Jordanhill School
Strive for the Highest

Annual Report and Financial Statements

2025

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

Chief Executive:	Mr J. Anderson
Convenor:	Mr K. Hastie
Company Secretary:	Miss W. Grant

Contents

Convenor's Report	3
Chief Executive's Report	4
Standards and Quality Report	5
Financial Statements Year Ended 31st March 2025 (appended)	

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

Our motto: *Ad Summa Nitor* – Strive for the highest

Our vision: To inspire pupils to become the best version of themselves and make a positive impact on the world.

Our aims:

1. Provide excellent teaching and learning to challenge, excite and support pupils to learn and achieve highly.

2. Promote enjoyment and encourage wider interests.

3. Develop wellbeing by helping pupils understand themselves and others.

4. Nurture pupils to become confident and a source of good for their families, local community, and society.

We use the term 'parents' throughout this document to describe all those with parental responsibilities including carers.

Convenor

As Convenor of the Board of Managers, it was my privilege to be nominated to continue in this role in the past year and it is my pleasure to report on the progress of Jordanhill School during 2024/25.

Alongside the other Parent/Carer representatives on the Board of Managers, we seek to represent the full parent body on all essential topics and to continue to drive the school forward. On a personal note, this upcoming year will be my final year serving on the Board as I am coming to the end of a second 3 year term as a Member.

Throughout this time, I've greatly enjoyed the challenge and variety of opportunities to support the school, and to work with fellow Parents and Independent members. On that note, I would like to thank the board members and advisors for their contributions to Jordanhill School over the past year.

As I have referenced previously, improving the fabric and teaching spaces throughout the school estate has been a high priority for us as a Board. It is an understatement to say that there is room for improvement in key sections of the estate and we have now made good progress on preparing a formal and detailed development plan which will be reviewed in detail and submitted to Scottish Government for final consideration before the end of this academic term.

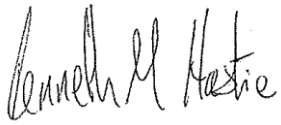
Academic results were excellent once again during this past year and wider achievements by pupils in Art, Sports and Music have been outstanding with some incredible individual and team success throughout both Primary and Secondary.

Once again, we have been fortunate to benefit from Grants from the Educational Amenities Trust for many of these activities. I would also like to thank all Parents and Carers who gave up their time to support the activities and achievements of pupils throughout the school. Alongside this, as a Board we continue to encourage everyone to support the Striving Higher initiative as this is one of the most effective ways to strengthen the impact of the Trust on Jordanhill School.

The board continued to be involved in a wide range of essential activities including; Appointment of the new Head of Primary; review of Admissions Policy; strengthening of the school curriculum; capturing parent/carer feedback to support the school improvement plan; the digital learning strategy and implementation; review of health and safety; Financial Audit review and approval of other key policy priorities that support the successful operational of the school including Safeguarding and Additional Support needs.

All of this has involved a tremendous level of work and skill so on this note I would like to thank Mr Anderson and the leadership team for their dedication and commitment to the on-going progress being made within the school in these and other areas.

If any parent or carer has any questions in relation to Board matters, please know that I can be contacted via the school office.



Kenneth Hastie, August 2025, Convenor of the Board of Managers

Chief Executive

Jordanhill School Board of Managers carried out an exercise last year reviewing our Annual Report for 2024. From this, the board agreed on additional features that would help bring the school's story to life for readers. Suggestions included more facts and figures to help us illustrate progress; a 'spotlight on' feature to showcase examples of our work related to an improvement priority; and a focus on our support staff. We have, therefore, included these new additions to this 2025 report and I do believe that these add significant value to our annual report.

Jordanhill School has a positive story to tell. We have a wealth of data demonstrating both our success and progress since our last report. Our academic attainment is excellent, pupil feedback about their school experience is positive, and the metrics we use to assess our progress continue to show that we are making improvements. Starting the year with two accolades from Sunday Times -based on our work to continuously improve our school- was a great endorsement of everything that we do.

Our focus on improvement continues to be an important driver. We are an ambitious school where improvement continues to be a careful journey to maintain that which works well and to make change where we sense-or measure- features of our school that are in need of attention. An example of this from last year is our work on becoming a phone free school which has been a great success for 2024-25. Other examples include our relentless pursuit of improving teaching and learning, and our desire to improve the learning environment through the estates redevelopment project. All of these examples are covered in detail in the following pages.

School is also a social endeavour. Children grow and develop not in isolation but alongside their peers and their teachers. This involves navigating relationships, dealing with fallouts, and learning about reciprocal

THE SUNDAY TIMES

Scottish State Secondary School of the Year 2025

Scottish State Secondary School of the Year 2025

Academic Performance

cooperation. Our work to support pupils and provide opportunities for them to grow, is also one of balance. Sometimes we need to provide highly supported activities, conversations, and interventions. At other times, we allow children to navigate difficulties and experience challenge without adult intervention and support. Achieving this balance is vital for our school's success and is woven into our practice and improvement priorities; it is only possible with strong partnerships with our pupils and their families.

Thank you for your on-going support of Jordanhill School. It is a privilege to lead a school as dynamic as Jordanhill. We are supported by a dedicated team of employees who believe in our mission to provide a first-class education. Our pupils remain at the core of our work and it is wonderful to witness them thrive as we help them navigate through the challenges of learning and life.

John Anderson

August 2025
Rector (Principal and Chief Executive)

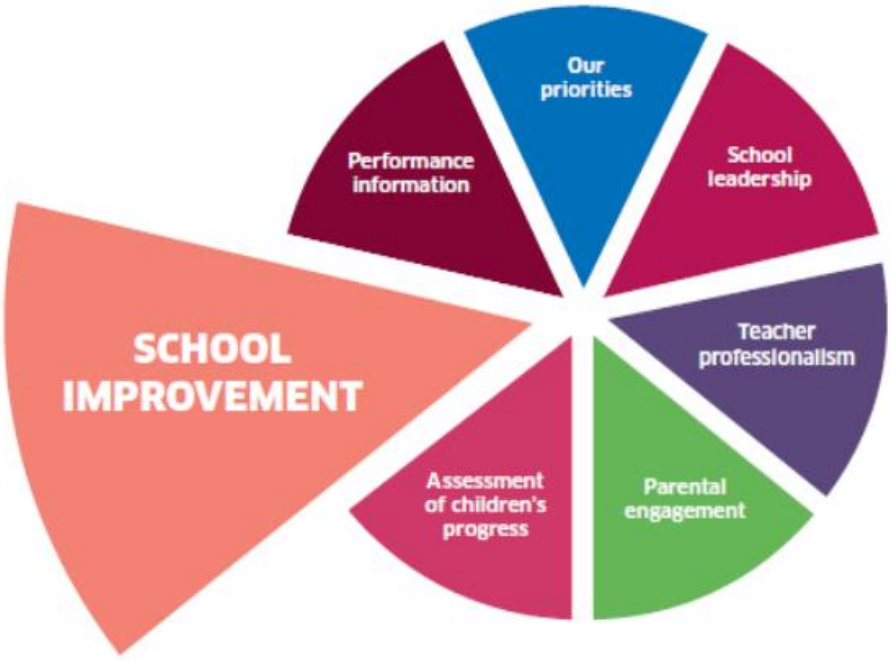
Standards and Quality Report 2025

Our school improvement plan was approved by the Board of Managers in January 2025. It reflects our priorities for improving Jordanhill School and is based on school improvement research, our own data, and the views of our pupils, parents and staff.

In our 2025 plan, we identified the following areas of focus to help guide our school and business improvement:

- **Teaching and Learning**
- **Curriculum**
- **Pupil Support & Belonging to the school**
- **Digital**
- **Leadership & Our people**
- **Our estate and environment**
- **Development Office and Striving Higher**

This report offers a summary of our school improvement work by highlighting a few themes from our improvement plan that we have developed over the past year. A detailed evaluation of our school improvement plan is published every November.



1.How are we performing?

One important metric for school success is how children perform in assessments. In Scotland, all state schools take part in the Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy for pupils in P1, P4, P7 and S3. This allows us to benchmark our progress against other schools.
In the senior phase of secondary education (S4-S6) we use SQA examination results to benchmark our progress. Using these metrics, we have confidence that our pupils continue to attain highly and are making excellent progress in their learning.

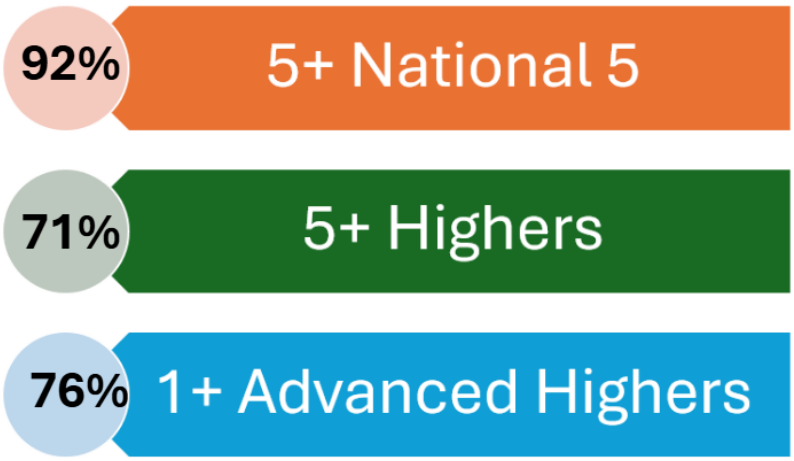
Broad General Education

The school successfully completed all planned Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy for pupils in P1, P4, P7 and S3. Our pupils continue to perform at high levels as anticipated across all stages. Data is reported annually and can be accessed on the School's Information Dashboard here: [Primary School Information Dashboard (shinyapps.io)]

In the latest public release, almost all (90+%) Jordanhill pupils achieved expected levels in Reading, Writing, Listening and Talking, and Numeracy.

Senior Phase

Jordanhill school was again ranked first in the Sunday Times Parent Power listings for 2025. In addition, for the first time in the school's history, we were awarded the accolades of 'School of the Year 2025' for our outstanding academic performance and 'Scottish Secondary School of the Year 2025' for our on-going improvement and work to create a rounded experience for all pupils.



The 2025 SQA results remain incredibly strong reflecting the quality of work undertaken by pupils and the efforts of staff.

S4: 92 % of the cohort passed 5 or more National 5s (SCQF Level 5)

S5: 71 % of the cohort passed 5 or more Highers (SCQF Level 6)

S6: 76 % of the cohort passed 1 or more Advanced Highers (SCQF Level 7)

Long term trends

The table below shows the longitudinal data for Jordanhill School since 2010.

The figures shown are the percentage of the cohort who achieved that measure e.g. 92% of S4 achieved 5 or more National 5 awards in 2025

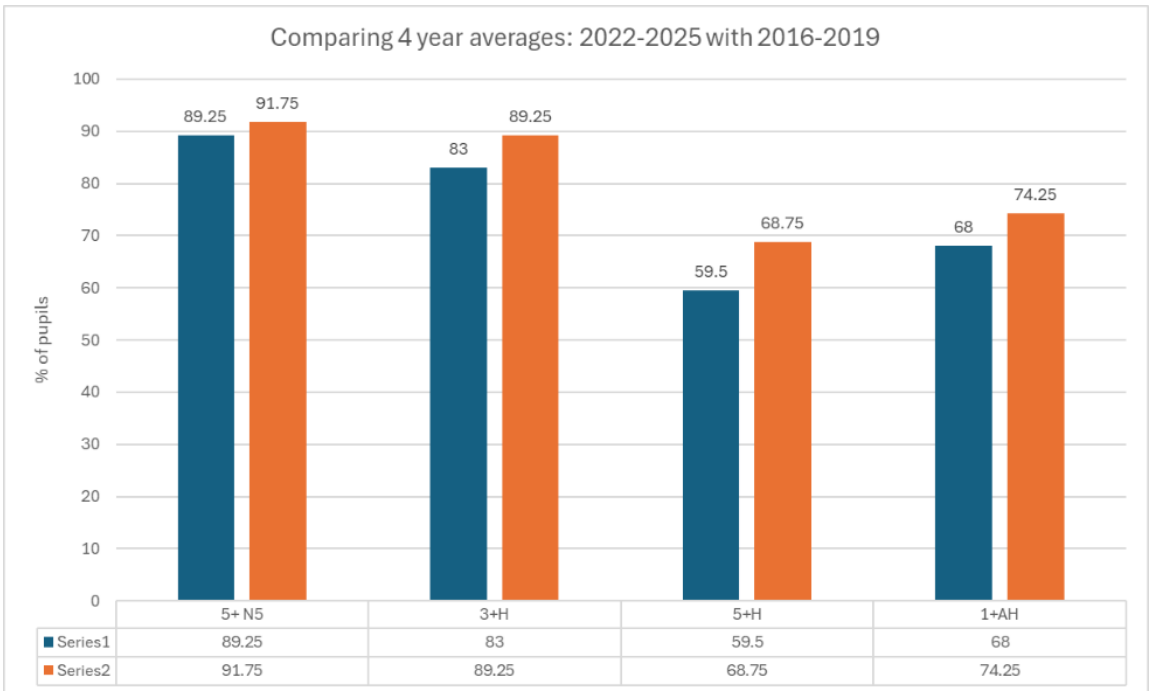
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
5+ Nat 5	84	71	79	84	92	86	87	90	88	92	91	89	91	89	95	92
3+ Higher	73	78	69	81	78	87	71	85	86	90	93	94	86	93	91	87
5+ Higher	45	45	37	51	54	54	49	64	58	67	76	71	67	72	65	71
1+ Adv Higher	53	58	64	52	62	66	60	65	73	74	83	82	74	76	71	76

Results in 2020 and 2021 were created using the 'Alternative Certification Model' (ACM) that resulted in grades awarded to pupils based on evidence-based grades from class teachers.

The graphic below compares attainment post pandemic with pre-pandemic, ignoring the ACM results for 2020 and 2021.

This shows that average attainment appears to have increased in that period across all measures.

2022-2025 is the **orange bar**. 2026-2019 is the **navy bar**.



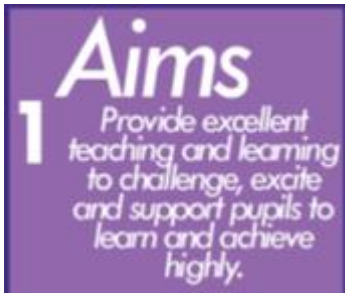
Thus, in 2022-2025 the average % of S6 pupils who achieved at least 1 Advanced Higher qualification was 74.25%.

In the period 2016-2019, the average % of S6 pupils who achieved at least 1 Advanced Higher qualification was 68%.

2. Improving Teaching and Learning

Highlights of achievements

- ✓ Continued with our *Improving Learning* work, focussing on improving homework, assessment and feedback in secondary,
- ✓ Continued with our projects to improve Primary Literacy and Numeracy
- ✓ Very positive evaluation at the conclusion of our 2 year Primary Talk for Writing project



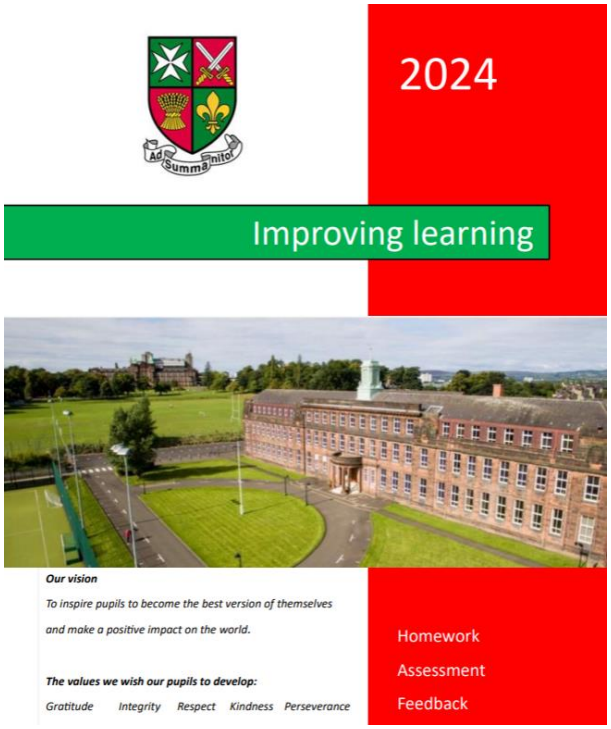
Improving our teaching

Why? Effective use of homework, feedback and assessment is essential for improving learning. We want to improve our use of homework, feedback and assessment to help our pupils become better learners.

What did we do

In the 2023 whole school feedback survey, we noted that the frequency of homework for certain year groups had decreased and that parents had noted a decrease in home learning too. We recognised that much of this shift had occurred as a result of the pandemic response and the alteration of courses. For example, in most secondary subjects, content was removed which allowed traditional homework exercises to be completed in class. With the re-introduction of content in 2023-24, we wanted to make sure that we were making appropriate and effective use of homework, feedback and assessment to support learning.

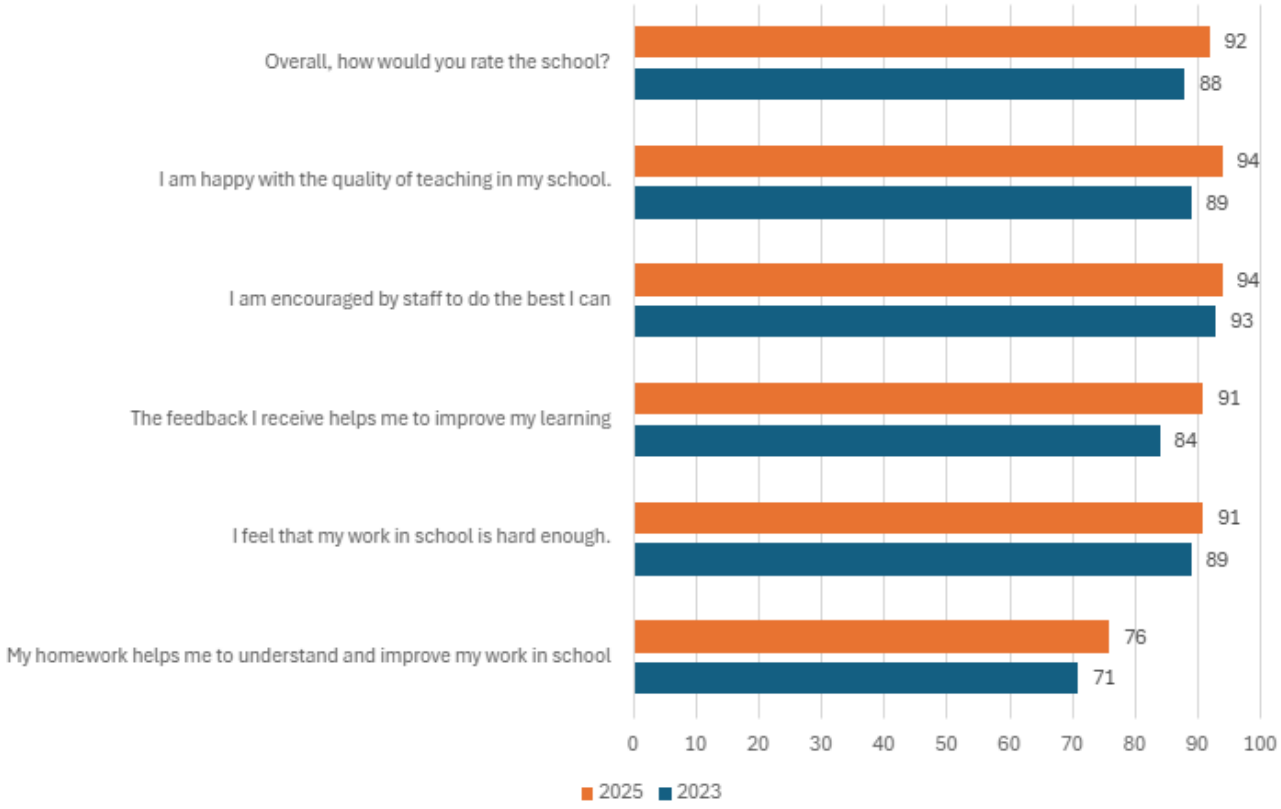
We created a resource booklet to support secondary teacher discussion about homework, feedback and assessment. This captured the findings from research that underpinned our recommendations for improvements in all three areas. We launched Improving Learning, a guide for secondary departments in 2024 to help them identify areas for improvement in their work. This led to, for example, many departments increasing the frequency of low stakes class tests in 2025 and many departments increasing the frequency and quality of homework in S3 and S4.



Evidence of impact

We carried out a secondary pupil survey-with questions focussing on pupil perceptions of teaching and learning- in June 2025 (n=479) and compared pupil responses to the same questions from the June 2023 (n=504) pupil survey.

This comparison shows us modest improvements across all questions related to teaching and learning, as illustrated by the graphic shown below.



This chart shows the % of secondary pupils who Agree or Strongly Agree with the statements related to teaching and learning. For example 94% of secondary pupils Agree or Strongly Agree that they are happy with the quality of teaching in school compared to 89% in 2023.

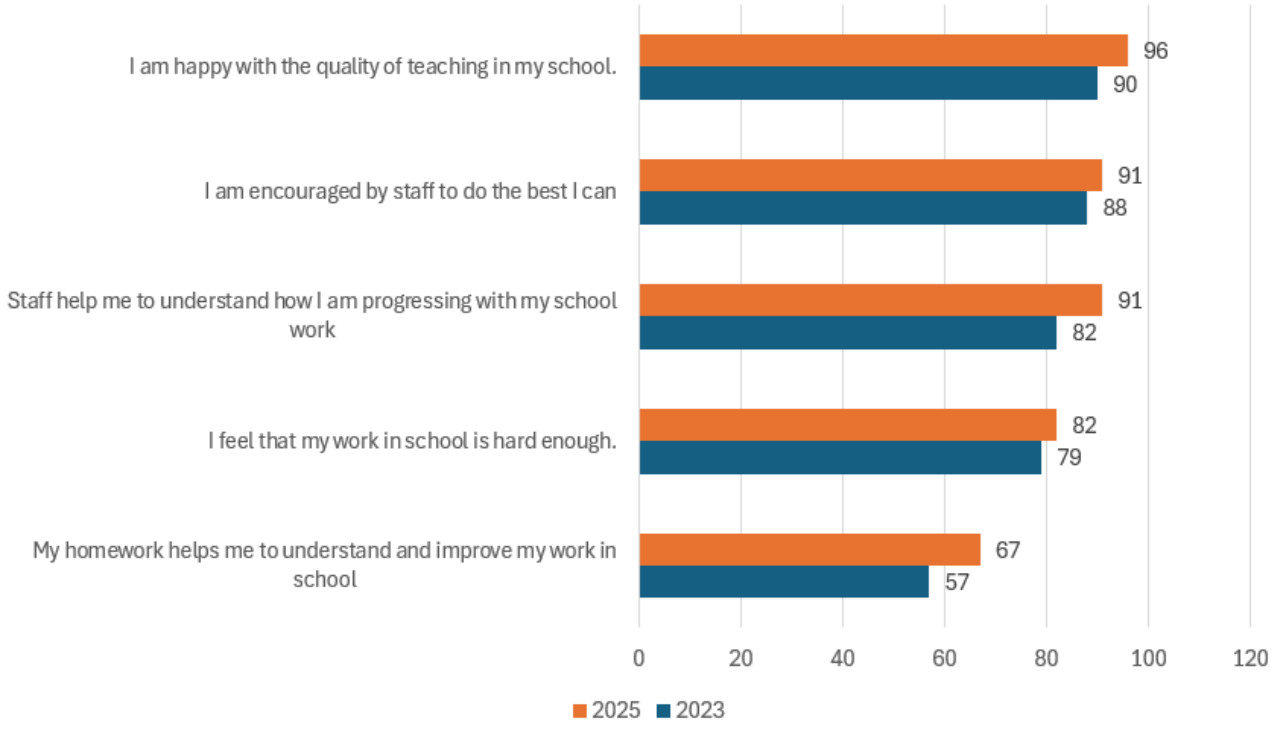
This work is on-going throughout 2025-2026 with departments continuing to refine their approaches to homework, feedback and assessment. We will also commit to reviewing the level of challenge, particularly in S1-S3, since the response to the question 'I find my work is hard enough' has the potential for a greater number of pupils to strongly agree with this statement.

Primary Review

Improving teaching and learning in the Primary department has been a school priority too albeit with different approaches used to take into account the difference between Primary and Secondary classes. The 2025 Primary pupils survey (P5,6 and 7) offers one metric for assessing the impact of changes in Primary.

Pleasingly, this survey also demonstrates improvements across all questions as shown in the chart below. This chart shows the % of P5,6,7 pupils who Agree or Strongly Agree with the statements related to teaching and learning. For example 96% of Primary pupils Agree or Strongly Agree that they are happy with the quality of teaching in school compared to 90% in 2023.

Work on improving the quality of homework and level of challenge will continue throughout 2025-26.



FOCUS ON: Improving Literacy in Primary

Why? We want to improve pupil writing as part of our literacy improvement priorities.

What did we do?

Primary colleagues embarked on a two-year strategic development of the pedagogy of teaching writing, through adopting the Talk for Writing methodology. This was conducted in partnership with secondary colleagues in the English department who are actively involved in the teaching of writing in Primary 7, as part of the Primary -Secondary transition programme.

What have we achieved?

The Primary writing curriculum has been extended, enhanced, and enriched. A comprehensive programme of study featuring all writing genres has been established, providing clarity to teaching staff and ensuring all pupils experience a full and progressive entitlement to writing. Assessment of writing is a key feature of the programme and is built in at the planning stage, with clear procedures in place to track the writing progress of learners.

The development of language is a feature of the practice in early stages, and the use of oracy is embedded progressively before pupils begin early transcription of ideas. The teaching of writing has been enhanced in lessons and there are clear improvements in the quality of pupils' written language for all learners. The approach benefits those who require more support in writing using model texts and story mapping scaffolds, as well as able writers who are challenged effectively through applying the strategies successfully, displaying creativity and novel ideas in innovative pieces.

Tracking and analysis of the standard and quality of attainment in writing over time shows positive improvements from prior levels of attainment.

Teaching and support staff

The establishment of a project leadership team guided by the Talk for Writing consultant has been key to the successful implementation of this initiative. Staff on the project leadership team received advance training, enabling them to trial techniques in their own lessons and then provide guidance and support to colleagues across all stages as the project rolled out.

The development of this improvement priority was characterised by a wealth of high-quality professional learning sessions led by the Talk for Writing consultant. This was complemented by an engaging programme of collegiate training led by the depute head teacher, to facilitate collaborative reflection and discussion amongst practitioners. This ensured teaching and support staff were able to engage in rich professional discussion about the Talk for Writing process, collaboratively plan lessons, experiment with the techniques in lessons,

and evaluate the progress and impact on learners regularly. Staff were consulted about the working walls and collaboratively drew up a set of expectations for a high-quality working wall, highlighting the key elements of the Talk for Writing learning process. Furthermore, the training plan built in many opportunities for staff to share standards across a range of fiction and non-fiction genres throughout the session. Secondary colleagues enriched these discussions examining samples of writing from a variety of learners. This approach to professional learning enabled staff to strengthen professional knowledge and understanding of the Talk for Writing process and weave the strategies into teaching repertoires progressively, achieving success.

Over the two-year implementation period, all staff have developed confidence in the Talk for Writing methodology and viewed the positive impact on their teaching, as well as the standard and quality of learners' written language skills.

Pupils

Pupils enjoyed the opportunities to have more time to plan and develop their writing over several days. All learners were able to identify an array of Talk for Writing strategies they had learned during the regular short burst writing activities. All learners highlighted the importance of description to engage the reader effectively and a shared a wealth of concrete examples such as using the power of three, similes, alliteration, metaphors, personification, and hyperbole. Almost all learners stated these strategies were helpful in improving the quality of their writing and cited using model texts for providing useful ideas, the story maps which helped them structure writing, and a range of authorial techniques such as 'show don't tell' to hook the reader into their story or text.

The entire project has been a successful model for leadership of change that impacts effectively on teaching practice and secures positive outcomes for all learners.

Pupil focus group feedback:

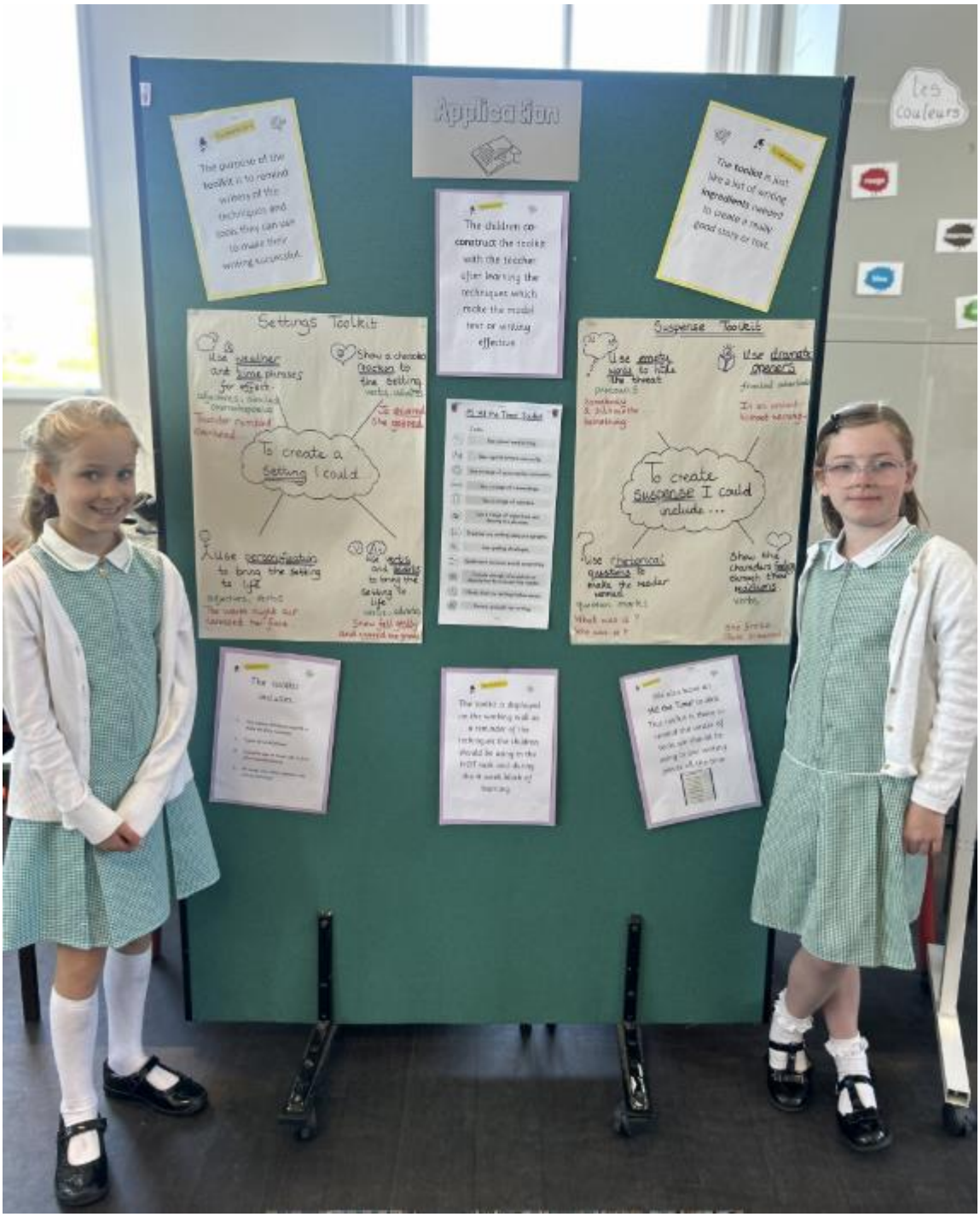
P7 pupil*: 'Talk for Writing is fun, and you get to expand your imagination and write a hot task with more time to think and apply what you have learned.'*

