



Quintin Kynaston School

**Governors' Annual Report to
Parents & Guardians
2003/04**

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If you would like to discuss this report with us, we would welcome your contribution, either in writing to the Chair of Governors, or by attending our meeting which takes place on 25th April 2005 at 6:15 pm in the School Library.

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Chair of Governors' Introduction

In October 2004, the school was inspected by a team from the Office for Standards in Education (OFSTED); this is the official body for reporting on the quality of schools. The team of 18 inspectors spent a week in the school, meeting governors, staff, students and parents, observing lessons and reading mountains of documentation. After the visit, in *QK News*, I wrote to you, along with staff and students, as follows:

I am delighted to report that their findings are very positive indeed. They found very few weaknesses and none which the school had not openly declared to them. They are entirely in support of the steps being taken to rectify these.

On behalf of the Governing Body I would like to thank all of you for the role that you have taken in the school's very significant improvements since the last OFSTED inspection and for all the particular hard work that you have undertaken in ensuring the success of this inspection.

The school under Jo Shuter's excellent leadership has matured to the point where we know that there is still, and will always be, much important and challenging work to be done. This public acknowledgement of our achievements to date will help us to secure the ambitious future that we have planned for the school.

Last year, I reported that the school had a large financial deficit as a result of a shortfall in funding. I am happy to report that the school is now significantly ahead of its plan to pay this off, vindicating both the school's decision not to seek major budget cuts and the City of Westminster's confidence in us. I would like to take this opportunity to express our thanks to the school bursar, school budget holders and to the Governors' finance committee for the progress made so far. We continue to be vigilant in this matter.

You will know of some of the radical changes to the secondary schools in Westminster with several City Academy schools being developed from and replacing existing schools. This will leave Quintin Kynaston as possibly the only community secondary school in Westminster. Westminster City Council has recently won substantial government funding under Wave 3 of the "Building Schools for the Future" programme for upgrading and rebuilding of secondary schools in the city. We are following these developments closely and are working to ensure that the school offers facilities as good as any other secondary school in Westminster.

Governance at QK continues to be a demanding but very rewarding experience with seven scheduled meetings of the full Governing Body and 25 other meetings held in 2003/04. If you would like more information about the school's governance or would like to discuss your views on the direction of the school, or make some further contribution of your own, please write to me at the school. It would be particularly useful for our planning and lobbying if you were able to give your view on the priorities for the future upgrading of the school buildings and facilities (email leesp@westminster.ac.uk with title "QK Buildings").

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

Patrick Lees

Chair of Governors

Headteacher's Introduction

In September 2003 Quintin Kynaston was granted Extended School status and much of this year has been spent setting up the systems and structures that now support such a major school development.

Extended Schools have been established as part of a government strategy which recognises that many of the barriers to learning that children face are not simply educational. Many students come from backgrounds where difficulties in school stem from issues outside of the learning environment often linked to economic and/or social deprivation. Teachers are not able to manage many of these issues which are more effectively dealt with by colleagues in social services, health, housing etc.

Extended Schools are now seen as the 'hub' of a community within which students and their families can access a whole range of support services. At QK there is now a 'One Stop Shop' available at all parents evenings and progress review days. Quintin Kynaston now has a social worker, a thriving Youth Club, a child and adolescent psychotherapist, a school nurse and many other non teaching professionals who work to support the holistic needs of students.

We are proud of our achievements this year. It is the ability of QK staff to work together with other professionals and students' families that has helped in the continuing strive to raise standards.

At Quintin Kynaston, we will never be complacent. We will continue to use all the resources at our disposal to ensure the best deal for our students.

We look back on another successful year and face the future and the challenges it presents to the school with confidence.

Thank you for your ongoing support. It is one of the most valuable resources that we have.

Jo Shuter

Headteacher

Parent Governors

The School has six places for parent governors on the governing body. Subject to certain legal qualifications, any parent/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

1. Technology College Update

QK received Specialist Status in September 2001 and this report covers our third year as a Specialist Technology School. The original bid targeted 4 curriculum areas within the school – Design and Technology, Maths, Science and ICT – but the specialist status also has direct and indirect benefits to all areas of the curriculum.

Within these 4 specific areas we are working to meet the targets set out in the bid with considerable success. The process for re-bidding for the 2nd phase of the status at the end of year 4 is now underway.

Targets Achieved

Our GCSE pass rate continues to improve with 47% of our students achieving 5 A*-C grades at the end of last academic year. 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 and Design is being offered as part of the Design and Technology package and Work Related Learning is also covered. The introduction of Leisure and Tourism, Leisure and Recreation and BTEC National diploma in Sports Studies have expanded our vocational offer to meet the needs of our growing sixth form and improve the retention of students into further education. Curriculum areas continue to review Vocational and other alternative courses.

GCSE	Target	Actual
Gaining 5+ A*-C	44%	47%
Gaining 5+ A-G	85%	90%

Key Stage 3	Target	Actual
Mathematics	59%	68%
Science	48%	56%
Design & Technology	48%	73%

Key Stage 2

Significant work has been done through the Community Links programme to support Primary Schools within the 'family of schools'. The Maths department have had considerable success with supporting local primary Schools with their KS2 results. Design and Technology and ICT have built links with feeder schools to enrich their KS2 activities and help to prepare students for the KS3 curriculum. This has included food and textiles workshops.

Community Projects

A lot of exciting and interesting community projects have been developing over the past 2 years within Maths, Design and Technology and ICT.

Maths:

- Saturday morning Masterclasses 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.

Design & Technology:

- Primary School Links with George Elliot and St Peters Primary schools with groups of students attending sessions at QK. This has included working in Food Technology, Resistant Materials and some CAD/CAM project work. Years 4, 5 and 6 students have taken part and QK 6th form students have participated making an enormous contribution to these activities.
- College Park Special School has received help and advice from specialist DT staff at QK in order to rewrite and develop existing schemes of work.

- Industrial links are being developed. 'Cloth of Gold' provided 3 artists to work within the department at QK, training year 10 students in Silk Screen printing techniques. Year 10 students were then able to repeat the task with students from St Peters to produce a banner for their school.

ICT

- The ICT department continue 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.

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 NfTE activities. We would like to express our appreciation to both of these organisations.

