



# Jordanhill School



## Annual Report and Financial Statements 2020



Acting Chief Executive Officer: Dr P. Thomson  
Convenor: Mr K. Alexander  
Company Secretary: Miss W. Grant

Jordanhill School  
45 Chamberlain Road  
Jordanhill  
Glasgow G13 1SP  
Registered Number SCO04463

Phone: 0141 576 2500  
Fax: 0141 576 2555  
[www.jordanhill.glasgow.sch.uk](http://www.jordanhill.glasgow.sch.uk)



## Aims of the School

We aim to develop and promote the abilities and aspirations of all our pupils and staff to the fullest by:

Delivering excellent learning and teaching to maximise the opportunities for achievements of our children and young people.

Promoting an ethos of **respect, inclusion, equality, communication and kindness** to foster success.

Building effective partnerships between school, home and other stakeholders to ensure we work together for the wellbeing and development of our children and young people.

Encouraging, strengthening and sustaining links between the School and the wider community as part of our commitment to create confident, responsible, successful, resilient, global citizens.

Jordanhill School seeks to enable pupils to enrich their lives by engaging in work and activities which will assist them to make sense of their society, to make more sophisticated appraisals of their own role in the world, and to cope with the demands and pressures which that world imposes.

The work of the school is assessed against these aims, the key quality indicators for schools identified by HMIE and the national outcomes established by the Scottish Government.

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For further information on the school's improvement plans, policies and curricular information follow the [Parents](#) link on the web site.

If you would like to comment on any aspect of the School's work please write or e-mail [info@jordanhill.glasgow.sch.uk](mailto:info@jordanhill.glasgow.sch.uk)



## Convenor



It is difficult to know where to begin to capture fully all that has happened over the past 12 months. As a parent I do not profess to have any greater understanding than anyone of the rest of us; so, suffice to say, it has been a challenging year which

most of us will never forget.

Notwithstanding the current COVID-19 situation I am thrilled to be writing to you when our children and young people are back full time at school, learning and growing in an environment which continues to demonstrate its benefit for the vast majority of them. The full range of these benefits are summarised in this Annual Report and Financial Statement.

We started off the 2019-20 session looking forward to a year of activities to celebrate the school's Centenary. Sadly, most of these have had to be cancelled, although I know we still plan, and hope to be able, to gather in Kelvingrove Art Gallery in May 2021 to commemorate this significant milestone in the history of our school.

Another significant change will be the retirement of Dr Paul Thomson, our Rector for the past 24 years. During Paul's time the school has improved significantly. Not only in academic achievement but in sport, music, debating and many other co-curricular activities. The breadth of choice we now have at Jordanhill, for the size of school, is due mainly in part to Paul's leadership and vision along with the necessary support and hard work of the rest of the staff across the school. An area that is often overlooked, within a high achieving school, is the environment – the infrastructure, buildings, facilities, and resources. Although we have many areas where we still want improvement or updating, I can state confidently that the school, in 2020, finds itself in a reasonably strong position and certainly much improved from the turn of the century. Paul can take full credit for this.

In writing about Paul's retirement, I wish to record my fullest appreciation of Christine

Robertson, Depute Rector, who is also departing. Christine has been with us for some 10 years, during which time she has made a very personal contribution to the lives of our children and young people, notably through her oversight of the pastoral care and pupil support systems, but also in her wider involvement in all aspects of the life of the school. I am sure everyone will want to join me in offering both Paul and Christine our very best wishes for the future.

In mentioning the school's infrastructure, as you are aware, plans are in place to further strengthen our accommodation and facilities and we need to continue to lobby government for capital expenditure to support this. This leads me on to our **Striving Higher** campaign. Once again, I would like to thank all who have offered and continue to support this important campaign. As I said previously it is encouraging to see many of our parents, family members and alumni committing to support this initiative to help maintain the level of co-curricular provision which we value so highly. This will afford us the opportunity to create legacy projects and to continue capital investment in our estate which will assist when asking government or other bodies for funding. In this context I want to acknowledge and express my appreciation to the hard work and support of the Educational Amenities Trust.