P6 pupil: '*The teacher is not throwing the writing task at you. In Talk for Writing lessons, you get taught step by step, so you know what to do to improve. This made me more confident doing writing. We get lots of time to plan and talk a lot to prepare for the writing.'*

P4 pupil*: 'I like Talk for Writing lessons, and it helps me get better at writing stories. When I look back at old work, I have definitely improved, and my writing is much more exciting.'*

Parents

The school's Talk for Writing journey was presented to parents at a well-attended workshop led by the Depute Head teacher at the annual Jordanhill Conference. Parents were provided with a supportive explanatory leaflet that summarised the key elements of the Talk for Writing methodology and included helpful hints as to how parents could encourage and support their child's writing at home.



Pupils expressed their strengths as writers, sharing examples of their latest and best piece of writing, and demonstrated confidence in identifying their next steps to improve further. The project culminated in an exciting celebration event for pupils and staff to highlight the successful journey of the Talk for Writing initiative. The event gave pupils an excellent opportunity to lead their learning, as they presented each stage of the Talk for Writing process to a range of invited adults in the community and classes across the school. The children highlighted techniques and shared examples of their extended writing across a range of genres.

Next steps

Over the course of this initiative, the school's Talk for Writing journey has been well-established and the core elements are in place in classroom practice. The initiative will remain on the maintenance agenda of school improvement, as staff continue to embed and extend the full programme, ensuring all writing genres have been taught. Additionally, a weekly poetry unit will be built into the programme and a poetry reading spine for each year group will be created.

Further training opportunities will be planned in the staff professional learning programme to keep pace with the ongoing evolution and development of Talk for Writing. Staff will maintain a continued focus ensuring that able writers extend their writing skills through the application and innovation of taught skills.

Reading for pleasure

Coinciding with the implementation of Talk for Writing, Primary colleagues embarked on another literacy journey to develop the school's practice in promoting reading for pleasure.

In partnership with the Primary librarian, the school made an application to become a Reading School. This strand dovetailed effectively with the introduction of a range of reading promotional activities that are central to the Talk for Writing methodology.

Recognising the strong link between reading and writing, all staff promoted reading for pleasure in a consistent way through sharing high-quality children's fiction from the Talk for Writing's reading spine of recommended classic texts. Staff ensured reading for enjoyment assumed a high profile in classrooms through developing comfortable and appealing reading areas for pupils to enjoy books, timetabling regular periods of silent reading throughout the week and modelling a love of reading. Almost all pupils enjoy reading and can identify favourite authors and texts.

Pupil leadership

The pupil reading champions played a lead role ensuring reading maintained a strong profile in the life and ethos of the school. They promoted authors each month at assemblies, and galvanised enthusiasm amongst the school community to celebrate several national reading events. In addition, a group of readers were trained in peer reading techniques and exercised effective leadership for learning by supporting a group of younger learners to build their confidence and enjoyment of reading.

Next steps

Together, the two literacy development strands contributed to create a rich, stimulating, and enhanced culture of reading across the school. The school's practice is well-embedded and was formally recognised with the award of Reading School this session. The further development of the school's strong cultural practice in reading is already underway with efforts in progress towards achieving the Reading School's silver award.

3. Improving our Curriculum

Highlights of achievements

- ✓ Positive review of our new secondary skills courses: Laboratory Science, Powering Futures, and Creative Thinking.
- ✓ Continued improvements and uptake of the Duke of Edinburgh Award scheme leading to greater participation
- ✓ Further refresh and improvements to our secondary activities and IDL fortnight
- ✓ Improvements made to our Primary numeracy and mathematics curriculum.
- ✓ Re-introduction of in-person work experience for pupils in S4

Secondary skills courses

Why? For the past four years, we have introduced several new courses to our secondary curriculum to help us improve the options, engagement and attainment of all pupils.

What did we do?

After a review of our curriculum, we introduced **Laboratory Science** in June 2024 as an offering for S3/4 and S5/6 pupils who would like to continue science education but not through the traditional chemistry/physics/biology route. In design and technology, we introduced the creativity qualification **Creative Thinking** after witnessing the positive impact this course had on pupils in other schools. In the geography department, we introduced the **Powering Futures** course as an option for senior pupils to learn more about sustainability.

What did we achieve?

The leadership team carried out a review of all three courses by interviewing all participants. Feedback was positive with pupils highlighting their enjoyment, the challenge of the courses, and pupils able to articulate the skills they had developed and the insights gained from completing the courses.

2025 Course Progress

- ✓ All three courses had a 100% completion rate with
- ✓ 6 pupils achieving an award in Laboratory Science
- ✓ 5 pupils achieving an award in Creativity
- ✓ 6 pupils achieving and award in Powering Futures

FOCUS ON: Powering Futures

This course is open to pupils in S6. Upon successful completion, students achieve 8 SCQF credit points.

Powering Futures provides an excellent opportunity to take on a real-world sustainability challenge; each challenge is sponsored by a different organisation. This opens the pupils to a world of opportunities through engagement with local, regional, and national businesses. The companies involved this year included Social Bite, AECOM, BAME and SSE. The activities help the pupils to develop a range of meta-skills that employers are looking for such as collaboration, resilience, creative thinking, decision making, communication and critical thinking.

POWERING FUTURES

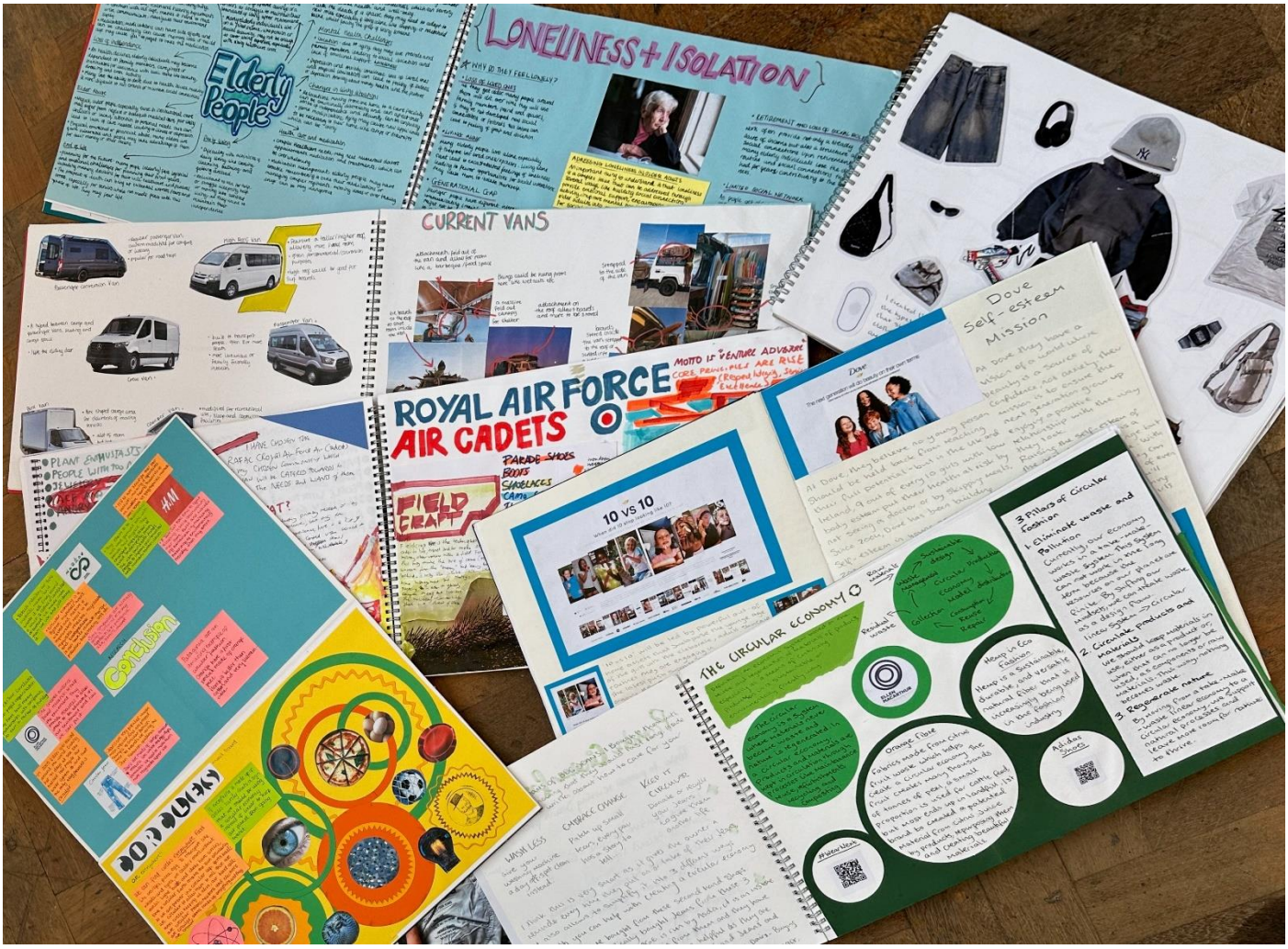
This year our pupils took on Social Bites issue of '**Housing: Sustainable accommodation for those experiencing homelessness.'** The weekly tasks helped the pupils to prepare a solution for the problem and in March they presented to a judging panel made up of people from industry and education, as well as other school groups. One of the panel members was from Social Bite and commented that the solution the Jordanhill School group had come up with was one that they had considered! All 6 students contributed to the presentation, and all answered questions posed by the judging team. Quotes from this year:

"I have absolutely loved the powering futures course as it has enhanced my teamwork and communication skills. I have learnt so much about sustainability and different techniques to find solutions to problems. I would highly recommend this to anyone who enjoys solving problems and has interest about sustainability and the environment."