Gary Kynaston

2. Examination Results

GCSE (%)	1997	1998	1999	2000	2001	2002	2003	2004
5+ A*-C	18.5	20.7	16.2	24.5	33.3	38.3	47.9	46.7
5+ A*-G	61.5	70.7	75.2	79.1	79.6	84.3	89.6	93.9
Average Point Score	21.2	23.2	24.9	28.5	33.1	32.3	37.0	37.0

Key Stage 3 at Level 5 or above (%)	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	Average Point Score
English	17	58	33	37	46.5	43	56	65	63.5	64.7	29.3
Maths	18	23	33	35.5	41	49	67	63	66.5	67.4	33.9
Science	16	19	26	31	29	30	61	57	63	58.8	31.2
Average	17	33	31	34	39	41	61	63	64.3	63.3	31.5

Targets for 2005

Key Stage 3 at Level 5 or above

English	67%
ICT	70%
Maths	67%
Science	63%

GCSE

5+ A*-C	51%
5+ A*-G	90%

GCSE 2004		A*	A	B	C	D	E	F	G	U	X	Total	Score	%*A-C	%A*-G
Art Fine	<i>m</i>	1	1	1	2	2	2	0	1	1	0	11	4.2	45.5	90.9
	<i>f</i>	0	2	0	0	0	0	2	0	1	0	5	3.6	40.0	80.0
												16	4.0	43.8	87.5
Art (Double Award)	<i>m</i>	0	0	0	4	0	2	1	1	0	0	8	3.6	50.0	100
	<i>f</i>	0	0	2	2	0	0	1	0	0	0	5	4.8	80.0	100
												13	4.1	61.5	100
Arabic	<i>m</i>	1	1	0	1	0	0	0	0	0	0	3	6.7	100	100
	<i>f</i>	1	1	1	1	0	0	0	0	0	0	4	6.5	100	100
												7	6.6	100	100
Bengali	<i>f</i>	1	0	1	0	0	0	0	0	0	0	2	7.0	100	100
Business Studies Double Award	<i>m</i>	0	0	10	6	3	4	1	0	1	1	26	4.5	61.5	92.3
	<i>f</i>	0	0	2	2	3	3	0	1	1	0	12	3.7	33.3	91.7
												38	4.2	52.6	92.1
Citizenship (short course)	<i>m</i>	0	0	0	0	1	0	1	1	0	0	3	2.3	0	100
	<i>f</i>	0	0	0	1	0	3	0	0	0	0	4	3.5	25.0	100
												7	3.0	14.3	100
Drama	<i>m</i>	0	0	4	7	5	3	0	1	0	0	20	4.5	55.0	100
	<i>f</i>	0	0	2	10	5	1	1	1	0	0	20	4.4	60.0	100
												40	4.4	57.5	100
English	<i>m</i>	3	13	18	26	28	12	4	3	4	0	111	4.6	54.1	96.4
	<i>f</i>	1	7	17	11	23	4	3	0	1	0	67	4.8	53.7	98.5
												178	4.7	53.9	97.2
English Literature	<i>m</i>	0	11	35	26	13	11	4	8	2	0	110	4.7	65.5	98.2
	<i>f</i>	0	9	24	20	10	5	0	0	2	0	70	5.1	75.7	97.1
												180	4.9	69.4	97.8
French	<i>m</i>	1	0	0	4	6	2	0	2	0	0	15	4.0	33.3	100
	<i>f</i>	0	0	6	5	2	2	1	0	0	0	16	4.8	68.8	100
												31	4.4	51.6	100
Geography	<i>m</i>	0	4	6	7	7	6	3	0	2	0	35	4.3	48.6	94.3
	<i>f</i>	0	1	3	8	5	0	3	0	3	1	24	3.8	50.0	83.3
												59	4.1	49.2	89.8
German	<i>m</i>	0	0	0	1	0	0	0	0	0	0	1	5.0	100	100
History	<i>m</i>	1	2	5	6	3	4	5	2	3	0	31	3.8	45.2	90.3
	<i>f</i>	0	1	3	5	6	3	0	1	0	0	19	4.4	47.4	100
												50	4.0	46.0	94.0
ICT Double Award	<i>m</i>	0	0	2	5	15	19	13	22	12	0	88	2.3	8.0	86.4
	<i>f</i>	0	0	0	2	11	14	14	9	5	0	55	2.4	3.6	90.9
												143	2.3	6.3	88.1
Mathematics	<i>m</i>	0	6	18	30	23	22	9	1	2	0	111	4.3	48.6	98.2
	<i>f</i>	0	1	6	25	11	15	7	2	0	0	67	4.1	47.8	100
												178	4.2	48.3	98.9
Music	<i>m</i>	0	0	0	0	1	2	1	1	1	0	6	2.2	0	83.3
	<i>f</i>	0	0	0	0	0	2	1	0	1	0	4	2.0	0	75.0
												10	2.1	0	80.0
Portuguese	<i>f</i>	1	0	0	0	0	1	0	0	0	0	2	5.5	50.0	100
Persian	<i>m</i>	1	0	0	0	0	0	0	0	0	0	1	8.0	100	100
	<i>f</i>	1	0	0	0	0	0	0	0	0	0	1	8.0	100	100
												2	8.0	100	100
Science Double	<i>m</i>	5	6	12	25	22	14	15	5	3	0	107	4.2	44.9	97.2
	<i>f</i>	1	3	6	19	11	10	10	5	2	0	67	3.9	43.3	97.0
												174	4.0	44.3	97.1
Spanish	<i>f</i>	2	0	0	0	0	0	0	0	0	0	2	8.0	100	100

GCSE		A*	A	B	C	D	E	F	G	U	X	Total	Score	%*-C	%*-G
Statistics	<i>m</i>	0	1	5	6	0	0	0	0	0	0	12	5.6	100	100
	<i>f</i>	0	2	0	0	0	0	0	0	0	0	2	7.0	100	100
												14	5.8	100	100
Design Technology	<i>m</i>	1	8	8	21	21	18	13	10	12	0	112	3.5	33.9	89.3
	<i>f</i>	1	8	6	13	9	9	7	3	5	1	62	4.0	45.2	90.3
												174	3.7	37.9	89.7

of which

Electronics	<i>m</i>	0	0	1	3	5	5	3	1	6	0	24	2.6	16.7	75.0
	<i>f</i>	0	0	3	1	0	3	0	0	3	1	11	2.9	36.4	63.6
												35	2.7	22.9	71.4
Food Technology	<i>m</i>	0	0	0	0	3	2	2	1	0	0	8	2.9	0	100
	<i>f</i>	0	0	0	0	4	2	1	1	0	0	8	3.1	0	100
												16	3.0	0	100
Graphics	<i>m</i>	0	1	1	4	4	6	5	6	3	0	30	2.8	20.0	90.0
	<i>f</i>	0	0	0	1	1	2	2	2	2	0	10	2.1	10.0	80.0
												40	2.6	17.5	75.5
Resistant Materials	<i>m</i>	1	7	6	13	8	4	3	2	2	0	46	4.6	58.7	95.7
	<i>f</i>	1	7	3	11	2	0	3	0	0	0	27	5.3	81.5	100
												73	4.9	67.1	97.3
Textiles	<i>m</i>	0	0	0	1	1	1	0	0	1	0	4	3.0	25.0	75.0
	<i>f</i>	0	1	0	0	2	2	1	0	0	0	6	3.8	16.7	100
												10	3.5	20.0	90.0

A*-G are pass grades. **U** is ungraded (fail). **X** is absent. **Total** is number of students entered. **Score** is average with 8 points for A* down to 1 for G. Double Awards score from 16 to 2 and Short Course from 4 to 0.5. Some subjects had all the candidates of one gender.