I would like to reiterate that the encouraging initial response to **Striving Higher** has allowed the Board to sustain provision in 2020-21 and to limit increases in charges to parents, but as ever more needs to be done.

Despite the interrupted school year, I am pleased once again to report that there have been notable successes across the sporting, social and charitable life of the school. This was complemented by another year of outstanding academic achievement by our children and young people. This once again is down to the real partnership between parents, teachers, support staff and our children and young people working together and always striving for the best.

Like many other things across society our AGM has been delayed and will take place in November. At this moment it is looking more likely to be online. Sadly, this will prevent the

school from running its very popular conference highlighting key topics for the information and interest of parents. However, like all years, I would encourage you to join this meeting, virtual or otherwise, where you will be able to hear first-hand from the school and the Board outlining the key challenges and the goals we are setting to meet them.

Finally I would like to thank you all for your perseverance with home learning, the many changes to the proposed school day as well as the restrictions of “normal” school activities which have been impacted by the current pandemic. I am sure, if you are like me, you will be looking forward to a return to normality, whatever that looks like, in the coming weeks and months.



## Chief Executive

2020 has without doubt been the most unusual of my tenure. As I write this, my 24<sup>th</sup> and final report, there is a calm and business as usual atmosphere. If it weren't for the face masks in the corridors

and the asymmetrical day you would hardly know that things were different. Young people just adapt and get on with it.

The pandemic has brought two things into sharp relief. Firstly, the unique status of the school meant that we were better prepared than many to cope with and respond flexibly to emerging needs. Secondly, to those who did not already understand it, teachers have a social and pedagogical impact that no amount of digital learning can replace.

That our pupils, particularly S3-S6, have not lost ground is a testimony to the ways in which staff have embraced technology while also putting pupil well-being at the forefront. I thank everyone for rising to these challenges.

The school has been able to respond so well to the demands of the pandemic due to the forethought that has gone into developing both our Office 365 environment and our approaches to [Mental Wellbeing](#).

However, the pandemic has highlighted yet again the acute financial pressures on the school. Much of our co-curricular provision is dependent upon support from the Educational Amenities Trust Fund. Prospects would be bleak if we had not launched our Striving Higher giving campaign in 2018. In 2019-20 gifts totalling over £70,000 were received up from £35,000 in the first year. We need to get to £120,000 per annum.

This points to the key feature of the school which has underpinned the huge advances made over the past 25 years – the partnership between home and school. In choosing to send your child here, parents make a legal commitment to that partnership as “members” of the school company.

The parlous state of the public finances UK wide offer little prospect that some of the much-needed investment to improve aging facilities in P.E. and Science will become available in the next 5-10 years.

If the members wish to see the school continue to progress and improve its offering, then they will have to work creatively with the Board to this end.

As I say my farewells, I would like to thank all those parents and staff who have contributed to advancing the school over the past 24 years, particularly all those who have served on the Board of Managers.



# Standards and Quality Report

Our [School Improvement Plan](#) reflects relevant aspects of the National Improvement Framework 2020 (NIF) which sets out the national plan for improvement in Scottish Education.

## Parent and Pupil Engagement

Jordanhill was the first school in Scotland to introduce detailed, longitudinal surveys of parental perceptions and these have been key to shaping improvements over the years. No surveys were planned for 2020 with the next being a Primary parents' survey in 2021. Click on the links to read about how to [Help to Improve the School](#) and the outcomes of previous [parent surveys](#).

