

23 April 2013

Dear Parent/Carer

Jordanhill School, Glasgow

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents, children and young people and worked closely with the rector, headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports children and young people to do their best. The senior management team shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the curriculum transition between P6 and S2; the variety of learners' experiences in S3 and how well children and young people are developing skills for learning, life and work. As a result, we were able to find out how good the school is at improving children and young people's education.

How well do children and young people learn and achieve?

Across the school, children and young people learn and achieve very well through a varied and exciting range of lessons and activities. They are very well motivated by learning which is rich in opportunities to develop important knowledge and skills. For example, children in P4 learn about medieval life through holding a banquet. Children and young people respond enthusiastically to the many opportunities they have to be responsible for how and what they learn. They often take the lead through presenting their views and questioning their peers. Almost all children and young people work very well in teams to solve challenging problems. For example, young people in mathematics and science carry out a range of interesting challenges based on real-life problems. Almost all children and young people use information and communications technology confidently and creatively to learn in stimulating and relevant contexts. As a result of clear and effective feedback from teachers, almost all children and young people talk confidently about their achievements and know how to improve their work. Teachers take very good account of children and young people's views when reviewing courses and planning learning.

Overall, children and young people from P1 to S3 are making excellent progress through the broad general education. In P7, almost all children are making very good progress in English and mathematics. They are very good at expressing their ideas and explaining things to others. Almost all have outstanding talking and listening skills. They participate in discussions very well. For example, children in P2 are able to discuss how mimes demonstrate their understanding of sentences. Children are able to solve mathematical problems very well. Across the primary school, they make accurate mental calculations and almost all are making very good progress in their

understanding of number and money. Children in P7 are confident at working with equations and are adept at handling data. In S4 to S6 young people's achievements in national examinations are outstanding and the school performs much better than the national average and schools which serve young people with similar needs and backgrounds. Almost all young people move on to further study, employment or training. The school recognises achievement very effectively and is continuing to increase the opportunities for accredited awards.

Children and young people achieve exceptionally well in a very wide range of activities. They develop a broad range of important skills, attributes and accomplishments through participation in an extensive range of musical, sporting and cultural opportunities. This includes through many orchestras, bands, musicals, art exhibitions, the Duke of Edinburgh Awards and less well known activities such as Muay Thai. Children and young people's literacy, communication and numeracy skills are highly developed. They can analyse, synthesise and evaluate different forms of information to a very high level, being very successful in debating competitions. Children and young people are able to think creatively and work very effectively on their own or in teams. This has enabled them to succeed in a range of national competitions. They can communicate in a variety of settings, work in partnership with teachers and each other, take the initiative and apply critical thinking in new contexts. They have a very clear sense of their physical, mental and emotional wellbeing. Children and young people are ambitious for themselves and realise the need to exercise responsibility. Commendably, senior pupils think it is important to demonstrate their responsible attitudes through, for example, helping to organise their own work experience. Through the many enterprising lessons and vocational and work-based opportunities provided by the school, children and young people develop resilience, enterprising attitudes and self-reliance.

How well does the school support children and young people to develop and learn?

The school's approaches to support children and young people have major strengths. In almost all classes, the tasks, activities and resources are suitably challenging and very well matched to the needs of almost all learners. Almost all teachers know the learning needs of children and young people very well and are skilled at adapting and changing teaching approaches to meet these needs. Support for learning staff work successfully together and with partners to ensure children and young people make very good progress through the curriculum. Pastoral care staff track young people's progress very carefully and interview learners routinely to help set appropriate learning targets. The school is evolving the role and deployment of pupil support assistants to ensure high-quality support continues to be provided across the school.

The curriculum supports the development of children and young people's learning very well. Their entitlements to a broad general education are very well met from P1 to S3. Across the school, teachers work together in a highly effective manner to provide interesting, stimulating and relevant learning experiences for children and young people. They plan the curriculum very well, making very good use of Curriculum for Excellence guidance and basing curriculum developments on sound research and evidence. They provide very good opportunities for learning in real-life contexts. For example, young people become mystery shoppers to develop their financial

awareness. Approaches to developing aspects of literacy and numeracy are very well embedded across the school. Approaches to developing health and wellbeing for all learners are exemplary. A major strength is the very well-planned transition from P6 to S2. Children and young people benefit from exciting and innovative experiences planned between primary and secondary teachers. Young people who join the school in S1 take part in a number of innovative activities to ensure they continue to make progress in their learning.

How well does the school improve the quality of its work?

Staff regularly evaluate the quality of learning and teaching across the school. Combined with outstanding continuing professional learning, this enables them to plan inventive and relevant experiences for children and young people. Commendably, surveys, class visits and work to meet the requirement for Investors in People help prioritise improvements and ensure new developments have a positive impact. The school continues to work on ways to ensure all parents' views are gathered and decisions about improvement are communicated effectively. Senior staff are very effective at tracking young people's progress in their learning. High-quality leadership is a key feature of the school's success. Children and young people develop many leadership skills and play important roles in improving the school. For example, the pupil councils are highly competent at representing children and young people's views on how to improve aspects of the school. Almost all staff thrive on the many leadership opportunities open to them. The depute headteachers carry out their strategic roles very well and are developing a strong coaching and mentoring approach to staff development. The depute rector is valued highly by staff and makes a significant impact to her areas of responsibility. She has a clear vision for the future of pupil support across the school. The headteacher of the primary school is highly regarded by children, parents and staff. She has a strong oversight of the curriculum and is rigorous about ensuring progression for children. The rector is inspirational in his role as both business and educational leader. Almost all parents, young people and staff have confidence in his leadership. He sets a clear strategy for the direction of the school within which children and young people flourish, and staff continue to improve aspects of provision.

This inspection of your school found the following key strengths.

- Consistently innovative and creative lessons which help children and young people to develop an outstanding range of knowledge, skills and attributes.
- The positive response of children and young people to the very high expectations set by staff.
- The confident way in which children and young people take responsibility for their learning.
- Strong progress in learning supported by the P6 to S2 transition programme.
- Staff team work which helps children and young people to achieve highly.
- Leadership across the school, particularly that of the rector, which promotes an outstanding culture of reflection and improvement.

We discussed with staff how they might continue to improve the school. This is what we agreed with them.

- Continue to evolve the balance and type of support across the school for children and young people with additional learning needs.
- Continue to improve how the school engages with and communicates to parents about school improvement.

What happens at the end of the inspection?

We are very satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school in order to record and share more widely the innovative practice. We will ask the school to let parents know the outcome of the innovative practice visit(s).

David Gregory
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/JordanhillSchoolGlasgowCity.asp>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Jordanhill School.

Improvements in performance	excellent
Learners' experiences	excellent
Meeting learning needs	very good
The curriculum	very good
Improvement through self-evaluation	excellent

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/JordanhillSchoolGlasgowCity.asp>.

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf