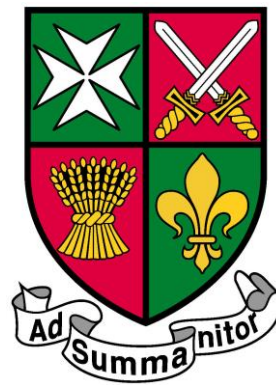




**Jordanhill School**



# Jordanhill School



## Equality Mainstreaming Report 2021



# Contents

Foreword	2
<b>Section 1</b>	
Legislative context	3
Leadership and responsibility	4
Equality outcomes	5
Progress on delivering equality outcomes	6
Improving policy and practice	
• Communication and consultation	9
• Stakeholder perceptions	9
• Policy review	12
<b>Section 2</b>	
Workforce equality monitoring	13
Equal pay information	16
Appendix: Leadership and training activities	17

## Foreword

I am pleased to present Jordanhill School's fifth Equality Mainstreaming Report. Equality issues continue to be at the heart of much of the school's work and we continue to engage with learners, parents and staff in shaping our policy and practice.

In 2018, we achieved the **Gold Rights Respecting School Award** which formally recognised our endeavours to embed a rights respecting culture in Jordanhill School. This work has not ceased with the focus on equality, equity and human rights embedded into our assemblies, PSHE programme and school ethos.

Our policies and practice are directed at unlocking the potential in every child. We aim to ensure their needs are taken account of and reflected in all our activities. This is what mainstreaming equality means in Jordanhill – equality as part of our day-to-day decision making and applied to our daily practice.

We aim to promote equality of access to the full range of educational opportunities offered by the school and to make people feel valued and able to participate and achieve to their full potential. We also seek to understand, appreciate and value the diversity of each individual (pupils, parents<sup>1</sup> and staff alike) and to work in a spirit of partnership and consultation with pupils, parents, staff and the wider community.

This report records our journey to date in achieving our goals since our fourth Equality Mainstreaming Report.

**John Anderson**  
**Rector (Principal and Chief Executive)**  
**April 2021**

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<sup>1</sup> Throughout the term parent denotes biological parents, carers, and any other individual acting in loco parentis.

## Legislative Context

The public sector equality duty (PSED) consists of a general duty supported by specific duties. The general duty requires the School to

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

In summary the specific duties require the School to:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress
- assess and review policies and practices
- publish its equality reports in an accessible manner

Jordanhill School aims to eliminate unlawful discrimination, and to promote equal opportunities in all areas of school life. This encompasses all aspects of school activity including:

- ◆ Partnerships with parents and carers, and the community
- ◆ Admissions
- ◆ Staff recruitment and professional learning
- ◆ Teaching and learning
- ◆ The curriculum

We actively consider protected characteristics when reviewing pupils’:

- ◆ Progress, attainment and assessment
- ◆ Behaviour, discipline and exclusions
- ◆ Attendance
- ◆ Personal development and pastoral care

It is against the law to discriminate against someone because of:

- race
- sex
- disability
- sexual orientation
- religion or belief (including lack of belief)
- age
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership

# Leadership and Responsibility

## Board of Managers

The Board is responsible for ensuring that the school

- ◆ Complies with the Equalities Act 2010
- ◆ Follows the Single Equality Scheme and its procedures
- ◆ Assesses and monitors the impact of the policy

## Rector<sup>2</sup>

The Rector is responsible for

- ◆ Ensuring that the policy is readily available and that the Board of Managers, staff, pupils, and their parents and carers know about it
- ◆ Ensuring that the policy and its procedures are followed
- ◆ Ensuring that the Board and staff know their responsibilities and receive training and support in carrying these out
- ◆ Taking appropriate action in cases of harassment or discrimination
- ◆ Producing information for the Board and staff about the policy and how it is working
- ◆ Ensuring that visitors and contractors know about and follow the policy

Responsibility for specific aspects may be delegated to staff as appropriate.