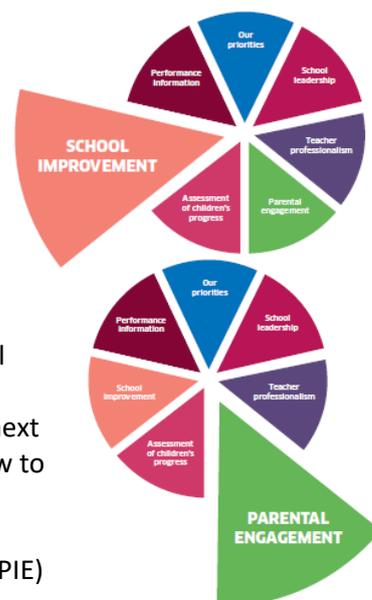
Scottish Government has piloted a Parental Involvement and Engagement (PIE) census which might replace the surveys we have conducted over the last 21 years. This work has been delayed nationally.

Opportunities for interactive events, focus groups and meetings for parents were of course severely curtailed from March 2020. We were unable to hold our Parents' Conference this year. Zoom consultation events were held in August on proposed changes to the Admissions Regulations. Our normal briefings for parents of S4 and S6 also took place as Zoom events in September while the 2020 AGM will be held remotely. The AGM has been pushed back to November because of delays to the financial audit due to COVID-19.

Our Parents' Evening booking system was universally welcomed when introduced a few years ago. This system now supports video appointments and has been introduced as a replacement for face-to-face Parents' Evenings this term. We are grateful to staff for the flexibility they have shown in engaging with these systems. We will be working with parents to develop a common understanding of the potential and limitations of this approach.

In 2019 our pupils used the young person's guide to **How Good is OUR School?** to evaluate themes 3, 4 and 6. Prior to lockdown we completed reviews of themes 5 and 1. Theme 2 will be carried forward in 2021.

- Theme 5 Our Successes and Achievements
- Theme 1 Our Relationships
- Theme 2 Our School and Community



This work is being used to shape priorities for the future including the School Improvement Plan for 2021.

In 2019-20 all Course choice information and processes were updated and transferred to O365 to reflect guidance from our Gender Balance group

- Transfer all information to web site
- Content to reflect gender balance guidance
- Course choice surveys transferred to O365
- Achieve Gender Action recognition



10 senior pupils trained in the Mentors in Violence Prevention programme delivered sessions to S1/2 PSHE classes in term 2. Sessions planned for March and May had to be postponed. New Mentors will be trained after the October break with the intention of sessions being delivered from November/December via PSHE and to be included in the Activities fortnight in May 2021.

## Digital Learning Strategy

The introduction of the new Office 365 environment from August 2019 proved to be a huge boon when the COVID-19 lockdown came into effect. This gave pupils 24/7 access to all of their learning resources and to a range of functions which previously were accessible to them only in school.

We are grateful for all the work undertaken at home to engage with Office 365 and to try and establish productive modes of remote learning. A priority before the summer was to ensure that all learners were engaging at a level appropriate to their age and that no one was being left behind. Overall, we were very pleased with pupils' responses to the tasks being set across both Primary and Secondary.

Overall, our priorities have been

- Ensuring continuity of learning for pupils
- Supporting pupils who lack the skills for independent learning
- Supporting parents to support pupils
- Ensuring the well-being of pupils and staff

In anticipation of a blended learning model in the new session, the school acquired 420 Chromebooks so that all senior pupils (S3-S6), in particular SQA candidates, would have unrestricted access to O365 both in and out of school. Even though the school has reopened in full, this has proven to be a wise decision as cleaning requirements preclude the routine use of our trolleys of tablets and laptops. It has also freed up resource at home for younger pupils and perhaps ameliorated competing demands with many parents working from home. A considerable volume of technology was lent out for home use. Continuing and expanding our use of O365 remains a priority.

The interactive whiteboards (IWBs) in use across all of our teaching areas have proven to be extremely reliable, but 15 years on are coming to end of life as Microsoft is removing support for the drivers. While the interactive capacity will remain, we will move to a mixed economy of devices best suited to the needs in each department. Some of these solutions are already in place, but this does pose a significant financial challenge and we will continue this programme as funding permits.

## Modern Languages 1+2

The work of our Swire Chinese Language Centre continues apace with the first cohort of pupils presented at National 5 in 2020 all achieving Grade A.

