

# 2004/2005 Quintin Kynaston School Profile

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Quintin Kynaston School

Marlborough Hill

London, UK, NW8 0NL

Telephone: 020 77228141

<http://www.qkschool.org.uk/>

Local Authority:	Westminster
Age Range:	11-18
Number of pupils:	1333
Head Teacher:	Ms Jo Shuter
Chair of Governors:	Mr Patrick Lees

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## What have been our successes this year?

We are very proud of our school! We strive to make sure that our students achieve their potential irrespective of background.

Ofsted visited in October 2004 and were extremely complimentary about the school, its students, its teachers and its support staff. Our results in KS3 SATs, KS4 GCSE & KS5 AS/A2 were the best ever!

As a Specialist Technology School we aim to use technology to underpin all aspects of the curriculum in all subject areas. Our Extended School programme enriches the curriculum for students, providing a range of activities and support for members of the wider QK community. HMI visited us in January 2005 to inspect our Extended School provision and were very impressed with the quality and extent of the services provided.

At QK we treat every student as an individual. We have a range of strategies in place to ensure that all our students and their families get the best!

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## What are we trying to improve?

We are proud of our students' ever improving attainment, but are constantly looking to improve their achievement further.

We're developing the use of data, tracking students throughout their studies, setting challenging targets for each student, monitored by subject teachers & Tutors.

With the wide range of GCSE level subjects, and a variety of vocational courses, we hope to motivate and prepare students for the world of work.

We're restructuring the Inclusion Faculty to provide support for students in the short or long term.

Redesignation as a Technology School allows the further development of technological initiatives such as interactive whiteboards.

Our Extended School Plan will increase the range of activities for both students and adults.

Responding to students is at the heart of QK's ethos. We welcome the government's focus on this and we are implementing additional ways for students to participate in the running of the school.

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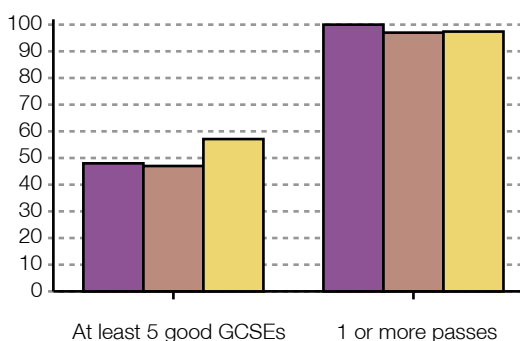
## How much progress do pupils make between 11 and 16?



This score shows how well pupils progress between 11 and 16, taking account of their different starting points. Our score of 979.7 means that on average, our pupils achieve 1 grade lower in 3 of their GCSE subjects compared to pupils with similar attainment at age 11.

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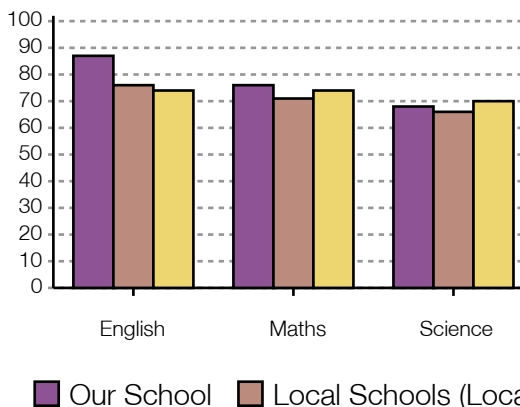
## How well do our pupils achieve in year 11?



This shows the percentage of pupils (who were 16 years old at the end of the year) who in 2005 achieved 5 or more GCSEs at grades A\*-C (or GNVQ equivalent), and one or more GCSEs at grades A\*-G (or GNVQ equivalent).

■ Our School   ■ Local Schools (Local Authority)   ■ All Schools

## How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2005. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

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## How have our results changed over time?

We are very pleased with the improvement in the exam success of our students in recent years. Our pass rates compare favourably with national figures, and government reports on the school indicate that our students make above average progress in comparison with other similar schools.

### Key Stage 3

- All core subjects show consistent improving results & Average Point Score
- Standards at Level 5 and above significantly higher than the national percentage in English and Maths, and slightly lower in Science
- English results in 2005 exceptionally good both at L5+ and L6+.
- Standards in non-core subjects are mostly good, in line with national figures

### Key Stage 4

- Our percentage of students gaining 5 A\* - C has risen from 16% in 1998 to 48% in 2005. Our percentage of 5 A\* - G and 1A\* - G are significantly higher than the national figure
  - Our 5 A\* - C percentage including Maths and English is 44%.
  - Particular GCSE strengths are English, English Literature, Media, Business, PE, Maths & Statistics
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## **How are we making sure that every child gets teaching to meet their individual needs?**

The school's aim is "to develop the best in every student through the excellent teaching of a broad and challenging curriculum in a supportive and technologically advanced environment", and accordingly has several policies in place:

- SEN
- EAL
- Gifted & Talented

All year groups have 5 – 10% of students that have been identified as 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.