## All Staff

All staff are responsible for

- ◆ Dealing with incidents, and being able to recognise and tackle discrimination and stereotyping
- ◆ Promoting equal opportunities and avoiding discrimination against anyone who has a protected characteristic
- ◆ Keeping up to date with their legal responsibilities, and taking up training and learning opportunities

## Board Diversity

At the end of 2020 the Board had 13 members: 7 elected by parents (2 female and 5 male), 3 elected by staff (2 male and 1 female), 1 co-opted member (female) and 2 special advisers (male). Four senior managers attend Board meetings as advisors: 1 female and 3 male.

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<sup>2</sup> The Rector is the headteacher (Principal) of the school and the chief executive of the organisation

## Equality Outcomes

Our **equality outcomes** set out what we intended to achieve from 2019 onwards. These are the headings under which we report below.

### Equality Outcomes

- **Learners' Experiences**  
Learners' experiences are excellent as are the processes by which we meet learners' needs.
- **Leadership and Training**  
Staff have the confidence and skills to address the needs of pupils with protected characteristics and pro-actively addressing or responding to all forms of bullying or harassment linked to protected characteristics
- **Student Characteristics**  
The school compiles comprehensive data on student characteristics and progress and utilises emerging national data to inform practice to ensure that the needs of all learners are met and exceed benchmark data.
- **Improving Practice**  
The School understands and takes appropriate action to address any discrimination, potential to promote equality, or opportunity to foster good relations in all aspects of its policies and practices.

The equality outcomes are designed to be straightforward and deliverable. That is, they relate to issues over which we have direct control and are not the responsibility of another organisation at local or national level. They are also set at a level at which we can meaningfully report.

The outcomes were developed in 2016 by engaging with pupils, parents and staff in clarifying the key issues from their perspectives. The equality scheme and the draft outcomes were discussed separately by the Pupil Councils. Both the scheme and the draft outcomes were issued to all parents for comment. Parents were invited to complete an online survey which invited them to comment on the outcomes and their experience of the School's response to equality issues.

The outcomes were discussed and approved by the Board of Managers which represents both the parent and staff bodies.

The first outcome reflects the technical meaning of Learners' experiences and Meeting learners' needs as detailed in [How Good Is Our School 4](#).

## Progress on Delivering Equality Outcomes

We report separately against each of the four equality outcomes.

### Learners' Experiences

A continuing priority for the school is to review and develop all aspects of our approaches to **meeting learners' needs**. A key aim of the school is to develop a set of values that can sustain pupils through life.

The work done by pupils and colleagues on progressing from the Silver to Gold **Rights Respecting School Award**<sup>3</sup> offers a prime example.

The resultant School Charter (also designed by a pupil) is prominently displayed in all classrooms and key public spaces and is actively upheld by all. In 2021, we have made a commitment to review our values with pupils, parents and staff. This demonstrates our commitment to go beyond our achievements to ensure that our values are lived by our pupils.

The themes of equality, diversity and inclusion have been addressed through our Rights Respecting School work and are embedded into our curriculum. The following examples illustrate our work on equalities and inclusion in our Primary and Secondary departments.

#### Primary department

- The Primary department and Pastoral Care team ensure that Personal, Social and Health Education (PSHE) programmes for pupils adequately address these key issues. In 2020, we piloted a new project to teach pupils about Relationships, Sexual Health, and Parenthood (RSHP). This project has a deliberate focus on equality and diversity, with a much needed refresh of terminology and scenarios that pupils are likely to encounter from a young age. At the heart of this new programme is our focus on building positive relationships free of discrimination.
- All Primary teachers were trained in this project with an evaluation conducted by our Primary Principal Teacher. As a result, this project will now invite pupils and parents to engage with the revised curriculum with our intention to embed this initiative into our Primary PSHE curriculum in 2021 onwards.

#### Secondary department

A significant part of our equalities work since our last report has focussed on exploring inequalities through our careers and PSHE programme. In 2019-2020, we introduced revised lessons on the following themes: careers and gender stereotyping, gender equality, sexualisation and sexual violence, and promoting



<sup>3</sup> <http://www.jordanhill.glasgow.sch.uk/department/rights-respecting-schools>

awareness of the Equality Act 2010. Pupil feedback has been very positive with our own internal measures noting an improved awareness of issues and knowledge of measures that can counteract inequalities.