A LEVEL		A	B	C	D	E	U	Total	Score	%A-C	%A-E
Arabic	<i>m</i>	1	0	0	0	0	0	1	120	100	100
Art	<i>f</i>	0	0	2	1	2	0	5	60	40.0	100
Biology	<i>m</i>	1	0	0	0	0	0	1	120	100	100
	<i>f</i>	0	2	2	0	0	0	4	90	100	100
								5		100	100
Business Studies	<i>m</i>	0	2	1	8	3	1	15			
	<i>f</i>	0	0	2	1	3	1	7	49	28.6	86.0
								22		22.7	90.9
Chemistry	<i>m</i>	0	1	0	1	0	0	2	80	50.0	100
	<i>f</i>	0	0	3	1	1	0	5	68	60.0	100
								7		57.1	100
Drama	<i>m</i>	0	0	0	1	0	0	1	60	0	100
	<i>f</i>	0	1	1	1	0	0	3	80	66.7	100
								4		50.0	100
Design & Technology	<i>m</i>	0	0	1	0	0	0	1	80	100	100
	<i>f</i>	0	1	0	0	0	0	1	100	100	100
								2		100	100
English Literature	<i>m</i>	0	0	1	2	1	0	4	60	25.0	100
	<i>f</i>	1	3	1	0	4	0	9	73	55.6	100
								13		46.2	100

A LEVEL		A	B	C	D	E	U	Total	Score	%A-C	%A-E
Geography	<i>m</i>	0	0	0	1	0	0	1	60	0	100
History	<i>m</i>	0	0	0	0	1	0	1	40	0	100
	<i>f</i>	0	0	1	0	0	0	1	80	100	100
								2		50	100
ICT	<i>m</i>	0	1	1	3	1	1	7	57	28.6	86.0
	<i>f</i>	0	0	1	3	1	0	5	60	20	100
								12		25	91.7
Mathematics	<i>m</i>	1	1	0	0	0	0	2	110	100	100
	<i>f</i>	1	1	2	0	1	1	6	70	66.7	83
								8		75	87.5
Media Studies	<i>m</i>	1	3	1	0	0	0	5	100	100	100
	<i>f</i>	2	1	3	1	0	0	7	91	85.7	100
								12		91.7	100
Persian	<i>m</i>	1	0	0	0	0	1	2	60	50.0	50.0
	<i>f</i>	1	0	0	0	0	0	1	120	100	100
								3		66.7	66.7
Physics	<i>m</i>	0	0	1	0	0	0	1	80	100	100
	<i>f</i>	0	3	3	0	0	0	6	90	100	100
								7		100	100
Psychology	<i>m</i>	0	0	1	2	1	0	4			
	<i>f</i>	0	1	0	1	0	0	2	80	50.0	100
								6		33.3	100
Russian	<i>m</i>	1	0	1	0	0	0	2	100	100	100
TOTALS	<i>m</i>	5	8	7	11	7	3	48	69	41.7	94.0

U is ungraded (fail). **Total** is number of students entered. **Score** is average points where grade A scores 120, B 100 etc. Some subjects had all candidates of one gender.

Chris Sale

3. Curriculum Offer

Years 12 & 13 (Sixth Form)

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, Geography, Government & Politics, History, ICT, Mathematics, Media Studies, Music Technology, Persian, Portuguese, Psychology, Russian, Sociology, Spanish

AVCE: Business Studies, ICT, Leisure & Recreation

Key Stages 3 and 4

periods	Year 7	Year 8	Year 9	Year 10	Year 11
1	Maths	Maths	Maths	English	English
2					
3					
4					
5	Science	Science	Science	Maths	Maths
6					
7					
8					
9	Technology	Technology	Technology	Science	Science
10					
11					
12					
13	English	English	English	List 1	List 1
14					
15					
16					
17	RE	History	History	List 2	List 2
18					
19					
20					
21	Geography	Geography	Geography	List 3	List 3
22					
23					
24					
25	French	French	French	List 4	List 4
26					
27					
28					
29	Art	RE	Art	PE	PE
30					

	List 1	List 2	List 3	List 4
Year 10	Drama French Graphics ICT Media Studies PE Resistant Materials	Electronics Fine Art Geography ICT PE Resistant Materials Textiles	Fine Art Food History ICT (2 sets) Media Studies Resistant Materials Textiles Curriculum Support	Drama Food Technology Geography Graphics ICT Media Studies Music Resistant Material EAL Support
	Art & Design (V) Business Studies (V)		Business Studies (V)	
Year 11	Electronics Food History ICT Media PE Resistant Materials Textiles EAL Support	Fine Art Geography Graphics ICT Media PE RE Resistant Materials Textiles	Drama French Geography Graphics History ICT Music Resistant Materials Curriculum Support	Drama Fine Art Food French Geography ICT Media Resistant Materials Textiles
	Business Studies (V)		Business Studies (V)	

Electronics, Food, Graphics, Resistant Materials and Textiles are all GCSE Design & Technology.
EAL: English as an Additional Language. PE: GCSE. V=vocational GCSE Double Award

4. Assessment

The emphasis on using assessment to help raise achievement continued. Blue Marking Stickers were introduced to help staff, students and parents focus on ways to improve work completed in all subjects. Also, a system of collating assessments on a half-termly basis in order to analyse progress was introduced. Departments were encouraged to look closely at results at key points during the year in order to be able to intervene where necessary with individual students.

A major change this year was the format and appearance of the end of Year reports for students. Parents were surveyed and their views and best practice from other schools helped create a new – look report that was well-received. There will be some refinements to this following evaluation in July 2004.

Next Steps

- The appointment of a Data Manager to both input and analyse data
- The training of all staff on SIMS Assessment Manager in order to maintain up to date records
- Further INSET on ways in which effective assessment can help support students' achievement

Helen Tilston

5. Attendance

	Target	Actual
Total attendance	92.2%	93.6%
Authorised absence	5.9%	4.9%
Unauthorised absence	1.9%	1.5%

QK attendance maintained a high percentage surpassing targets set

The extension of the OMR electronic registration system has had a significant impact. It has improved 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

The attendance officer post has ensured the robust quality of data and communication with parents has improved. This has increased the importance of attendance as an issue at QK.

First day phone calling has been performed by a dedicated administrator. It has helped to inform parents of student absence and allowed us to have more accurate data. Further, targeting key students and year groups has also had an impact.

The school has continued a "hard line" approach to absence, counting avoidable absences as unauthorised. This includes persistent late arrivals that arrive after the register closes at 9.30am. 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 and improve high attendance from KS3 into KS4. The majority of students in year 7 have an attendance rate over 93%. The number of students below 92% steadily increases as students rise through the school to the end of year 11.

The approved method of raising the profile of attendance in a positive way is to introduce more rewards and certification for attendance and punctuality. This has been successful in raising our attendance over the academic year. Our aim is to continue to have high expectations regarding attendance across the school and maintain its importance with parents, guardians and students.

Some parents collude with their children and authorise non-attendance. This undermines QK's efforts to ensure equality of opportunity and high standards for all. We will be seeking to use the Education welfare service (EWS) and their new local government powers to ensure good attendance by all students.

Gary Kynaston

6. Key Stage 3 Strategy

This aims of this report is to highlight the successful use of the KS3 Strategy at QK over the last 12 months and indicate how the strategy will continue to support the achievements of both students and teachers. The KS3 Strategy has provided many new ideas and resources to support the development of good teaching and learning in schools. It offers strategies and systems which schools can use to drive improvement and affect the progress of the students.