In KS4 we offer a flexible curriculum that allows students to choose vocational subjects and to match their needs and ambitions.

In Yr8 a large group have additional literacy lessons as a part of their timetable. We are also introducing a second language option for G&T language students.

In Yr7 we run a Nurture Group for students identified as requiring additional support for Yr6-Yr7 transition.

The Learning Support Unit assists students who find coping with the demands of mainstream lessons difficult.

Inclusion staff work with faculties to ensure that the needs of all students are met, and the SEN team co-ordinate Individual Education Plans for students where required.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

Pastoral care is a strength, with clear channels for raising concerns.

We have an extended school team from a wide range of professions to ensure the well being of all students. Members include: a student support team (Learning Mentors), a Youth & Family Link Manager, a Police Officer, child protection officer, a Social Worker (18 hrs) and a School Nurse (P/T).

We also have a Healthy Schools co-ordinator, this year achieving Healthy Schools standard.

The whole school anti-bullying approach incorporated a questionnaire to all students and an INSET for all staff.

The SPACE programme ensures that students are aware of key issues related to their well being.

Families are supported via initiatives such as the One Stop Shops held on parents' evenings and the multi-family group that meets weekly.

## How are we working with parents and the community?

Quintin Kynaston is an open and accessible school.

Communication is through the weekly QK News, the school website, newsletters, the Student Diary, Progress Review days, Parents' Evenings & a full written report each year. Regular questionnaires are used to ascertain the views of parents and students.

We are proud of:

- high attendance to community events
- regular feedback from residents
- our Healthy Schools initiative
- positive feedback from employers in relation to work related learning
- wide-ranging adult education, youth club and other extended school activities
- the use of facilities by Lords, local orchestras, local sport groups and the Black Police Association
- joint projects in ICT, Design and Maths and Science with primary schools.
- specific fund-raising activities for charity

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## What activities are available to pupils?

We pride ourselves on our special ethos which we call the 'QK Way', providing a wide range of activities to enrich our students' lives:

1. Curricular Activities – we provide a full range in all subject areas across KS3/4 & 5. For a complete list, please visit the school website: [www.qkschool.org.uk](http://www.qkschool.org.uk)
2. Youth Club – examples of activities include: Cooking classes, DJ workshop, Circus skills, Singing lessons, Science workshop, Hair and Beauty, MC rap and poetry, Build a computer, Film & drama project, and ZSK kick boxing.
3. Residential / Overseas Trips – Normandy, Lille, Switzerland / skiing, Barcelona.
4. Cultural Activities – Design Museum, Parliament, Royal Albert Hall, National Gallery.
5. Enrichment Activities – Talent Show, Black History Month Show, Billingsgate Seafood Training School.

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## What have pupils told us about the school, and what have we done as a result?

Students are given a range of opportunities to give feedback about their views of QK. Students participate in Year and School Council meetings and this has been important in giving them a voice within the school.

Y11 and 6F students take on additional responsibilities around the school. Their feedback confirms that they value the leadership responsibilities they are given. One example has been the focus on anti-bullying, for which all students were asked to complete a questionnaire. The results were analysed and an action plan implemented by the whole school.

Students have been involved in other initiatives: as part of the Healthy Schools Programme they have looked at methods of recycling waste. Overall students are positive about QK and play an active role in all aspects of school life.

## How do we make sure all pupils attend their lessons and behave well?

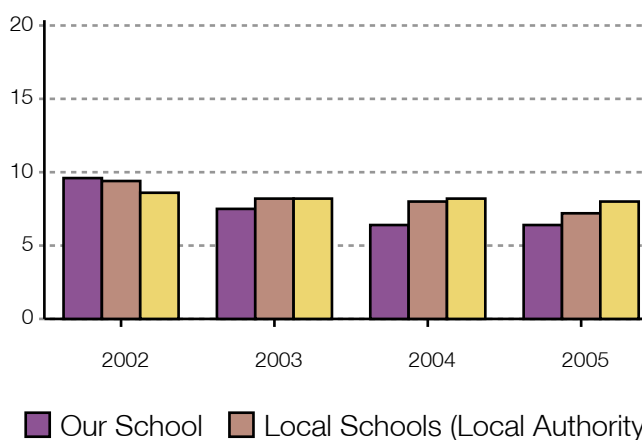
QK has a framework of high expectations for attendance and behaviour: all students and parents sign a Home-School Agreement, detailing the QK Way.