"Throughout this course I have developed my teamworking skills, learning how to organise, contribute to & evaluate in a team in a more professional/further education setting. We have had a great time coming up with our solutions, as it is all up to us, from what our problem is to how we tackle it. This course allows everyone to play a vital role, whether you are creative, or good at problem solving"

FOCUS ON: Creative Thinking Qualification

The Creative Thinking Qualification (CTQ) was recently piloted with five senior pupils. CTQ provides an opportunity for pupils to engage in independent and meaningful projects. It nurtures creative thinking by giving pupils the freedom to explore personal interests and develop original ideas.



One of the standout benefits of the CTQ is its potential in enhancing students' confidence and ability to express themselves. Feedback from participants highlighted their enjoyment in tackling real-world issues through creative projects. A student's reflection captures this idea well: “This course has given me the opportunity to explore areas of my creative mind that had previously been locked away... it allowed my imagination and personal voice to take the lead” . “I am also really happy I took this course, as it aligns well with what universities are looking for in prospective students” .

These sentiments indicate the positive impact on students’ confidence, their self-perception and their skills in creative expression.

The CTQ offers valuable experiences that promote creative thinking. Pupils learn not only to express their creativity but also develop critical thinking and collaboration skills, equipping them for future challenges. Following this successful pilot, we are working on expanding this course and integrating the style of delivery into aspects of our lower school curriculum in secondary.

Duke of Edinburgh Award

Why?
The Duke of Edinburgh Award is a nationally recognised scheme that provides participants with valuable skills in outdoor learning, teamwork, decision-making, and leadership. We refreshed our approach to the award in 2023 to allow us to increase participation so that more Jordanhill pupils can benefit from taking part in the award.

What did we do?
We are pleased to report that our updated model continues to attract strong participation across all levels.

In **Session 2023/24**, 62 pupils achieved Bronze, 3 achieved Silver, and 3 achieved Gold.

For **Session 2024/25**, a total of 81 pupils are working towards their Bronze Award, with all expected to complete before October. At Silver level, 28 pupils are enrolled; over half have already completed, and the remainder are on track to finish by October. At Gold level, all 5 participants have successfully completed the award.

2024:	**62**	**3**	**3**
2025:	**81**	**28**	**5**

Looking ahead to **Session 2025/26**, 41 pupils have already signed up to undertake the Silver Award, and 7 are enrolled at Gold level. Enrolment for the Bronze Award will open in November.

Striving Higher

Activity Fortnight 2025

Why?

Activity Fortnight enriches the curriculum through collaborative, interdisciplinary learning and meaningful real-world experiences. It supports the development of key skills including creativity, critical thinking, problem-solving, and teamwork, while deepening pupils' understanding across a broad range of curricular themes.

What did we do?

We continued to develop Activity Fortnight by enhancing year group projects and refining departmental enrichment activities.

In S1, pupils took part in an interdisciplinary project on the Sustainable Development Goals, incorporating the John Muir Award—an accreditation all pupils are expected to achieve by early S2. The S1 programme also featured a residential trip to Raasay, a historical reenactment of the Battle of Bannockburn, *Discover China*, *Maison Magnifique*, and critical thinking workshops in English.

S2 pupils engaged in the popular interdisciplinary *Ultimate School Lunch Challenge* alongside a diverse programme including a 'Save a Life Scotland' CPR workshop and heart dissection, a visit to Dynamic Earth, *A Street Near You* (with historical reenactment), STEM and Developing the Young Workforce (DYW) sessions, and *The Golden Mean* emotional literacy workshop.

S3 pupils participated in *Forestopia* and *Marseum*, part of the Creativity curriculum. All pupils attended a First Response Training International workshop, gaining essential skills in first aid, CPR, and AED use. Thirty-three pupils achieved full certification in *Adult, Child & Infant Emergency Care*, an internationally recognised qualification. The S3 programme also included a residential trip to Northern Ireland, *Jordanhill Does the Cannes Film Festival*, a mathematical collaboration with the University of Strathclyde, and a values-based community workshop.

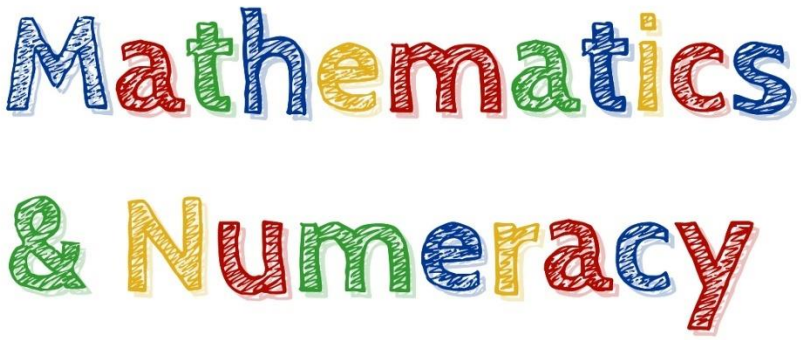
Evaluation and Next steps

Overall, pupils rated the Activites Fortnight highly with an average score (from the secondary 2025 pupil survey) of 4 out of 5. Pupils commented favourably on the departmental activities, trips, and learning in a different context. The feedback gathered from staff and pupils will be used to make further refinements for 2026.

FOCUS ON: Improving Numeracy

Rationale

An evaluation of our recent numeracy thematic noted that the practice in Primary has many strengths and that high levels of attainment have been sustained over many years. The Big Maths pedagogy systematically develops a bank of core facts for the four operations, place value and fractions and equips pupils with a range of mental maths strategies. However, the thematic evaluation identified a need for greater consistency in mathematical pedagogy.



Progress and Impact

The development work was launched with a wide staff consultation regarding the school's numeracy practice to capture staff views that influenced the focus and direction of the improvement work. Staff also engaged in professional reading around the standards of numeracy and mathematics nationally to shape and inform decision making. A few themes were identified as priorities: a scrutiny of the school's approaches to medium-term planning, numeracy pedagogy, assessment, homework, meeting learners' needs and numeracy resources.

Considerable progress has been made with improving the medium-term planning of numeracy and mathematics. Staff have greater clarity with a clear planning format in place which sets out the numeracy and mathematics content that is taught progressively at each stage. Staff have explored the use of new formative assessment tools offering a consistent whole school approach to formative assessment that also captures learners' views of their own numeracy progress.

Positive strides have been made in relation to meeting learners' needs. Able mathematicians have benefitted from focused challenge group teaching. All learners display enthusiasm and enjoyment through being sufficiently challenged in their mathematical thinking. Able learners have been challenged to apply more efficient mental maths strategies when faced with problems, rather than relying on written algorithms. All staff have been encouraged to promote more efficient methods to pupils when solving problems. A start has been made to ensuring a consistent approach to numeracy homework that aligns well with the teaching programme at each stage. In addition, extension activities are planned in the homework assignments for able mathematicians.

An innovative targeted numeracy intervention for learners requiring additional support and consolidation was trialled to beneficial effect in the middle stages of Primary. This has had a positive impact with learners expressing greater confidence and understanding in their numeracy work.

Pupil focus group feedback

'The maths is quite different from maths lessons before because we do a lot of problem solving and quizzes.'

'The teachers make every single lesson fun and explain it really well so we can do our best.'

'I think maths is fun and challenging. It is a good thing to experience, and it will help you in real-life in a job.'

The school continues to celebrate success in national competitions, and pupils achieved eight gold, four silver and four bronze awards in the Scottish Maths Challenge Primary Division this session. All Primary 5-7 learners will continue to be offered this opportunity. Additionally, some of our Primary learners participated in the S1/2 UKMT Maths Challenge, coordinated by secondary staff, with successes noted across Primary 6 and 7.

Pupil feedback

'I really enjoyed the Maths challenge. Maths is my favourite subject, and I like pushing myself so I can learn new things.'

'It is a bit challenging but overall, a fun competition and I hope to do it next year in S1.'

Outcome

Monitoring and tracking the attainment of learners in Numeracy reveals the consistently high levels achieved by almost all learners. A particular strength is the improvement in attainment over time this session and the school achieved the highest level of attainment in numeracy for many years.

Next steps

Further engagement by staff in professional reading of the evidence-led research and educational literature will allow staff across Primary and Secondary to agree a shared understanding of numeracy pedagogy. This professional discussion will capitalise on the school's existing best practice in numeracy along with other approaches, ensuring a blended approach that suits the learners in this school context. This professional discussion will ensure that the numeracy practice is aligned with the school's teaching and learning toolkit.

The school will continue to progress and finalise other aspects of practice including creating parent support materials at Early and First levels in line with the excellent whole-school numeracy guide for Second-Third levels and beyond. The homework activities and assessments will also be completed. Ensuring able mathematicians are offered sufficient challenge and extension in their learning remains a focus for next session.

Work Experience

Why? Opportunities for in-person work experience were adversely impacted by the pandemic and changes in working practices such as more employees working from home. We wanted to re-introduce in-person work experience given the importance of pupils gaining real life experiences

What did we do?

Through a partnership with an external organisation, we re-introduced in-person work experience for pupils in S4 in February 2025. The partnership allowed us to secure experiences beyond our local area and assisted us in finding suitable placements for pupils.

Review

- **85%** of S4 pupils completed in-person work experience in February 2025.
- Pupils who did not attend were offered online courses to complete.
- **96%** of pupils who completed in-person work experience reported that they enjoyed it and **85%** reported it was helpful when thinking about their future career.
- The most common areas pupils reflected positively on were: Learning more about the different roles within companies and watching how people work together in a team.
- The skills development areas mentioned most often were: time keeping, communication and confidence.
- The most challenging aspect referenced most often was the long hours.