The teaching of Mandarin at Broomhill Primary was expanding to P5-P7 in 2019-20. A British Council language assistant joined us in 2019-20 along with a volunteer from China.

Plans to support the High School of Glasgow in introducing Mandarin have been deferred until 2021 due to COVID-19.



Achievements in 2019-20 include

- ✓ All pupils achieved A Grades in National Qualifications
- ✓ Teaching Mandarin at Broomhill Primary expanded to all P5-P7 pupils
- ✓ 5 pupils performed at the finals of the British Council Mandarin Speaking Competition
- ✓ International University Tianjin Scholarships
  - ✓ A former pupil completed in 2019-20
  - ✓ 2 pupils selected for 2020-21

## Policy Development

The school publishes a wide range of formal policy statements along with information leaflets, guides and handbooks which together set out our approach to managing key areas. These are kept under continuous review.

It was anticipated that the areas shown would be reviewed in 2019-20. While all were on target for completion (C), discussion and finalisation of some have had to be deferred (D) due to COVID-19.

As always, our statement on Safeguarding and Child Protection was discussed by the Board and shared with our link inspector.

### Policy Reviews 2019-20

- Mental Wellbeing and Counselling (C)
- Admissions (C)
- Learning for Sustainability (ongoing)
- Complaints and Unacceptable Actions (D)
- Policy on Exclusions (D)
- Parental Engagement (ongoing)
  - Home School Partnership
  - Parents as Partners
  - Volunteering
- Safeguarding and Child Protection (C)

The [Parents](#) area of our web site was restructured this year to try and make it easier for parents to find key information via a one-stop shop. Our series of [In Focus](#) leaflets are designed for a parent audience with many targeted at specific year groups as pupils progress through the school.

## Estates

A complete refit of one of our IT suites (B10 on the first floor) was completed for August 2020 and a new fibre optic link installed between the main buildings.

The Medical Room in the north campus has also been refitted and redecorated. As usual, a number of classrooms were re-carpeted over the summer.



Water ingress to the roof of the north building is a perennial problem. Further works were completed on the tower this summer to eradicate some issues. The lift in the Science building is currently out of commission as the tanking failed in August leading again to water ingress.

Much of our capital grant has had to be directed to support the Digital Learning strategy. As a result, consideration of other works to upgrade facilities in the Science building has had to be deferred.

## Science Technology Engineering and Mathematics

National work on the Young STEM Leaders programme and the Gender Kitemark has been delayed. The school has therefore not been able to take forward this work in 2020 as anticipated. It will recommence as soon as circumstances permit.

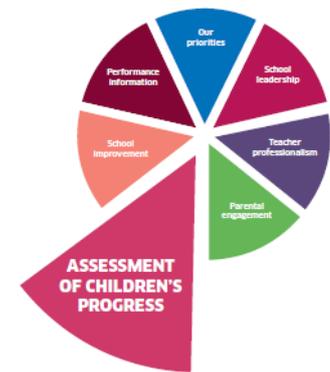
As part of our work on sustainability pupil in both Primary and Secondary were due to participate in a range of conferences, activities and events in partnership with the University of Strathclyde allied to the COP26 Climate Change conference to be held in Glasgow. Unfortunately, this work has had to be postponed, but we hope these opportunities will reappear when the conference does take place in November 2021.



# Assessment of Children's Progress

## Broad General Education

The school successfully completed all planned Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy for pupils in P1, P4, P7 and S3 prior to lockdown. However, this was not the case in many schools and the Scottish Government has suspended the collection of data on pupil levels.



The national BGE Toolkit published in February 2020 reflecting the 2019 data again indicates that against meaningful comparators our pupils are performing at high levels and as anticipated across all stages.

The school proceeded with its normal set of standardised assessments for pupils in S1 and S3 in September 2020. These offer useful diagnostic tools to assess how young people are progressing and the potential impact of lockdown.

## Senior Phase

The data published on the [Parentzone](#) site in March 2020 again paints an extremely positive picture of pupil attainment and the school was again ranked first in the Sunday Times Parent Power and Herald listings.