Teaching & Learning

Faculties have continued to build on the school planning expectations of the previous year. They evaluated schemes of work, which include literacy, numeracy and ICT and focused on the learning outcomes expected of the students. This was driven by the use of assessment as a key tool for improving the quality of learning. The use of detailed three part lesson plans has become embedded in classroom practice and has had a positive impact on the quality of learning in the classroom.

Next Step:

- To continue to focus on 'Assessment for Learning' as the key to improving student understanding and skills

KS2 to KS3 Transfer

The transfer of students from primary school was very successful this year with a full complement for September 2003. The Director of Year 7 visited all our key feeder primaries, which elicited a larger intake, reflecting QK's growing reputation within the local community.

QK ran a very successful induction day with Year 6 students which involved orientation exercises, FAQs, a question and answer session, a student welcome pack including maths and English holiday work and parent advice pack.

The school has continued with strong links to local feeder primaries providing lessons at QK to year four and five classes in ICT, maths and technology.

Next Steps

- Plan an earlier data gathering strategy
- Earlier assessment of SEN/EAL students

Integrated Humanities and English Project

The aim is to provide a smooth transition for Year 6-7 students into QK by reducing movement around the school and building a strong positive relationship with a teacher who is also their tutor. The teacher provides continuity and consistency in delivering 9 periods out of 30 (4 English, 2 Geography, 2 History, 1 RE). The project is in its third year and is considered to have had a positive impact on students' ability to learn and develop.

High quality planned resources are provided by each department. Collective quality assurance has been addressed through half-termly line management meetings, which have focused on the quality of assessment and learning. This work has been supported by a dedicated LEA consultant.

Next steps

- To improve teacher expertise in non-specialist areas
- To monitor delivery of all aspects of this project to ensure consistency

SATs

The SAT scores this year were excellent with an overall increase in the Key Stage 3 core average increasing for the third year, which included significant gains in Maths (68%). For the second year QK challenged the quality of QCA's grading for English and requested a re-mark. English results reflected the hard work of the department with 65%. The value added was in line with Westminster

parameters. The results are reflective of a more robust programme of preparation for the SAT exams and provision of higher quality booster sessions for specific tiered groups.

Next steps

- Identify reasons for some students lack of progress
- Clearer lines of communication between pastoral (DOL) and curriculum networks
- Closer tracking of student progress and earlier intervention

Intervention Groups

The use of tracking and assessment data to identify key students and offer early intervention strategies is much more focused and is embedded practice in the core faculties of English, Maths and Science.

Next step

- Evaluate effectiveness of inclusion, pastoral and curriculum liaison on student achievement

Middle Management Training

The departments all completed the Ofsted S4 evaluation form. Through self-evaluation, the improvement agenda has become an integral part of faculty development plans and practice. Heads of faculty are more supportive of each other and share experience more widely. This was excellent preparation for Ofsted. Further, 4 key middle managers gained experience through secondment on to the Senior Leadership Team (SLT). One left QK for promotion to deputy headship as a result of this training.

Next step

- Create a middle managers mentoring system

Literacy

The Literacy group focused on developing writing across the curriculum. This has led to a development on extended writing skills across the curriculum and a whole school INSET on 'writing'

Next steps

- Evaluate writing across the curriculum
- Evaluate whole school literacy needs

Summer School

The summer school provided activities for literacy, numeracy and Gifted and Talented (G+T). The G+T school focused on technology and was highly successful. The coordination of the activities was excellent with close attention to detail. It was a success for the students who attended and helped those students to integrate into Year 7 smoothly.

Next step

- Develop a more technological focus for the Summer school 2005

Guided Reading / Success Maker

Two Learning Support Assistants (LSAs) coordinated and delivered the programme and fed all assessment and improvement data back to the key departments of Maths and English - improvements made in reading scores for targeted students.

Next Steps

- Investigate alternative reading schemes
- Evaluate wider literacy need across the school

ICT

The ICT department implemented the KS3 Strategy schemes in full, though inconsistent staffing has affected consistency and attainment in some classes. The LEA ICT consultant has focussed on teaching delivery, which is now more structured, with all teaching spaces providing appropriate space and equipment for effective teaching.

Next Steps

- Analyse student achievement in line with KS2 APS expectations
- Participate in the DFES online testing project

Use of LEA Consultants

The level of communication and support is very good. The consultants are much more accessible and plans for school improvement work within the key strands are clearly focused and are currently being implemented.

Next Steps

- Plan and evaluate for the new academic year
- Set new targets for in school support with consultants re: Ofsted

Conclusion

The strategy materials and resources are an excellent support to the QK vision that good teaching and learning is the key to improving standards. Teachers will take more ownership for developing and delivering interesting and engaging lessons. Parents must square the circle by actively engaging with their children's learning to ensure standards are achieved in line with ability.

Gary Kynaston

7. Performance Management & Continued Professional Development

Performance Management (PM) is in place to support and improve the work of all staff. It aims to develop expertise, increase job satisfaction in order to promote effective staff development and also to ensure that the needs of students are met in order to raise standards.

The school's PM Policy and procedures have been in place since 2002. All staff receive two reviews and teaching staff are observed teaching at least once during the year.

After the first stage of the PM review is completed, staff members are eligible to apply for Continued Professional Development (CPD) through their line manager. From reviewing the CPD statistics from last year, the most popular and worthwhile training was through observing someone doing the same job/peer observation. As a result, we have introduced 'observation days', where subject to cover restrictions, staff will be allowed two observation days a year, one in the autumn term and one in the summer term. This can be at QK or a visit to another school.

Other CPD is directed by external changes, the school/department development plans and the professional needs identified as part of the performance management process.

During this year we had a wide range of CPD courses attended by numerous staff. We had one staff member complete their NPQH (qualification for headship). 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'

Staff training days were allocated to 10th October, 3rd November and 25th November 2003; 23rd February and 2nd April 2004.

Annual timetable for PM and CPD cycle

	Performance Management	Continued Professional Development	Outcomes
Autumn Term	<ul style="list-style-type: none"> Agree areas for PM in line SIP and DIP 	<ul style="list-style-type: none"> CPD requirements completed with PM stage 1 review Teachers start CPD visits, courses etc Teachers can request autumn observation day 	<ul style="list-style-type: none"> Areas for professional development identified PM filled in Teachers clear about how to achieve their objectives Team leader clear about information to be gathered CPD coordinator and Head-teacher to report to governors
Spring term	<ul style="list-style-type: none"> Observation of teaching (teachers only) and information gathering. Team leaders to organise individual meetings to <ul style="list-style-type: none"> Review performance against objectives Summarise pupil performance against targets set Evaluate CPD on the above Consider areas for training/development 	<ul style="list-style-type: none"> Visits, courses and in-house opportunities continue and is feed back as agreed by the team leader 	<ul style="list-style-type: none"> Useful information from individual's courses are disseminated
Summer term	<ul style="list-style-type: none"> Catch up reviews of newly appointed staff 	<ul style="list-style-type: none"> Visits, courses and in-house opportunities continue and is feed back as agreed by the team leader. Teachers can request summer observation day 	<ul style="list-style-type: none"> CPD coordinator and Head-teacher to report to governors

Nigel Duncan

8. Inclusion Faculty

Inclusion – A Key Priority for QK

The development of the Inclusion Faculty and its role within the school remains a key priority in the School Development Plan. Members of the inclusion faculty have continued to develop effective ways of ensuring that all students can access the curriculum and have the opportunity to make progress.