Next steps

We will place in-person work experience in the school calendar following the S4 prelim diet, shifting from the traditional placement in February which some pupils and staff found to be a difficult time given the pressures of internal assessments and assignments,

For a pupil review of S4 work experience, please see the article on page 30 of the June edition of the Jordanhill Jounral: Jordanhill-Journal-June-2025-Web.pdf

4. Pupil Support & Belonging to the school

Highlights of achievements

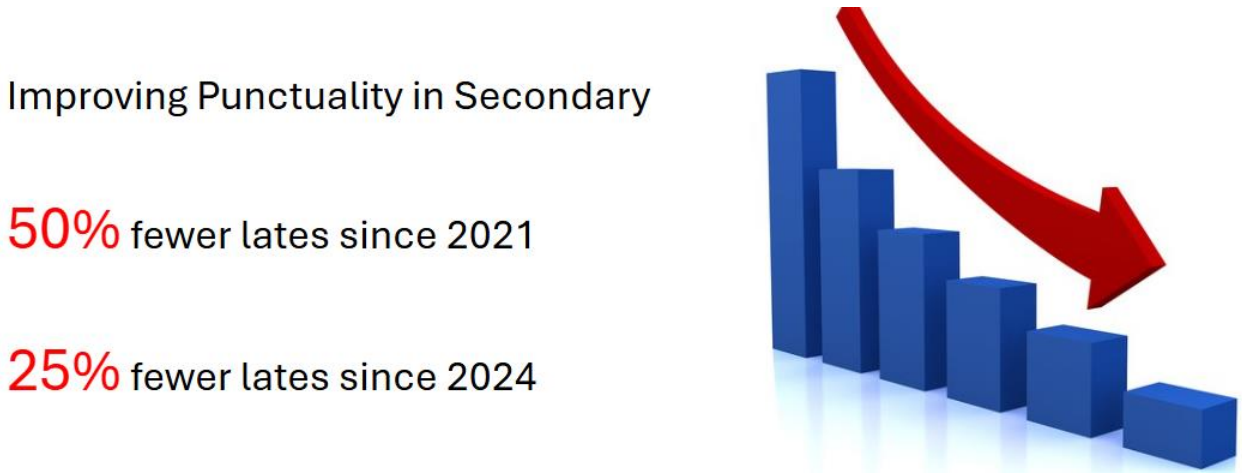
- ✓ Continued improvements in attendance, late coming and behaviour management statistics
- ✓ Whole staff training on supporting neurodivergence and an introduction to Trauma Informed Practices
- ✓ Comprehensive self-evaluation of Child Protection and Safeguarding practices in partnership with specialist Glasgow City Council staff
- ✓ Increased our offering of Primary wider achievement opportunities
- ✓ Development of activities to promote School Aim 2

Attendance, late coming and behaviour management

Why? We believe that successful schools balance rigour and sensitivity. Our high expectations in attendance, late coming and behaviour are part of this ethos of 'warm demand' as we believe that a calm, ordered and purposeful environment allows all pupils to flourish.

What did we do? Parents / carers now receive quicker and more detailed updates on attendance, late coming, homework and behaviour and this year we have seen the following highlights:

- Jordanhill School remains the state school with the highest attendance in Scotland
- All Scottish schools have seen a decrease in attendance since 2020, but we have recovered our attendance more quickly than the other highest attended Scottish schools
- Late coming to school has **fallen by 50%** since we introduced our refreshed late coming systems in October 2021
- Behaviour and homework alerts are used more frequently at particular times of year. While there is no year-on-year pattern to report, our early intervention approaches are well received by parents who feel this close partnership has a positive impact on their young people.



Further developing emotional literacy and wellbeing

Why? We continue to use The Emotion Ring (TER) as a framework to coach pupils towards developing greater emotional granularity. This year we have increased the links between TER and established programmes such as our School Values and MVP programmes whilst introducing 'Girls On Board' and 'Progressive Masculinity' workshops. Central to this work is our ongoing focus on noticing and appreciating positive experiences and emotions which we share through online platforms such as See Saw and Unifrog.

What did we do? This year, all Primary classes trialled monthly TER materials and linked these to other class learning through that month. In Secondary, TER activities were mainly delivered through PSHE lessons but with links made in relevant subject lessons and curricular inserts. Specific workshops to complement this work are Show Racism the Red Card, Mentors In Violence Prevention, Girls On Board and Progressive Masculinity – all of which coach pupils in emotional empathy and understanding.

We also use the Glasgow Motivation and Wellbeing Profile in Primary and the Warwick Edinburgh Mental Wellbeing Score survey in Secondary. These are strength-based surveys which allow pupils to seek any required support while still maintaining agency over their own wellbeing.

Supporting Additional Support Needs (ASN) and Adverse Childhood Experience

Why? While pupils of all abilities do very at Jordanhill School, we are always looking at additional ways to improve how we support those with specific needs.

What did we do? Primary and Secondary staff have been working with Educational Endowment Foundation (EEF) resources on approaches which evidence shows have the biggest impact. Staff have engaged with EEF strategies and self-evaluated as individuals and within departments. This year we also introduced targeted ASN learning visits and used the EEF framework to further improve our pupil planning and information sharing with parents and carers.

In February, all staff also took part in an introduction to trauma informed practice with a specific focus on supporting care experienced learners. This has strengthened our approach to our most vulnerable pupils and prompted requests for further staff training.

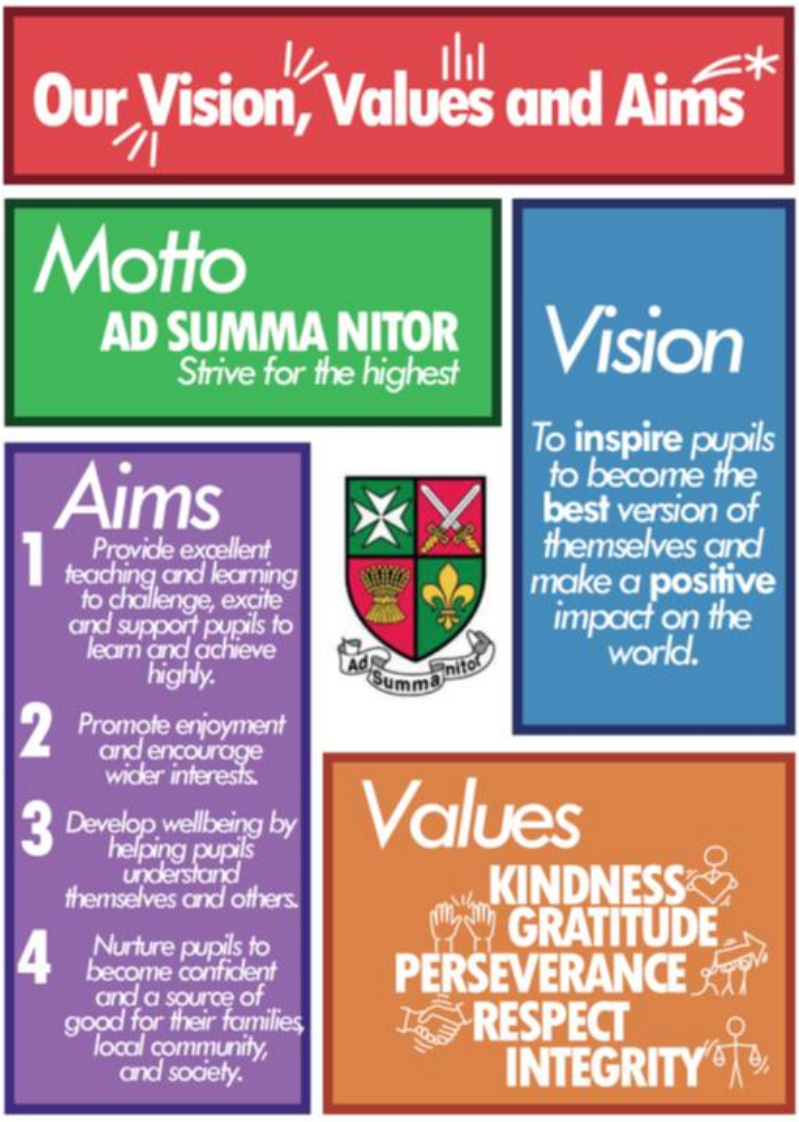
Evidence of impact As well as tracking pupil academic progress, we monitor the feedback from ASN pupils who have a child's plan. The most recent survey demonstrates that 80% of pupils sampled rated their support in school as a 4 or 5 in a 5 point scale. This, alongside the qualitative feedback from pupils and parents, gives us confidence in our work to support pupils with an additional need. We continue to evolve our practice and supports using best available advice and guidance both from our in-house support team and educational research.

Child Protection and Safeguarding self-evaluation

Why? We are lucky that Child Protection and Safeguarding concerns are relatively infrequent at Jordanhill School. However, this is such an important area that we are delighted to have been working closely with specialist staff from Glasgow City Council.

What did we do? GCC staff have paid three visits to the school to check and advise us on our Child Protection and Safeguarding systems and protocols. We have worked collaboratively through council self-evaluation paperwork and discussed areas we have been developing this year such as wellbeing tracking and pupil leadership of anti-bullying resources and activities. They also advised on some technical areas for us to work on regarding record keeping and tracking, all of which give us confidence that our processes are keeping our most vulnerable pupils safe.

Focus on School Aim 2: Promote enjoyment and encourage wider interests, and activities to promote the school values.



The secondary ethos and values group were challenged to create activities that would help us promote school aim 2. That is, we want to create space in the school calendar to provide opportunities for pupils to experience activities that will be enjoyable, memorable, and will connect them to the school. In addition, we wanted to continue our work to give pupils experiences of activities which allow pupils to learn and demonstrate our values.

Highlights from the last year include:

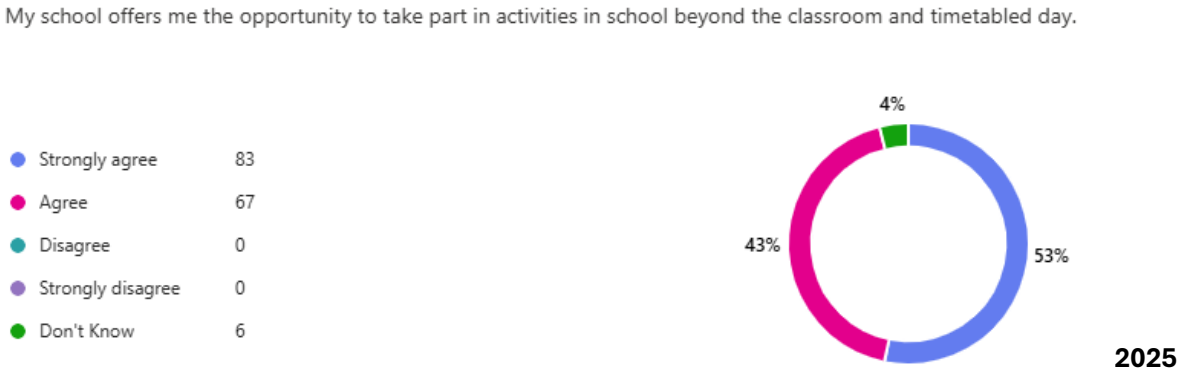
- The creation of a secondary Festive Fortnight
- The delivery of a series of lessons and activities focusing on Gratitude
- Refreshed end of term quizzes and activities

Overall, these activities were successful in helping us promote pupil connection and enjoyment. We know this from both the high rates of participation and the feedback from our pupil evaluation of the activities which was highly positive.