- Our Pupil Council started a project in 2020 on *Improving Gender Balance* with a view to working with the school to obtain the *Gender Action Award*. The pupil council were energised by this project and worked to produce assembly inserts for all year-groups. Work on this was paused due to COVID lockdown but will resume when restrictions are lifted.
- To challenge pupil assumptions about career gender stereotypes, we devised new curricular inputs in 2020. For example, in S2 maths, pupils review the statistics related to the gender pay gap and use this knowledge to investigate equality reports from well-known multinational companies. This raises pupils' awareness of equality issues and equips them with the knowledge to evaluate current issues.
- Other Equalities work- unrelated to gender balance- has also been carried out by our Heads of House who developed a new S3 teaching programme on autism, dyslexia, ADHD and racism. This forms part of our programme of continuing to be responsive to our community by refreshing our diversity and equalities teaching. Much of this is determined by intelligence gathered by teachers who conduct regular surveys and host conversations about the issues young people face.

## Leadership and Training

The success of Jordanhill School is founded on the quality, professionalism and commitment of our staff. We aim to provide opportunities for high quality learning and leadership for staff at all levels.

Training is crucial to meeting our equality duties. It helps to sensitise staff and pupils to the issues and to their rights and their responsibilities under the legislation. It develops a culture which truly places equality at the heart of our work. The Staff Development Core Team reviews staff training plans on an ongoing basis and provides in-depth training, annual refresher programmes and induction for new staff.

Since our last report, significant training has taken place (2019-20) with staff on gender stereotyping. This led to a revamp of our approach to careers and course choice with an explicit focus on making pupils and parents aware of gender stereotypes. One product of this initiative is our refreshed course choice website, an example of which can be found [here](#). Our course information vignettes contain quotes and examples from people, some former pupils, who have achieved success in this area of work.

Professional learning activities (2019-21) have also focussed on recognising mental health concerns, training staff to be mental health first-aiders, and refreshing our PSHE programmes and assemblies to train pupils on important aspects of mental wellness.

The Board of Managers receive regular updates on their responsibilities in relation to equalities based on Scottish Government guidance and case studies. They regularly receive detailed reports on the achievement of pupils, particularly in relation to gender, ethnicity and Additional Support Needs and on our approaches to Assessing Children's Educational Needs. They also discuss and approve all policy developments in areas relevant to equalities. For example, receiving an update on the Safeguarding strategies highlighted above.

All staff training is recorded in the **Staff Learning & Development Log**. Staff have participated in a wide range of training which supports our equality duties. (See appendix.)



In 2021, the General Teaching Council for Scotland revised the suite of professional standards that all teachers use to maintain their professional status as a registered teacher in Scotland. Of particular note is the added emphasis on diversity and equality training, including enhanced training for staff on additional support needs. Jordanhill School has made a commitment to reviewing the standards with staff in 2021, with training modules already sourced and ready for delivery in autumn 2021.

## Student Characteristics

Curriculum for Excellence (CfE) aims to provide a coherent, inclusive curriculum so that all children and young people can participate in learning, whatever their circumstances.

Our approaches to learning are designed to encourage, motivate, support and engage young people in learning. This includes opportunities to access learning in different contexts and using a range of provision delivered within the classroom, the school and beyond the school. These practices are planned to avoid 'substantial disadvantage' to any child and to ensure that reasonable adjustments are made as required. All adjustments are discussed with the parent and/or child within the procedures designed to meet learners' needs.

As CfE and the revisions to national qualifications have been implemented, the school has continued to evolve its monitoring and tracking systems within the broad general education phase and the Senior Phase (S4-S6) to provide greater insights at key transitions. The national benchmarking toolkits, **BGE Toolkit** (P1-S3) and **Insight** (National Qualifications S4-S6) support the monitoring of pupil progress and achievement across aspects of the protected characteristics. We use this information to determine our success at meeting the needs of our learners.

Examples of our interventions include a mentoring programme introduced in 2017. This project identifies pupils in S4 with a need for enhanced support. This targeted support is provided by volunteer teachers. This project has continued and is now in its fifth year with careful tracking demonstrating a positive impact on attainment outcomes.