The Inclusion Faculty staff work alongside mainstream teachers in identifying and providing support for those students who require it. Students who benefit from support have learning, behavioural and emotional difficulties. Other Inclusion faculty staff have a specific brief to support students who have English as an Additional Language (EAL).

QK welcomes families from different parts of the world who come from a diverse range of ethnic and cultural backgrounds. A large number of our students speak English as an additional language and to ensure progress is made students are tested on entry to the school and appropriate programmes of support are identified and implemented.

Staffing

A significant staffing change that has occurred this year is the departure of the previous Special Educational Needs Co-ordinator (SENCO) who was part of the Senior Leadership Team. There is a new Associate Head teacher whose responsibilities include Inclusion and Extended School.

There is also a new person responsible for the day-to-day management of the Learning Support Unit. This 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 Unit has excellent links with other agencies including the Marlborough Family Service and Education Unit.

The school has made two key appointments for September 2004, notably a permanent SENCO and a Head of English as an Additional language (EAL).

Supporting a Whole-School Literacy Strategy

The Faculty regularly reviews the provision that it makes for those students who have difficulty in making progress due to weak reading and writing skills.

Students are regularly assessed and some students in years 7, 8 and 9 are withdrawn in small groups for lessons that focus on helping them acquire the reading and writing skills necessary to cope with a broad curriculum.

Staff Training days

Inclusion Faculty members continue to work closely with other staff in the school to make sure that work is set for students at an appropriate level and that all faculties are developing the resources that they have to support all learners.

A staff-training day was dedicated to this earlier in the year and it is a school priority that all faculties ensure that this is happening.

Inclusion staff also took a leading role alongside mainstream teachers in the planning and delivery of a training day that looked at sharing strategies for behaviour management. This was a very successful day that was valued by those who took part in it.

Working in Partnership with Other Agencies - the Development of a Full Service Extended School

The Inclusion Faculty has effective working partnerships with a number of external agencies and there are plans for this to develop, as we develop as a full service extended school. Current work includes:

- 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. The therapist works in supporting staff in working with students with behavioural difficulties and with individual students and their families
- St Mary's Child and Adolescent Mental Health Team: a therapist from St Mary's works for a day a week in school with children from refugee and asylum seeker background and their families
- The Hungerford Drugs Project whose staff come into the school regularly to work with individuals or groups of students around issues of Drugs Education

One Stop Shop

The school has hosted drop in sessions known as a One Stop Shop where parents, students and members of the community can access support and advice about a range of issues. This initiative has been lead by one of the Inclusion team and the agencies that have attended include:

- Victim Support Westminster
- Westminster Youth Offending Team
- Housing Assessment and Advice
- Westminster Home Ownership (CitiWest Homes)
- Marlborough Education Unit
- Westminster Primary Care Trust
- Metropolitan Police
- Adult Education Service
- Westminster Domestic Violence Forum
- Early Childhood Services
- Westminster Refugee Support
- Hungerford Drug Project
- Connexions

Special Educational Needs (SEN) Policy

In the summer term 2004 the QK Special Educational Needs Policy was reviewed to bring it in line with recent changes in SEN legislation. A final draft is available on the website or from the front office.

Eugene Moriarty

9. Gifted & Talented Programme

Each year group has 5–10% of students who have been identified as 'Gifted and Talented' (G&T) across a range of subjects. All departments have a written policy outlining how these students' needs are met in the classroom, and individual departments run extra curricular activities to further develop students' skills and knowledge. The G&T register is continually updated, and tracking and evaluation procedures are in place to ensure performance levels are maintained and improved.

G&T provision extends beyond the curriculum. Recent projects include:

- NFTE – Year 10 students actually planned, created and ran their own profit making business.
- Enterprise in Creative Industries (ECI) – Year 10 have just completed the first year of the three-year pilot project. Students' studies included spending time in advertising agencies and publishing houses working on live projects.
- GATE A – an on-line resource for G&T students and teachers to support teaching and learning
- National Academy of Gifted and Talented Youth (NAGTY) — Years 7 to 13. We have a number of student members already, due to another project and are looking at enrolling many more students. Benefits include on-line resources, help, chat-rooms with other members, summer schools, out reach programmes and university master-classes.
- Maths challenge – UK national Maths competition for Years 7 to 12
- The London Bridge Project (Excellence in Cities)
- All secondary schools in London now have video conferencing facilities and this project intends to give Years 12 and 13 students the opportunity to develop their knowledge and interest in particular areas of the curriculum by hosting video conferencing events.
- Summer schools — Years 7 to 13
- Students have been involved in outreach and residential courses in a variety of curriculum and non-curriculum subjects.

Eugene Moriarty

10. Staffing

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. This has resulted from:

- Increase in numbers required by roll increase – particularly in Sixth Form

This has taken place at a time of acute teacher shortages, particularly in specific subject areas such as Science & ICT and particularly in London and the South East.

Staffing priorities

- The recruitment and retention of high quality staff remains the key priority for 2004-2005.
- 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 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 13

Hamdi Abdi-Abshir	Greenwich	Pharmaceutical Chemistry
Omar Akbar	Westminster	Business Management
Sonia Carneiro *	Westminster	Media Studies
Fozlay Choudhury	Middlesex	Business Studies with Management
Wahid Choudhury	Middlesex	Computing with Business
Jasmine Cooray	Sussex	Drama with Gender Studies
Ebyan Egal	Oxford Brookes	Film Studies & Publishing
Abdullah Ewas	UCL	Medicine
Basem Hadi	South Bank	Business ICT
Thufila Haque	School of Pharmacy	Pharmacy
Norul Hussain	Middlesex	Business Management
Aram Kanji	Oxford Brookes	International Business Management
Rubina Khatun	East London	Sociology
Zaneta Korycka*	South Bank	Digital Photography
Xiao Zhou Li	UCL	Mathematics
Manal Maghafi	Kings College	Biomedical Science
Mona Maghafi	Queen Mary	Biology
Neena Manandhar*	London Metropolitan	Music & Media Management
Garry McNulty	Salford	Media Performance
Minar Ali-Ahsan	London Metropolitan	Law
Sajedah Nejabat	Kingston	Pharmacy
Henry Oppong	Oxford Brookes	Accounting & Finance
Ehsan Pedram	UCL	Astronomy
Igor Rashevsky	Westminster	Business Studies (Finance)
Ashkan Ravenshad	Middlesex	Business Studies with Marketing
Jamila Salam	Westminster	Law
Rhalina Sayers*	UCL	Materials Science & Economics
Sun Shize	Middlesex	Business Studies with Management
Seun Shobande	Royal Holloway	Film & Media
Talieh Tahanan	East London	Architecture
Nurul Ema Tukiran*	Royal Holloway	English
Holly Walsh	Oxford Brookes	Biosciences

* Students with confirmed offers for 2005

Additionally, four students took a gap year who will apply to university in 2005, one student returned to his native country to attend university, three students who chose not to take up offers (two to retake A Levels and one to take up employment) and two who took up employment with training without achieving A Levels.