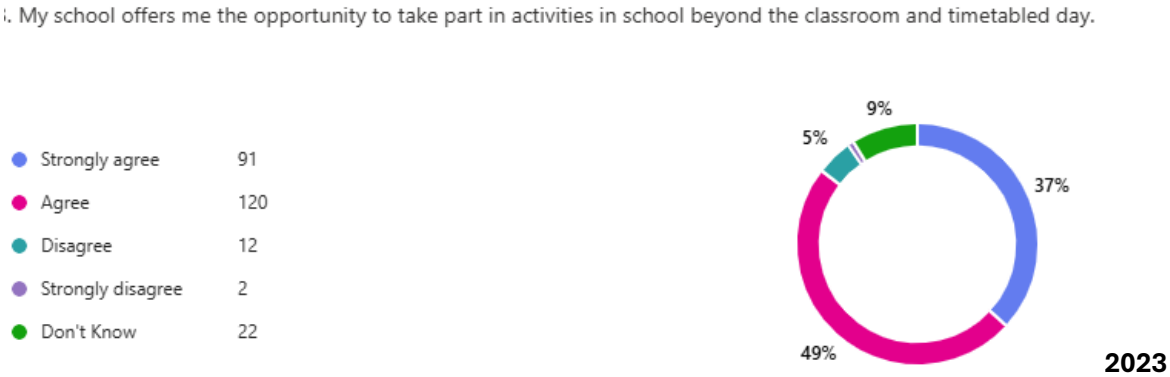
An important part of this work has been to trial these new activities with the aim of embedding successful ones into the Jordanhill calendar. This work is, therefore, ongoing and complements the existing activites and experiences that many generations of Jordanhill pupils have benfitted from.

Primary Wider Achievement Opportunities

All pupils in Primary continue to engage in a rich and stimulating blend of extracurricular activities in arts, sports, music, and culture. Pupils in upper primary have opportunities to attend after school clubs in football, rugby, and hockey. We now track pupil particpation and have introduced more in-school opportunities for our pupils. This is evidenced by comparing the 2025 Primary pupil survey responses with the 2023 responses (graphics shown below). These illustrate that**: 96%** of pupils Agree of Strongly Agree that Jordanhill Primary offers opportunities to take part in activities beyond the classroom and timetabled day. This is an increase of **10%** as the 2023 survey showed that 86% of pupils Agreed or Strongly Agreed with this statement.



2025



2023

This session, staff offered a range of new lunchtime club experiences such as STEM, chess, Journalist committee, clay club, origami, drama, Glee Club, as well as others like choir, tennis, and games club. Some pupils are provided with the opportunity to develop and demonstrate their leadership skills by facilitating lunchtime clubs (e.g., finger knitting club), in which they show a high level of engagement and motivation.

P6 pupil: *'I like the amount of lunch time clubs that are offered because I think it gives everyone a chance to unlock new skills and occupy them through the whole of lunch.'*

Staff continue to celebrate pupil achievements in class, in Assembly and with the wider community through newsletters and posts on X. Pupil achievements are displayed across Primary on classroom Wider Achievement boards. Staff monitor achievements regularly and intervene timeously to support any pupil who may miss wider learning opportunities.

Opportunities for Primary Pupil Leadership

Staff actively encourage pupils to take leadership roles to develop the school in positive ways. This session, staff have extended the range of leadership opportunities available. As well as many long-established roles such as House Captains, the Pupil Council, buddying roles and playground pals, staff have introduced some new and exciting leadership opportunities such as: Sports Council, young leaders of learning, peer mediators, tennis ambassadors, digital ninjas and peer reading buddies. Many pupils have thrived in these leadership positions and stepped up to the responsibilities to develop life skills such as organising and leading, communicating effectively and collaborating with others successfully.

P6 pupil: *'I like that lots of people get leadership opportunities.'*

P7 pupil: '*It is overall a really good school! The teachers are nice, I enjoy the lessons. The playground is brilliant, and I love taking part in the Journalist Committee and young leaders of learning!'*

For a full review of pupil involvement in trips, leadership and extra curricular activites throughout 2024-25, please review the Dec 24 and June 25 editions of the Jordanhill Journal.

Belonging to the school

FOCUS ON: PE and Sport

Jordanhill School has a thriving programme of sport and PE which is embedded into our curriculum and wider achievement offering. Indeed, our extra-curricular sports programme is arguably the equal of any Scottish state school particularly given our size. We also hold our own against many independent schools, a testimony to the collective hard work and ethos exemplified in our motto to 'Strive for the Highest'.

Why we believe in promoting participation in PE and Sport

Sport and PE offer unique opportunities for personal and team development – for stretch and connect – and it is at the core of the Jordanhill School experience for almost all our pupils. Pupil enjoyment, engagement and participation are hugely important to us and are written into School Aims 2 and 3. Participating in sport is so important because it offers pupils opportunities to:

- Improve their physical and mental fitness
- Develop skills in communication, team working, and decision making
- Develop resilience by enjoying successes and managing failures
- Connect to the school and to other pupils
- Have fun

For these reasons, we encourage all pupils to become involved in our sporting programme and have crafted a range of activities which promote mass participation.

Extra-curricular sport 2024-25

Our PE curriculum feeds into and supports an extensive programme of after-school and weekend sporting activities. Pupils relish these opportunities to test themselves in competition against other schools.

The table below shows the main extra-curricular sporting activities available in Jordanhill School and the typical number of pupils participating on a weekly basis.

(2024-25)	Secondary	Primary (4-7)
Hockey	159	61
Netball	125	-
Football	133	104
Rugby	56	19

Striving Higher

Hockey

Hockey is the mainstay of girls' team sport and teams play Saturday school matches in P7 and at all secondary age groups. Our boys' teams are also growing in popularity and national recognition – playing in the Scottish Plate final in 2023 and 2025.

Netball

Girls' netball has developed quickly in recent years, and we now have teams playing at every secondary age group with training and matches through the week.

The S3 & Senior team play in the Scottish Schools Cup and our S3s were semi-finalists in the Glasgow playoffs in 23-24.

Football

There are mixed football teams at P5, P6 & P7 levels, playing in the local schools' league on Mondays at Scotstoun. Each secondary year has a boys' team, and our seniors have enjoyed considerable success recently. Primary 4-7 girls attend training on a Saturday morning and play against local schools on a Monday after school at Scotstoun, winning their tournament in 24-25.

Saturday morning Primary football

We are very fortunate to benefit from an involved and engaged parent body who help us run a very successful Primary football programme every Saturday morning through the school year.

We have approximately 90 pupils from Primary 4-7 and 24 parent volunteer coaches, who can be found on the top pitches rain or shine taking part in Saturday morning training and games.

Rugby

While many schools struggle to put our full squads, rugby has also been going from strength to strength.

We have P6/7, S1, S2, U16 & U18 rugby teams. They train during the week and play matches on a Saturday morning as part of the West Conference.

Our Senior team got into the semi-finals of the SRU's Scottish Schools Bowl competition in 23-24 and enjoyed playing at the Edinburgh Rugby HIVE Stadium.

New additions to our extra-curricular offering

We are always interested in partnerships which allow us to further develop our offering. In recent years, we have increased our tennis, squash and golf provision through the generous support of parents and local clubs.

Small groups of Primary pupils play lunchtime tennis at Woodend Tennis Club.

Last year we ran an extra-curricular golf programme run by parent volunteers who also supported our more experienced golfers in entering inter-school competitions.

A parent also recently started up a very popular primary squash club. Squash is fast becoming our most successful sport with our P1 – S1s are coached by three age group internationalists who are also current pupils!

Our thriving sports programme has become increasingly difficult to sustain. The school's grant does not cover the cost to run the service and the gap between the grant and actual cost has risen substantially in the last two years. We have been able to sustain our current provision through increasing fees charged to parents, and from the generosity of parents and friends of the school who gift monthly through our Striving Higher project. Working on a sustainable plan for sport is a priority for the school as we want to secure our current level of provision for all pupils.

Challenges for Jordanhill School

Jordanhill School is funded by a grant from the Scottish Government. Alongside this, the school receives grants for specific government priorities such as delivering free school meals and free instrumental instruction. Unfortunately, the costs to run the school have increased significantly and the grants we receive do not fully cover these outgoings. These rising costs are a result of inflation, national insurance, public sector pay increases, energy price rises, and the demands of trying to meet new government priorities using existing funding. Cumulatively, these pressures are having a significant impact on our ability to drive forward school improvement at the pace we would like. The uncertainty in funding also hinders our ability to plan accurately beyond a 12-month period.

Unlike local authorities, we cannot raise additional revenue to help fund the cost to run our school. For example, local authorities can raise council tax funding (circa 20% of local authority funding) and can make cuts to centralised support services to protect frontline staff in schools. We are reliant on our government grant to sustain our core service.

Our Striving Higher project, aimed at enhancing education and subsidising extra-curricular activities, cannot be used to replace the funding that should be provided from the Scottish Government grant. That is, we cannot use our Educational Amenities Trust fund to pay for core services such as teacher salaries, textbooks, heating, lighting etc. We can, however, continue to seek the Trust's support to offer educational activities that would not normally be supported by state funding. Our efforts to make Striving Higher a success are, therefore, essential at this time of financial austerity. Jordanhill School will, of course, continue to look for efficiency savings but will most likely have to increase our charges to help meet basic needs.

5. Digital developments

Highlights of achievements

- ✓ Successful implementation of our phone free school initiative
- ✓ Review and refresh of our 1:1 devices for secondary pupils and increased provision for Primary

Phone free school

Why? There is increasing evidence about the harmful effects of mobile phones on young people's learning and wellbeing.

What did we do?