Evidence of success of the totality of support provision is provided by the **Insight** data which every year shows better attainment than the virtual comparator on every measure of pupil attainment. The most pleasing aspect is that regardless of gender, race, additional support needs or abilities, our pupils consistently achieve beyond what might reasonably be expected.

Our Improving Gender Balance projects (2019-20) and Gender Stereotyping Careers awareness (2019-20) may be contributing to improved gender balance in S3/4 subject choices. Although factors affecting subject choices are multi-variable making it difficult to correlate changes to a single initiative, data from 2020 shows that our subjects are significantly more gender balanced than they have been in previous years. On-going analysis will allow us to determine if this is an outlier or part of a trend.

## Improving Policy and Practice

### Communication and Consultation

Communication and Consultation is a particular priority in the work of the Board and the school and is reported in successive improvement plans and, in the school's, annual report. Our annual Parents' Conference held each September engages parents in a wide range of issues of direct interest.

The school has engaged extensively with parents and pupils in updating our aims, reviewing policies on Accessibility, Assessing Children's Educational Needs and Anti-bullying and in preparing the self-assessment report for the Rights Respecting School assessment in June.

*"The language of rights is embedded within the school and pupils will complain if another pupil was talking inappropriately and interfering with their right to an education."*

In June 2018 the Rights Respecting School assessors told us

- ✓ Children had an impressive understanding of key rights concepts and were confident in linking this to practical examples of real life situations.
- ✓ An atmosphere of respect for diversity and difference has been engendered through rights education.
- ✓ Pupils accept that some of their peers may need different support: *"They're totally fine with it, there's no interrogation... even things like exam concessions, there's no stigma."*
- ✓ Pupils were clear that they learned in a supportive atmosphere.
- ✓ All the pupils interviewed in the focus groups were able to explain the way in which they were encouraged to play an active role in their own learning.
- ✓ Pupils were able to give numerous examples of where their involvement had made a difference
- ✓ It was readily apparent that pupils across the school understood and appreciated their place in the world, as well as considering what actions they could take to make it a better place.

The School's equality schemes are prominently published in the **Parents** section of our web site reported on in the **Annual Report**. Individual policy statements and reports are promoted on the school home page at the time of publication.

The impact of work in this area is evident in the stakeholder surveys and the feedback from specific events and activities.

### Stakeholder Perceptions

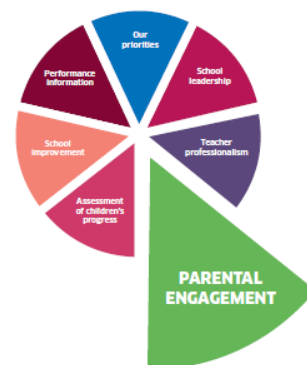
Regular surveys of parent and staff perceptions are undertaken for the School by an independent company. The sixth Primary Parents survey and a separate Staff survey were completed in June 2018 and were discussed in our last equalities report . Since our last report, we have completed our seventh Secondary Parents survey, the highlights of which are shown below/overleaf.