Irene Forster

Year 11

	2003/4	2002/3
further study at QK	68%	65%
further study elsewhere	20%	21%
employment with training	3%	1%
employment with no formal training	3%	3%
unemployed	5%	5%
no response/left area/left UK	1%	5%

Of the students staying at QK, 72% embarked upon Level 3 courses (AS/A2) and 28% upon Level 2 courses (GNVQ or BETC).

Ian Green

12. Sixth Form Overview

Premises

The start of the 2003/04 academic year saw the Sixth Form Centre expand. A classroom was used as an additional common room with a view to increasing the number of computers and study area when funding became available. However a further 12 computers were installed in the current study room in order to support students accessing the network.

Sixth Form numbers

We began the year with 224 students enrolled in our Sixth Form. Once again we recruited 20 new students to the Sixth Form and increased our overall number by 59.

As part of the Westminster 6F partnership, we received 12 students from other institutions and 10 of our students travelled to other institutions. QK's Community Languages courses continue to attract students not only from the Consortium but from further a field as well.

Sixth Form Curriculum Offer

The curriculum offer is still evolving to ensure that we meet the needs of as many students as possible. This year the school introduced a new Intermediate GNVQ course in Leisure & Tourism as well as Advanced Vocational Leisure & Recreation. Government & Politics and Sociology were introduced at AS Level and the Design Technology Faculty expanded its offer to include both Resistant Materials and Graphics as part of its AS curriculum.

Recruitment & Retention

This academic year saw the Sixth Form continue to develop in terms of supporting student recruitment and retention.

	Actual	Target
Retention Year 12 to 13	97%	100%
Retention Year 11 to 12	93%	93%
Increase in roll	36%	30%

Entrance to Higher Education also improved, with 86% of students achieving the grades to go onto University although not all students chose to take up their offers with 18% opting to take a gap year.

Irene Forster

13. Premises

Disability Access Action Plan

The building consists of two main east/west multi-storey blocks; upper block has 5 levels and the lower block has seven levels. Between these, separated by two courtyards, is a central block, two stories high with linking two storey 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 within the Access Audit for the City of Westminster Quintin Kynaston School:

The upgrade of the facilities for staff car parking has been completed and has improved the overall traffic management around the premises.

Entry to the building for wheelchair users can be via various routes if the school is notified in advance:

- Side gate gradual slope direct into the north wing allowing access to the ground level of the lower multi storey block
- Ramp allows access to the 1st floor upper multi storey block via the south wing (across the upper play ground)
- Ramp allows access to the 1st floor upper multi storey block via the drama studio
- Finchley Road entrance allows access to the 1st floor levels of the lower and upper multi - storey blocks
- Ramps to the front and rear of the new diner allows for disability access

The coir mat wells have been removed from all the entrances and replaced with new lino and level entrance matting.

Main entrance:

- Automatic sliding doors on sensors (Old grills removed)
- Concrete stairs are fitted with handrails and a central rail
- Nosing (s) clearly indicated

The Reception area has been designed "open plan" with a waiting area, a manned reception desk with improved lighting and CCTV

One designated WC complies with standards in all aspects.

A ramp has been installed to remove the changes of level into the Inclusion Department and the door closer renewed.

The provision of two eight-person lifts to the two multi storey blocks which would provide access to virtually all areas is highly recommended in the audit. It is also highly desirable, however, as provisions 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 is not a necessity at this stage.

Areas of concern highlighted by the Access Audit with action details.

Area: means of escape

Recommendation: visual indicators to be added to the alarm system.

Action: when this becomes a requirement the school will seek advice from the alarm company under the current maintenance contract.

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. The gates are monitored by staff at various times of the day and CCTV coverage enhances security and facilitates the safeguard of students and staff.

- Arrivals & Departures

All visitors must book in and out at Reception to facilitate the control and monitoring of all persons within the school. It is school policy that all students except in 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.

- QK Identification

All members of staff and Sixth Form students must carry QK Identification.

- Alarm System

The 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. Additional alarms are added to the system as and when required to safeguard the schools property.

- External Security Lighting

Security motion-detection lighting has been purchased and installed on all external walls.

- CCTV

The current system has been extended with five additional cameras.

- 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 and technology equipment.

Eric Ratcliffe

Annexes

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 each year to run Quintin Kynaston, and the Governors are responsible for deciding how that money is spent. Most of our income comes from the Government *via* Westminster City Council, the main factor being the number of students on roll, but with additional social factors being taken into account. This provides on average roughly £3,600 for each secondary school student. From 1999/00 onwards we have received additional income from money 'devolved' by WCC to enable the school to purchase services formerly provided 'free' by WCC, as well as Standards Funds income, provided to the school by the government for specific areas of spending. From 2001/02 income also includes government funding as a Technology College, and to these figures is added income gained 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 through to July, the financial year runs from April through to the following March. Governors decide on the budget every March just before the coming financial year starts. (So during the financial year 2003/04 we have the last term of the school year 2002/03 and the first two terms of the school year 2003/04).

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

£ 000	1999/00	2000/01	2001/02	2002/03	2003/04
INCOME					
Westminster City Council (pupil, non-pupil and extra)	2,717	3,172	3,815	3,609	3,865
Learning and Skills Council (6th Form)				572	721
Standards Fund and Technology College		418	811	814	944
Other income	159	158	97	39	53
TOTAL INCOME	2,876	3,748	4,723	5,034	5,583

EXPENDITURE					
Staff Salaries	2,203	2,441	3,004	4,100	4,886
Standards Funds		261	611*	0	0
Supplies and Services	315	476	547	1,076	670
Premises	295	358	424	497	381
Projects	18	17	126	210	44
TOTAL EXPENDITURE	2,831	3,553	4,712	5,883	5,981

Annual Surplus or Deficit	+45	+195	+11	-849	-398
Interest	6	-	-	Inc above	-
Carried forward from previous year	-21	+24	+219	+230	-619
Cumulative	+24	+219	+230	-619	-1,017

* Includes Technology School sponsor income.

- 'Projects' money is spent on either buildings (most), or on supplies and services;
- Most of the Standards Funds expenditure in 2000/01 & 2001/02 was on staff salaries. (From 2002/03 it is included in staff salaries.)
- 'Supplies & Services' includes school equipment, books, materials, exam fees and admin costs;
- 'Premises' includes repairs, maintenance, redecoration, energy, rates, cleaning, insurance etc.
- From 2002/03 the 6th Form was funded *via* the Learning and Skills Council. Previously it in WCC funding.
- The deficit in 2002/03 is chiefly a reflection of the government's funding decisions for that year and planned investment in premises and teaching staff.
- The cumulative deficit shown at the end of financial year 2003/04 will have reduced to about -£230k by the end of financial year 2004/05.
- Figures for 2000/01 do not include an additional £221k of bids income for music and library extensions.