Attendance of 93.4% is excellent. The Directors of Learning liaise with parents and education welfare for attendance under 93% throughout the academic year. A new electronic registration system will provide accurate data to support policy.

Focus on high quality teaching and learning gains a positive response from students. A variety of rewards are given in recognition of high quality work, effort and good attendance. Reconciliation is at the heart of our behaviour policy.

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

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## What do our pupils do after year 11?

The majority of our students stay on at QK to continue their education, which in itself demonstrates our success at engaging students!

The figures for 2004 - 2005 Year 11 students are detailed below:

Continuing in education, 192 (88.8%)  
Fdn MA & 'other' training (trainee status), 5 (2.3%)  
Employment with Training, 2 (.9%)  
Employment with No Training, 1 (.5%)  
Part time & Voluntary Activities, 1 (.5%)  
Unemployed, 11 (4.6%)  
Moved out of contact, 1(.5%)  
No response, 3(1.4%)

Total: 216 Students

Out of the students continuing in education, 143 (66.2%) did so at Quintin Kynaston.

## Ofsted's view of our school

The school is very effective. Students achieve well and standards are average in many subjects by the end of Year 11. Teaching is good overall with several examples of excellent practice. The headteacher's leadership is excellent and leadership and management overall are very good. The school provides good value for money.

Date of last inspection: 18 October 2004

Ofsted graded our school as very good

Inspectors made judgements on a scale: very good (grade 1); good (2); adequate (3); not adequate (4).



[View the Ofsted page for Quintin Kynaston School](#)

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## What have we done in response to Ofsted?

Our last OFSTED was very positive, but we have addressed the key issues.

- English as Second Language - New Head of Department and Literacy programme introduced September 2005 in order to support students with English as an additional language.
  - ICT - appointment of new HOF to lead re-structuring of curriculum; introduction of DIDA ICT course in Year 10; developing rigorous approach in monitoring teaching, learning and assessment. This has already impacted positively on results.
  - a second language has been introduced in Y8 for some more able students.
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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 77228141

Our website <http://www.qkschool.org.uk/>

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# Information about our sixth form

## Our results this year

Our sixth form has expanded rapidly over the past years and we have worked hard to ensure that there are courses available for students of all abilities. Consequently our average point score has declined slightly over recent years. However, our progression routes do mean that 96% of our students gained the grades that they needed to move on to university.

Overall exam performance for 2005 appeared to fall because of the disproportionate effect of under-performance in a small number of subjects. Elsewhere, the high level of performance was maintained with Media, Biology and Business achieving outstanding results.

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## How have our results changed over time?

Our results over the last few years reflect the inclusive nature of our 6Form. We are very proud of the many students who begin Level 3 courses with either low GCSE scores or have never studied at KS4 in the UK and still achieve the grades required to enter Higher Education.

There are more students taking at least 3 A Levels. The average points score per student has remained nearly the same as has the total points per student.

This year 96% of students who wished to go to university were able to do so. Many students have opted to take a gap year prior to starting their University courses.

We also have an increasing number of students taking three years to complete their A Levels and hence these students do not feature in published data.

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## What have been the successes of the sixth form this year?

This year there has been a significant increase in the number of 6th form students. At 300, the 6th form is full. A new Level 2 course (BTEC First Diploma in Sports Studies) has been introduced. We have also introduced a new Level 3 course in Economics. Students are able to study at QK for three years prior to applying to university and this year has seen a number of students successfully complete three years and progress to University.

The appointment of an Enrichment Coordinator has meant that students have been able to participate in a wide range of enrichment activities including:

- University visits
- Work experience
- Paid employment
- Community work
- Peer mentoring
- Anti-bullying counsellors
- Assistant Youth Workers
- Recreational PE lessons

## **What are we trying to improve in our sixth form?**

There are several areas that we are focusing on improving in the 6form. Firstly we are looking at improving the Teaching and Learning at KS5. This will be done through staff INSET and individual academic mentoring by 6form tutors. Target setting is being embedded further in order to inform both staff and students of progress against prior attainment information. Currently the school is using the ALPS system for data analysis, however we are considering new tracking systems for the future.

The Sixth Form Pastoral Management has been restructured under a single Director of Learning supported by an ADOL to provide more consistent management. A key area for development is the retention of students between Y12 and Y13 and retention on courses.

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## **What do our students do after leaving the sixth form?**

The majority of our students, 96%, moved on to higher education at a variety of institutions across the country, studying a range of subjects from medicine and dentistry and law as well as more vocational courses such as business administration.

Many students studying in our 6th Form joined us with no experience of education in the UK and we are particularly proud of them gaining university places.

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