of Humanities
Eugene MORIARTY Associate Headteacher
Yassamin SHEEL* DoL Year 11
Helen TILSTON* Head of English

* seconded to SLT for two terms

BUSINESS STUDIES

Helena JACKSON Head of Faculty
Frank ALBRECHT
John FULLER (long term supply)
Chris SALE Associate Headteacher

ENGLISH FACULTY

Helen TILSTON Head of Faculty
Lindsey ROLFE Head of Media Studies
Debbie BELL KS4 English/Literacy Co-ordinator
Anna PEDUZZI KS3 Co-ordinator
Sam BAKHURST Media Studies
Timothy BURRELL
Simon CLEMSON Media Studies (GTP)
Ben COWAN
Claudia GIARRUSSO DoL Year 10
Gary KYNASTON Associate Headteacher
Tina PAPADOPOULLOS
Joseph TOBIN Media Studies (NQT)
John TUIITE Citizenship (AST)

EXPRESSIVE ARTS FACULTY

Emma STEVENS Head of Faculty and of Drama
Sandra ARCHER Head of Art
Robert ELY Head of Music
Tina VAN DER GRAAF Music Asst. DOL Year 9
Tracey BUNCE Art
Richard BURGON Drama (NQT)
Mimi POTWOROSKA Art Technician
Nathalie VAN DER WEIDE (maternity leave)

HUMANITIES FACULTY

Clare FROST Head of Faculty (AST)
Lee TAYLOR 2nd in Faculty and Head of RE
Andy OUMA Head of Geography
Catherine ANSCOMBE (NQT)
Anthony ASCHETTINO DoL Year 7
Nadia LAMRANI (NQT)
Craig McVICAR Asst. DoL Year 11
Tina PAPADOPOULLOS Asst. DoL Year 7
Craig WILKES (NQT)

INCLUSION FACULTY

Tina WARD Inclusion Manager and Special Educational Needs Coordinator (SENCO)
Assistant SENCO - vacancy
Hannah CODJOE Home/School Liaison
David DAVIES EAL
Fran DIX Student Support Co-ordinator
Heather EARLE LSA
Martina GREEN LST/Councillor
Barry HUNTE Youth & Family Link Manager
Pauline LEVIS Refugee Co-ordinator
Sahera RAHMAN EAL
Elisabeth YORKE LST
Mimi POTWOROSKA LSA
Connexions Personal Advisor - vacancy
Educational Welfare Officer - vacancy
Usma AHMED Learning Mentor
Sarah BLICK LSA
Stephen CARVER LSA
Coral JOSEPH LSA
Rosan McCALL LSA
David NJIE Learning Mentor
Reena SPRING Learning Mentor
Jane TRUE Student Councillor

INFORMATION TECH. FACULTY

James AKINSOWON Head of Faculty
Frank ALBRECHT
Romeu BARROS
Adam CLISSOLD (long term supply)
Abeer HASSAN
Liz ROWLEY
Yassamin SHEEL DoL Year 11
Barry TIPTON Referral Room Manager
Laurence MUNRO ICT Support Manager
Jarrar KHAN (Joskos)

LANGUAGES FACULTY

Venera MEYERS Head of Faculty
Nashia AL-KOTAINI Arabic
Rachael FISHER
Alex VARENNE
Barbara RODRIGUEZ-MONTERA Spanish
Pirnia SHAHROKH Persian

MATHS FACULTY

Anne Marie O'CONNOR Head of Faculty
Vicky MILLINGTON 2nd in Faculty
Jeniba AMARA Acting DoL 9
Anna CLARK
Nigel DUNCAN Associate Headteacher
Eileen FOLEY (NQT)
Sami KASPARIAN
Darren MURPHY (NQT)
Chris NORRIS
William RAYNER

PE & SPORTS FACULTY

Sinead BURKE Acting Head of Faculty
Vacancy for 2nd in Faculty
Nessir EMADI
Lee GARWOOD (NQT)
Emma HIGGINS (NQT)
Gary KYNASTON Associate Headteacher

SCIENCE FACULTY

Jonathon LISSEMAN Head of Faculty
Emma BAKER
Someera BUTT
Carolina CAMARGO
Clare DARLEY TF
Osama DARWISH
Irene FORSTER Associate Headteacher
Nigel GALLIMORE Director of Sixth Form
Barry GODDARD Asst. DOL Year 8
Chris HOPKINS
James LAWTON Asst. DOL Year 10
Briony PHILLIPS TF
Heidi VARIS (long term supply)
Stephen REGULSKI Senior Technician
Blessing DHLAKAMA Technician
Eleanor FOURIE Technician

TECHNOLOGY FACULTY

Claire BUXTON Head of Faculty
Lisa HESMONDHALGH 2nd in Faculty (AST)
Chad MacFARLANE Asst. DoL Sixth Form
Georjy PANTELLI DoL Year 8
Oscar PLUMLEY
Anthony RIDDLE (GTP)
Ellie RIDGEWAY (NQT)
Martin STONE
Carlos STUSTINES
Seetal TAANK (NQT)
Andrew THOMPSON
Beryl RUSHBROOKE Technician
Semra OZGUNLU Technician

LIBRARY

Ian GREEN Library Manager and Head of Careers (AST)
Lucien BOYD-HART Library Operations Manager

SCHOOL ADMIN TEAM

Marie HONNAN Office Manager
Davina BURRELL Attendance & Admissions
Cushla GILLBANKS Finance (maternity cover)
Surraya KHAN Exams Officer
Alison KNIGHT First Day Calling
Valentina LOCCI Receptionist
Karenann WEBB PA to Headteacher
Reprographics - vacancy
Typist - vacancy

SITE TEAM

Eric RATCLIFFE Site Manager
Martin AVERY Assistant Site Manager
Robert GRAHAM School Keeper
Alan SAWYER Site Technician

AST = Advanced Skills Teacher
EAL = English as an Additional Language
GTP = Graduate Training Programme
DoL = Director of Learning
LSA/T = Learning Support Assitant/Teacher
NQT = Newly Qualified Teacher

16. Governing Body of Quintin Kynaston School 2002/3

Quintin Kynaston School, Marlborough Hill, London NW8 0NL

Appointed by the City of Westminster

Mrs Barbara Grahame, Extended School (term of office until 31/3/2006)

Mr Andrew Havery, Vice Chair of Governors, Chair of Finance & Premises (30/6/2007)

Mrs Katie Ivens (31/3/2006)

Mr Jagmail Singh Gill (5/2/2006)

Co-opted Governors

Mr Patrick Lees, Chair of Governors (16/3/2006)

Mrs Susan Betney, Chair of Personnel Committee, Governors Training (15/10/2004)

Dr Vivien Noakes (newly appointed)

Mr Derek Wood, Chair of Discipline Committee (16/12/2006)

Elected by parents of students attending the school

Ms Joanne Bush (17/2/2007)

Ms Lee Chen, Special Educational Needs (2/6/2007)

Ms Kathie Conn, Chair of Curriculum Committee (17/2/2007)

Mr Anthony Gilmartin (17/2/2007)

Mr Abdul Aziz Toki (2/6/2007)

Mrs Mary Whitehead (2/6/2007)

Elected by the teaching staff of the school

William Rayner (25/6/2007)

Lindsey Rolfe (25/6/2007)

Elected by the support staff of the school

Mr Robert Graham, Health & Safety (18/7/2007)

Clerk to the Governors

Mr Richard Hunt