A total of £ 60.00 was paid out in the year 2003/04 for governors expenses.

Richard Hunt (Bursar)

15. Exclusions

Decision to exclude a pupil 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 pupil or 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

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total Boys/Girls	Total Exclusions	Number of days lost
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Fixed Term

Autumn	Boys	3	7	4	12	2	0	0	24	29	58
	Girls	1	1	2	2	0	0	0	6	6	9
Spring	Boys	9	12	9	13	1	0	0	39	44	88
	Girls	4	4	7	5	0	0	0	20	20	31
Summer	Boys	3	3	7	9	0	0	0	22	22	62
	Girls	1	2	2	1	0	0	0	6	6	8
									127	256	

Permanent

Year	Boys	1	2	0	0	0	0	0	3
	Girls	0	0	0	0	0	0	0	0

Irene Forster

16. Staff List (Autumn 2003)

SENIOR LEADERSHIP TEAM

Jo SHUTER	Headteacher
Richard HUNT	Bursar
Chris SALE	AH
Gary KYNASTON	AH
Sue HOWE	AH
Irene FORSTER	AH
John DAVIES	AH
Nigel DUNCAN	AH
Chris MANNINGS	SENCO

ENGLISH

Helen TILSTON	HoF
Lindsey ROLFE	Head of Media Studies
Debbie BELL	Literacy/KS4 Co-ordinator
Anna PEDUZZI	KS3 Co-ordinator
Sam BAKHURST	
Simon CLEMSON (GTP)	Media Studies
Claudia GIARRUSSO	DoL Year 10
Todd GREENWELL	DoL Year 9
Sue HOWE	AH
Gary KYNASTON	AH
Tina PAPADOPOULLOS	
Jo SHUTER	Headteacher
Joseph TOBIN (NQT)	Media Studies
John TUIITE (AST)	Citizenship

EXPRESSIVE ARTS

Emma STEVENS	HoF/Head of Drama
Sandra ARCHER	Art
Tracey BUNCE	Art
Richard BURGON (NQT)	Drama
Robert ELY	Music
John HAMILTON	Head of Art
Mimi POTWOROWSKA	Art Technician
Tina VAN DER GRAAF	Acting Head of Music
Nathalie VAN DER WEIDE (*)	Music

HUMANITIES

Clare FROST (AST)	HoF
Lee TAYLOR	2nd i/c /Head of RE
Catherine ANSCOMB (NQT)	
Anthony ASCHETTINO	DoL Year 7
Nadia LAMRANI (NQT)	
Craig McVICAR	ADoL Year 11
Andy OUMA	Head of Geography
Tina PAPADOPOULLOS	ADoL Year 7
Craig WILKES (NQT)	

INFORMATION TECHNOLOGY

James AKINSOWON	HoF
Yassamin SHEEL	DoL Year 11
Frank ALBRECHT	
Romeu BARROS	
Abeer HASSAN	
Liz ROWLEY	
Barry TIPTON	Referral Room Manager

LANGUAGES

Venera MEYERS	HoF
Rachael FISHER	
Paula GRAHAM	
Nashia AL-KOTAINI	Arabic
Pirnia SHAHROKH	Persian
Barbara RODRIGUEZ-MONTERA	Spanish

MATHEMATICS

Anne Marie O'CONNOR	HoF
Vicky MILLINGTON	2nd i/c
Jeniba AMARA	Acting DoL 9 (Maternity Leave)
Anna CLARK	
John DAVIES	AH
Nigel DUNCAN	AH
Eileen FOLEY (NQT)	
Sami KASPARIAN	
Kashif KHAN	
Darren MURPHY (NQT)	
Chris NORRIS	
William RAYNER	

PHYSICAL EDUCATION

Jim WHITE	HoF
Sinead BURKE	2nd i/c
Nigel DUNCAN	AH
Lee GARWOOD (NQT)	
Emma HIGGINS (NQT)	
Gary KYNASTON	AH

SCIENCE

Jonathon LISSEMAN	HoF
Heidi BLACKMORE	
Carolina CAMARGO	
Clare DARLEY (TF)	
Osama DARWISH	
Irene FORSTER	AH
Nigel GALLIMORE	DoL Sixth Form
Barry GODDARD	ADoL Year 8
Chris HOPKINS	
James LAWTON	ADoL Year 10
Briony PHILLIPS (TF)	
Lez WEINTROBE	
Stephen REGULSKI	Senior Technician
Blessing DHLAKAMA	Technician
Eleanor FOURIE	Technician

TECHNOLOGY

Claire BUXTON	HoF
Lisa HESMONDHALGH (AST)	2nd i/c
Chad MacFARLANE	ADoL Sixth Form
Georjy PANTELLI	DoL Year 8
Oscar PLUMLEY	
Anthony RIDDLE (GTP)	
Ellie RIDGEWAY (NQT)	
Martin STONE	
Andrew THOMPSON	
Seetal TAANK (NQT)	
Beryl RUSHBROOKE	Technician
Semra OZGUNLU	Technician

BUSINESS STUDIES

Leona WEEKES HoF
Frank ALBRECHT
Helena JACKSON
Chris SALE AH

INCLUSION

Chris MANNINGS HoF / SENCO
James BELL Inclusion Manager
Sarah BLICK LSA
Stephen CARVER LSA
David DAVIES EAL
Fran DIX Student Support Co-ordinator
Heather EARLE LSA
Martina GREEN LST/Councillor
Jo HABIB EAL
Valerie HAGAN Assistant SENCO/LST
Melissa JOHNS LST
Nick JOHNS LST
Coral JOSEPH LSA
Pauline LEVIS Refugee Co-ordinator
Rosan McCALL LSA
Sahera RAHMAN EAL
Elisabeth YORKE LST
Tina WARD LSU Manager

Uzma AHMAD Learning Mentor
David NJIE Learning Mentor
Reena SPRING Learning Mentor
Jane TRUE Student Councillor

Hannah CODJOE Home/School Liaison
Nessir EMADI EWO
Tanya MATTHEWS
Tara MITCHELL Connexions Personal Advisor
Connexions Personal Advisor

LIBRARY

Ian GREEN (AST) Library Manager / Head of Careers
Renee FISHER Assistant Librarian

ICT SUPPORT / JOSKOS

Laurence MUNRO
Jarrar KHAN

SCHOOL ADMIN TEAM

Marie HONNAN Office Manager
Davina BURRELL Attendance & Admissions
Cushla GILLBANKS
Surraya KHAN Finance (Maternity Cover)
Samantha KNIGHT Exams Officer
Martin OBANOR First Day Calling
Donna WATERS Reprographics
Karen-Ann WEBB Receptionist
PA to the Headteacher

SITE TEAM

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

AH Associate Headteacher
AST Advanced Skills Teacher
DoL Director of Learning
EAL English as an Additional Language
EWO Education Welfare Officer
GTP Graduate Training programme
HoD Head of Department
HoF Head of Faculty
LST/A Learning Support Teacher/Assistant
LSU Learning Support Unit
NQT Newly Qualified Teacher
SENCO Special Educational Needs Co-ordinator
(* on Maternity Leave)