Following the whole school survey in 2023, we carried out a review of pupil use of mobile phones in secondary. We highlighted to parents that there were concerns about pupils' use of mobiles in school and that we were minded to adopt a new policy of *'mobile phones will not be seen or heard during the school day.'* Parents responded to this prompt and gave us very helpful and thoughtful feedback. We then worked with pupil groups and held special information sessions with S1-S3 who heard from a UK Psychologist who talked about the harms of excessive screen time and social media consumption.

In August 2024, we introduced our new secondary mobile policy. That is:

- *Mobile phones and smartwatches are not allowed in school between 8.50am and 3.35pm.*
- *Devices must be switched off and remain in bags (not pockets).*

Before August 2024, mobile phones were allowed in class with teacher permission, and were allowed at interval and lunchtime.

We carried out an evaluation in March 2025 to allow us to assess the effectiveness of our new policy. We were able to do this by comparing pupil responses to the 'pre-ban' survey in March 2024.

Evidence of impact

The new mobile policy appears to have had a positive effect on reducing distractions in class and on reducing screen time.

- **27% of pupils think that the new policy has reduced distractions from notifications in class**
- **25% of pupils believe the new policy has reduced their screen time.**
- **Reported screen time has decreased by 9% (average).**

There is a strong correlation between screen time and wellbeing with some studies showing that an increase in screen time contributes to poorer wellbeing. Our survey response shows that one quarter of pupils report that the new policy has reduced their screen time. This appears to be supported by pupils' self-reported screen time which has reduced since the ban was introduced as shown in the table below.

Survey prompt	2024	2025	% change
Average screen time (weekdays)	3.11	2.82	-9.3%
Average screen time (weekends)	5.46	5.06	-7.3%
Percentage of pupils who think they should decrease their screen time	67	63	-4%

Another positive feature of the new policy is that pupils now spend much more time in face to face interactions at interval and lunchtime. Both staff and pupils have reported positively on this. We have also noted a significant decrease in cyber incidents in school.

Next steps

We are pleased that our new policy has had such a positive impact on secondary pupils. We are now working with parents to promote the Smartphone Free Childhood initiative as a means to helping us reduce children's exposure to the harms caused by using smartphones. This initiative aims to encourage parents to delay giving their children a smartphone.

As of August 2025, Jordanhill Primary had gathered considerable support for the Smartphone Free Schools initiative reflecting the high levels of support from our parents who wish to delay buying a smartphone for their children. We know the pressures that parents feel when they hear 'everyone else has a smartphone' at home but very much hope that this sign of collective support encourages more families to delay buying these devices.

Investments in digital infrastructure and cybersecurity

Significant upgrades were made throughout 2024-25 across the school estate to improve our WiFi and cyberesilience.

Our lead teacher for digital development completed a review of chromebooks and trailed new devices with pupils and staff. This led to us renewing our lease for 1:1 devices by replacing chromebooks with Windows laptops which we think will be better suited to our needs and will improve access to digital teaching and learning activities.

It is worth emphasising that we are cautious in our use of digital devices. We recognise the positives of digital devices in terms of equipping pupils with digital skills and enabling pupils to have a digital learning environment with resources curated by subject specialists. We are also mindful of the disadvantages such as the evidence which suggests that people retain less if they read from screens rather than paper/books, and that handwriting appears to be superior to typing for all forms of learning. Consequently, teachers make use of digital devices with this in mind by recognising the benefits and being wary of the potential limitations and distractions.

6. Investing in our staff

Highlights of achievements

- ✓ Continued participation and delivery of school priorities through our school improvement groups
- ✓ Completion of employment training modules on sexual harassment, cybersecurity, and completion of pupil support training as mentioned in section 4

School Improvement Groups

Why? School improvement is ongoing and is a shared responsibility. Providing opportunities for staff contributes to staff empowerment and allows us to harness their collective expertise to influence and steer positive change

What did we do? Our school improvement groups (Teaching & Learning; Ethos & Values; Routines; and Digital Learning) helped us involve our staff in school improvement. Working collaboratively, staff engaged in various reviews and training, and delivered findings to colleagues to help with our improvement journey. Inservice day workshops were delivered by members of our improvement groups with staff evaluations noting the positive contributions the workshops have made to their training and development.

FOCUS ON: Our support staff

The school's IT network is maintained and enhanced by our own team: Darren Griffin, Marc Anderson and Bob Todd. They are responsible for all aspects of IT in Jordanhill School from maintaining the CCTV system to ensuring that the latest education software and applications can be used by teachers, pupils and support staff. The list below offers a flavour of the projects completed in the past year and a sample of their plans for 2025 onwards.

2024-25 Delivered

- Cybersecurity review and whole staff training on cyber-resilience
- Wi-fi upgrade across the campus
- Installation of new media screens in the North and South campus to communicate with pupils, visitors, and staff
- Edge network infrastructure upgraded and deployment of new switches
- Investigatory AI work and ongoing development to evolve IT software staff and pupils
- Security investment in additional CCTV cameras, licences, CCTV server, visitor log-in, in-house design and rollout of staff ID badge for door entry
- Deployed new mobile device management software to manage access and end user experience for primary school staff and pupils
- Deployed new tablets and Chromebooks with associated software to primary pupils to improve digital coverage and experience
- Replacement of file servers to enhance storage and reliability
- Deployment of new photocopiers across the estate
- Upgrade and rollout of new computer hardware and monitors in Art and D&T to enhance learning and teaching by improving speed and capability

Planning for 2025-2026

- Supporting the use of AI in the workplace and in education
- Installation of vape alarms
- Installation of a new school tannoy and emergency alert system
- Further Wi-Fi upgrades
- Laptop rollout to all secondary pupils which includes tender, build design, software set up and build, device enrolment and management
- Rollout of 300 Chromebook to primary pupils
- Windows 10 to move to Windows 11
- Further upgrades to the school network

7. Our Estate and Environment

Highlights of achievements

- ✓ Further lighting upgrades to the North Campus
- ✓ Refurbishment of the music department classrooms
- ✓ Installation of whole school alert system and upgrades to our CCTV system
- ✓ Secured funding and project support to allow us to renew our ageing boilers in the North Campus
- ✓ Continued progress with our bid for estate redevelopment funding

Why? We need to invest in our estate so that it is energy efficient and meets the need of pupils and staff.

What did we do?

A substantial programme of lighting upgrades started in the summer of 2023 with LED replacement lighting installed on the school astro and in parts of the North Campus. This work continued in the summer of 2025 with further lighting replacement throughout the Norh Campus. Alongside this, rewiring has taken place to improve the electrical infrastructure in the older parts of the estate. Overall, this work is leading to energy savings and has significantly improved the lighting in the older parts of the estate.

We are also working with a team of architects, engineers, surveyors and a project manager on estate redevelopment. They are helping us to create costed options which we can pitch to Scottish Government for the substantial funding that will allow us to redevelop our estate. The team are aiming to complete their work by the Spring of 2026 when we will submit our case for funding approval.

8. Development Office

Highlights of achievements

- ✓ Won the IDPE Fundraising Project of the Year for 2024
- ✓ Delivered our first Striving Higher Impact Report
- ✓ Started work on our new alumni engagement database

The past year has marked a period of strong growth and tangible impact for the Development Office. A key milestone was the successful completion of the Playground Project, which was officially opened in a celebratory ribbon-cutting event by our generous donors, Gordon & Linda Bonnyman, during the PTA's Family Fun Night. Blessed with glorious sunshine and strong community attendance, the event was a testament to the strength of our school spirit and donor engagement. In recognition of the success of The Playground Project, Jordanhill School was awarded the IDPE (Institute of Development Professionals in Education) Award for UK Schools Fundraising Campaign of the Year in November, a prestigious national accolade that reflects the innovation, impact, and school community behind our efforts.

Our fundraising efforts through the Striving Higher initiative have continued to gain momentum. Notably, 27% of current parents are now contributing monthly, exceeding the sector benchmark of 22% and reflecting the growing culture of philanthropy within our school community. To support this growth, we launched our first Striving Higher Impact Report in December, which was extremely well received by parents, donors and the community and reinforced the value and transparency of our fundraising efforts.

We embarked on a significant data cleansing programme, ensuring our former pupil records are accurate, current, and actionable. Clean data is critical for donor acquisition and the success of targeted engagement, particularly as we continue to grow our alumni giving programme. Strategically, we have clarified our development goals and produced a refreshed Development Strategy and Alumni Communications Plan. These documents underpin five key priorities: (1) expanding alumni giving, including monthly, annual, and legacy support; (2) launching an annual programme of alumni and community events; (3) enhancing stewardship and storytelling; (4)

increasing parental participation in monthly giving; and (5) laying the groundwork for a major gift programme to support future capital campaigns.

Pupil voice and leadership have also played a meaningful role in our development efforts. The Development Office worked with the school captains, who initiated outreach to former school captains in support of Striving Higher. Their initiative not only fostered deeper alumni connections but also raised over £3,000, with a high level of positive engagement from past school leaders.
The year has been defined by purposeful progress, strengthened relationships, and a deepened commitment to enriching the educational experience at Jordanhill School.

9. Parent Teacher Association

Jordanhill School is fortunate to benefit from an active and engaged parent body. An illustration of this is the work of the PTA who undertake a range of fundraising activities to support the work of the school.In session 24-25, the PTA supported the following enrichment activities for Jordanhill School:

- P7 Gartmore WWII trip
- China trip apparel
- Band finals competition transport
- Aberdeen sports team transport
- Saturday morning volunteer coaches clothing
- Speakers for school events
- Christmas dances
- Primary festive fundraising crafts
- S3 Forestopia trip and activties
- S6 leaving day event
- Lake Garda band trip apparel
- Spring bulbs for the school lawn
- Lego kits for primary lunch club
- The Primary Pantomime
- S6 Yearbooks

10. Policy Development and Compliance

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.

In 2024-25, the Board of Managers approved the following information guides and policies:

Jordanhill School's Secondary Curriculum Guide

Sport and PE in Jordanhill School

Mobile phones policy

Accessibility Strategy 2026-2029

Supporting Children with Additional Support Needs

Equalities Mainstreaming Report 2025

As always, our statement on Safeguarding and Child Protection was updated taking cognizance of latest advice and shared with the Board of Managers.

Glossary of Terms

GTCS	*General Teaching Council for Scotland* www.gtcs.org.uk
HMIe	His Majesty's Inspector of Education
Moderation	Processes by which a centre reviews assessment decisions to ensure they are reliable, consistent, fair and to national benchmarks
NQ	National Qualification e.g. National 5, Higher, Advanced Higher etc.
PSHE	Personal Social & Health Education
SNSA	Scottish National Standardised Assessments
SQA	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.