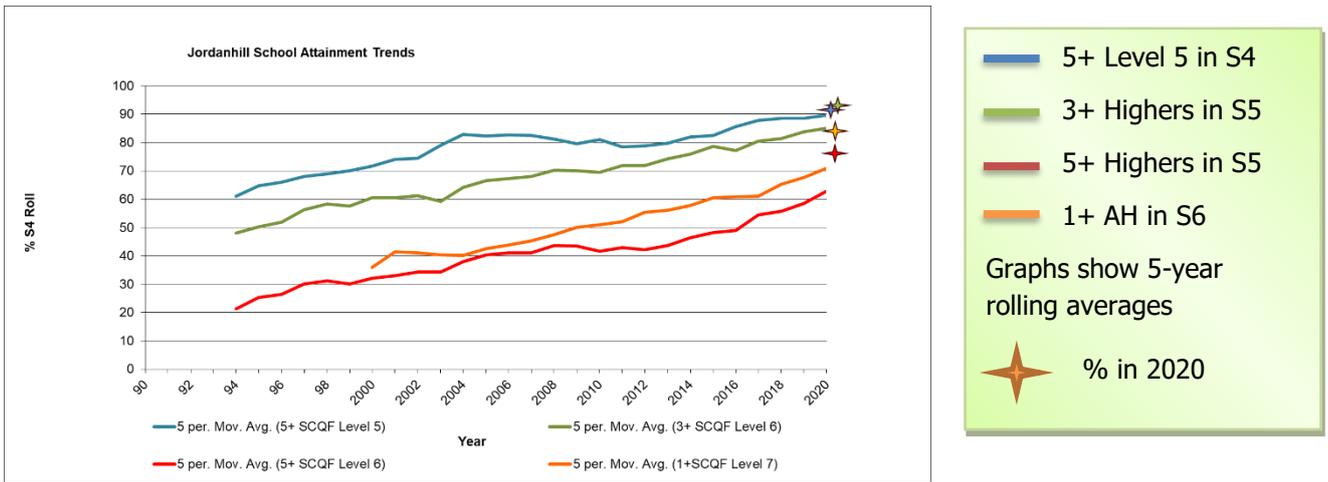
The 2020 SQA results as initially published were already among the best ever at Jordanhill School reflecting the quality of work undertaken by pupils and teachers in terms 1 and 2 of session 2019-20 and the efforts of staff to compile a persuasive evidence base to underpin the estimates submitted to SQA.

Following the statement made by the Depute First Minister on Tuesday 11 August, candidates' results now reflect the original estimates submitted by the school. As a consequence, our headline figures improved even further

- **S4:** 91% of cohort passed 5 or more National 5s
- **S5:** 93% of cohort passed 3 or more Highers
- **S5:** 76% passed 5 or more Highers (Previous best 67% in 2019)
- **S6:** 83% of cohort passed 1 or more Advanced Highers (Previous best 74% in 2019)

Prior to lockdown, our tracking data had indicated that the results in both S5 and S6 would improve yet again in 2020.

The school does not and has never set targets for overall attainment. The improvements evident over the last 25 years stem from a combination of excellent teaching and sophisticated tracking and monitoring mechanisms coupled with mentoring and support strategies tuned to the needs of individual pupils. Thank you to everyone who contributes to that process including parents whose guidance and support is a crucial element.