17. Membership of Governors' Committees for 2003/04

Finance Committee*	
Normal Size (ToR)	4-7 (+1†)
Current membership	8 (+1†)
Quorum	4 voting members (2 non staff)
Andrew Havery (Chair) Jagmail Singh Gill (Vice Chair) Bob Graham Jo Shuter Patrick Lees Barbara Grahame Derek Wood Will Raynor Vivien Noakes Richard Hunt†	

Premises Committee*	
Normal Size (ToR)	3-6 (+1†)
Current membership	8 (+1†)
Quorum	3 voting members (1 non staff)
Andrew Havery (Chair) Jagmail Singh Gill (Vice Chair) Bob Graham Jo Shuter Patrick Lees Barbara Grahame Derek Wood Will Raynor Vivien Noakes Richard Hunt† H&S staff†	

Personnel Committee	
Normal Size (ToR)	5-7 (+1†)
Current membership	7 (+ 1†)
Quorum	4 voting members (2 non staff)
Susan Betney (Chair) Patrick Lees Jo Shuter Joanne Bush Will Raynor Kathie Conn Vivien Noakes Richard Hunt†	

Curriculum Committee	
Normal Size (ToR)	3-6 (+1†)
Current membership	8 (+ 2†)
Quorum	4 voting members (2 non staff)
Kathie Conn (Chair) Susan Betney Barbara Grahame Katie Ivens Jo Shuter Patrick Lees Derek Wood Vivien Noakes Chris Sale†	

* Finance & Premises Committees sit together
 † non-voting members

All Governors are welcome to attend any of the committees even if they are not a member. Please contact the clerk a week before the meeting if you wish to have the papers sent to your home or alternatively telephone to request spare copies to be made available at the meeting.

Calendar of Governors' Meetings for 2003/04

Mon 1 Sept	No meeting	First day of term.
Mon 15 Sept	Finance & Premises Cttes	Committee remits, Agenda Planning, Monthly Accounts, Westminster Capital Funding Moratorium, Budget Deficit Licence, Summer Works Update, Building Proposals
Mon 22 Sept	Governing Body (1)	Election of Chairs/Co-options, Committee Memberships, School Staff list, OFSTED, Actual Pupil Numbers on roll, School Improvement Plan (SIP) Monitoring, Attendance/Exclusion Reports, Exam/Test Results
Mon 29 Sept	Curriculum Committee	Committee remit, Agenda Planning, Exam/Test Results, SEN, School homework setting: Policy and Practice, Disability Access Plan
Sat 4 Oct	Westmin' Govs' Confer.	Regent's College Conf. Centre
Mon 6 Oct	Personnel Committee	Committee remit, Agenda Planning, QK Perform. Manage., Draft Annual Staff Report, Head/Deputies Pay Process Report, Disability Access Plan
Thu 9 Oct	Open Evening	Governors to attend if they can.
Mon 13 Oct	Finance & Premises Cttes	Monthly Accounts, Financial Outturn 2003, tour of school, Final Draft of Health and Safety Manual, Complaints Policy, Disability Access Plan
Mon 20 Oct	School Development Group	Joint School Leadership Team and Governors' Group. 5.30pm start
Thu 23 Oct	International Evening	
Mon 3 Nov	Governing Body (2)	Progress of Extended School Proposals, Exam Targets (2004-6), Annual Staff Report, Complaints Policy, Disability Access Plan., Governor Training
Mon 17 Nov	Finance & Premises Cttes	Monthly Accounts, SIP Monitoring, Maintenance Plan/Cond. Survey, Education Continuity Plan
Mon 24 Nov	Community meeting (1)	Liaison with local community
Mon 1 Dec	Curriculum Committee	Review of Specialist Technology College achievement, Year 12/13 curriculum, Governors' Discipline Framework, SIP Monitoring
Mon 8 Dec	Governors Training	OFSTED
Mon 15 Dec	Governing Body (3)	Monthly Accounts, Register of Governors' Business Interests, Technology College Monitoring Report, HE links
Mon 5 Jan	No meeting	First day of term.
Mon 12 Jan	Curriculum Committee	Curriculum Planning, Curriculum Projects for External Funding, Year 12/13 curriculum
Mon 19 Jan	Finance & Premises Cttes	Monthly Accounts, 5 Yr. Plan, Services Tendering (Fair Funding), Planned Build. Projects, Pupil Number Forecasts
Mon 26 Jan	School Develop. Group	Joint School Leadership Team and Governors' Group. 5.30pm start
Mon 2 Feb	Governing Body (4)	Attendance/Exclusion Report (Autumn), Curriculum Plan, Services Tender.(Fair Fund.), 5 Yr. Plan, Current Standards Fund status report
Mon 9 Feb	Personnel Committee	SIP Monitoring, Personnel Policies, Criminal Records Bureau Disclosures
Mon 23 Feb	Finance & Premises Cttes	Monthly Accounts, Draft Budget, Fair Funding Recommendations
Mon 1 Mar	Curriculum Committee	Student Destinations Data
Mon 8 Mar	Special Meeting	Collation of Annual Report to Parents
Mon 15 Mar	Personnel Committee	Performance Management Update, Annual Pay Review, Staffing Changes
Mon 22 Mar	Governing Body (5)	Monthly Accounts, Curriculum Changes, Staffing Changes, Fair Funding, Budget, Technology College Monitoring, Annual Report to Parents
Mon 29 Mar	Subject Presentations	All Governors to attend.
Mon 19 Apr	Curriculum Committee	School Council, Reform of Public Examinations System
Mon 26 Apr	Annual Parents Meeting	(6.15 pm to 7.15pm). All Governors
Mon 10 May	Finance & Premises Cttes	Monthly Accounts, Building Projects Update
Mon 17 May	School Devel. Group	Joint School Leadership Team and Governors' Group. 5.30pm start
Mon 24 May	Governing Body (6)	Attendance/Exclusion Report (Spring), Review of GB Constitution - School Governance Regulations (2003), Governor Training and Development
Mon 31 May	No meeting	Half-term Holiday
Mon 7 June	Personnel Committee	SIP Monitoring, Staff Job Descriptions, New Staff, Policy updates
Mon 14 June	Community meeting (2)	Liaison with local community
Mon 21 June	Curriculum Committee	SIP Monitoring, Gifted and Talented Students, Work Placements Report
*Fri 25 June	Year 11 NRA Present'ns	All Governors to attend: 7pm @ Hampstead Britannia Hotel
Mon 28 June	Finance & Premises Cttes	Monthly Accounts, SIP Monitoring Final Accounts, Summer Projects
Thurs 1 July	Yr 12/13 NRA Present'ns	All Governors to attend
Mon 5 July	Governing Body (7)	School Improvement Plan, Achievements, Summer Projects, School Development Group, Technology College Mon. Report
Wed 14 July	Key Stage 3 Celebration	Afternoon - Governors welcome Summer Holiday: 19th July 2004