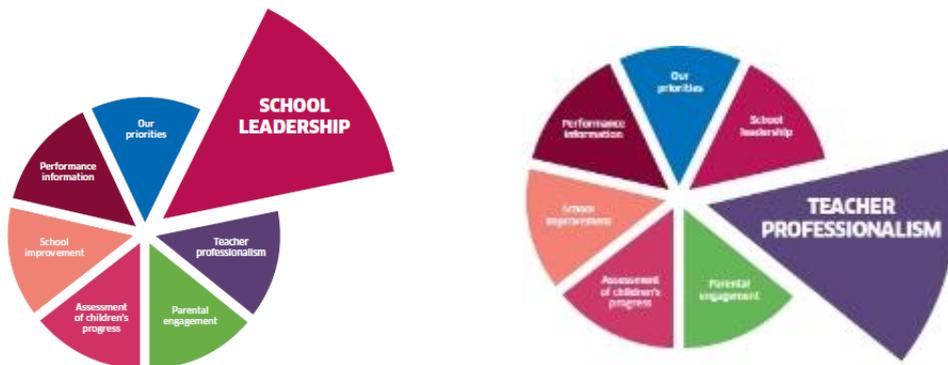


In the first part of session 2020-21, departments report that, through a combination of remote learning and commencing the new timetable early in May, certificate classes are actually ahead of schedule in terms of course content coverage. That has to be tempered by the knowledge that learners may not be as secure in their remote learning and much work has been undertaken to diagnose and remediate potential areas of weakness. It is also likely that additional time will be needed to complete assignments within the COVID-19 constraints and whatever revised arrangements SQA may put in place.

## Leadership and People

In partnership with the Scottish College for Educational Leadership (SCEL) the school delivered the SCEL Collaborative Middle Leadership programme to a group of Principal Teachers in 2018-19. Evaluation of this coupled with a survey of needs undertaken with all middle and senior leaders shaped year 2 of the programme and delivery of a wider suite of leadership seminars in 2019-20. This programme is recommencing in 2020-21.

A sophisticated programme of staff training on the use of remote learning tools was implemented from March 2020 and a lead member of staff on Digital Learning appointed. This underpinned the success of remote learning during the summer term. Supporting staff in implementing and evolving approaches to digital learning has continued throughout the new session.



## Glossary of Terms

<b>CfE</b>	<a href="http://www.ltscotland.org.uk/curriculumforexcellence/index.asp">http://www.ltscotland.org.uk/curriculumforexcellence/index.asp</a>
<b>AifL</b>	Assessment is for Learning <a href="http://www.ltscotland.org.uk">www.ltscotland.org.uk</a>
<b>BYOD</b>	Bring Your Own Device
<b>CISS Confucius Classroom</b>	Confucius Institute for Scotland's Schools <a href="http://www.strath.ac.uk/ciss/">www.strath.ac.uk/ciss/</a>
<b>DYW</b>	<a href="#">Developing Scotland's Young Workforce</a>
<b>Education Scotland</b>	Supports quality and improvement in Scottish Education and includes Her Majesty's Inspectors of Education <a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a>
<b>Eco-Schools</b>	<a href="http://www.ecoschoolsscotland.org/">http://www.ecoschoolsscotland.org/</a>
<b>EHRC</b>	Equality and Human Rights Commission <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>
<b>EPM</b>	Education Perceptions Monitoring used to gather parent and staff perceptions
<b>Es&amp;Os</b>	Experiences and Outcomes within CfE
<b>GIRFEC</b>	Getting It Right For Every Child
<b>Glow</b>	Scottish Schools Digital Network <a href="http://www.glowscotland.org.uk">www.glowscotland.org.uk</a>
<b>GTCS</b>	<i>General Teaching Council for Scotland</i> <a href="http://www.gtcs.org.uk">www.gtcs.org.uk</a>
<b>ICT Mark</b>	UK quality mark for use of ICT in schools
<b>360° Safety</b>	ICT safety framework for schools
<b>Moderation</b>	Processes by which a centre reviews assessment decisions to ensure they are reliable, consistent, fair and to national benchmarks
<b>NIF</b>	National Improvement Framework
<b>PPP</b>	Planned Programme of Maintenance
<b>PSHE</b>	Personal Social & Health Education
<b>Rights Respecting Schools</b>	<a href="http://www.unicef.org.uk/rrsa">www.unicef.org.uk/rrsa</a>
<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>SNSA</b>	Scottish National Standardised Assessments
<b>SQA</b>	Scottish Qualifications Authority

If you want to know more about our plans for the future and how we evaluate the work of the school, then please visit the [School Improvement](#) area of the web site.