## Parents

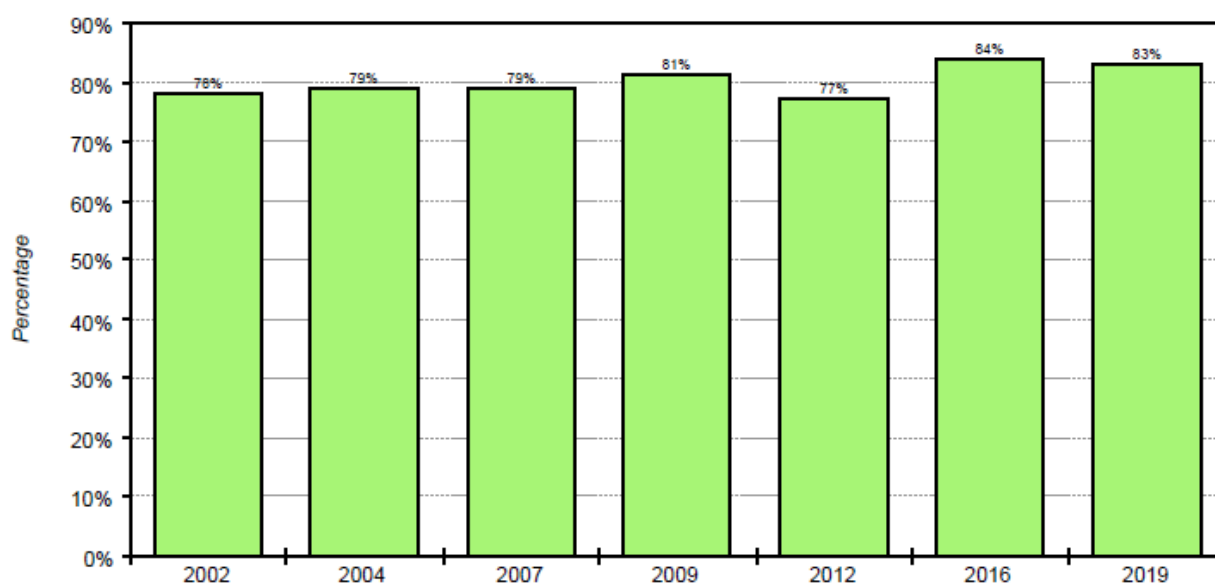
Parents gave Jordanhill School an *excellent* overall performance score (82.7%). Compared to national norms parents rated the school as outstanding on

- Treating all pupils fairly and equally
- Promoting racial harmony
- Encouraging and listening to pupil and parent views
- Looking after pupils well
- Tailoring each child's work to their needs and abilities

Like all stakeholder surveys, we use the evidence gathered to direct our work and evaluate our performance. As a result of this survey, we have made a commitment to review our curriculum at all levels as this was noted as an area where parents felt that the school could do better.



Graph showing the overall performance scores trend broken down over time.



- There was no significant change over seven surveys for the overall performance score.

## Pupils

Pupils have contributed significantly to our work on equalities notably through devising the School Charter, their contributions to preparations for the Rights Respecting School assessment, their work on advancing knowledge of gender stereotyping, and work on Anti-bullying as described in previous reports. This includes participation in a range of training including the Mentors in Violence Prevention programme and Diana Award anti-bullying ambassador training.

Utilising the young person's guide to **How Good is OUR School?**, pupils have participated in an evaluation of the school's work on Theme 4 Our Health and Wellbeing and have helped to design and deliver programmes related to mental health awareness. For 2021, we are evolving our self-evaluation to include staff and pupil groups devoted to whole school scrutiny and improvement.

In response to the COVID-19 lockdown, we made a significant investment in our IT provision. Of particular note is our desire to maximise participation in learning for all our pupils. To aid this, we secured funding to allow us to purchase Chromebooks for all pupils in S3-S6. For younger pupils, we used local intelligence and a feedback survey to provide IT resources for those in need.

For 2021 onwards, we aim to secure funding to allow us to roll-out our Chromebook provision to younger year groups to minimise the impact of digital exclusion.

An example of stakeholder consultation since our last report, includes our staff, pupil and parent review of online learning, January 2021. Overall feedback was very positive, with all stakeholders valuing the support and endeavours of all involved. We used the feedback to contact families in need of additional support and invited specific children, at risk of missing out on education due to additional support needs or a specific vulnerability, to participate in our school hub.

## Policy Review

Since 2019, we have built on our Gold Rights Respecting School Award through our work on anti-bullying, Mentors in Violence Prevention, health and wellbeing, including mental health and equality and diversity. We will also continue to develop our matrix of key indicators to identify potential needs and interventions and to support our work on nurturing.

Evidence of positive impacts for individuals and the organisation in relation to outcomes, attitudes and dispositions comes from the wide range of internal and external audit and quality assurance processes adopted by the School. Some of these are reported on above. Data which relates to individual pupils or which may allow them to be identified is not included in this report.

As an indicator of pupil engagement with equality issues, Jordanhill has twice been awarded the Stonewall School Champions Award. Our pupils have won [Show Racism the Red Card](#) awards in 2014, 2015, 2017, 2019 and were finalists in 2020.



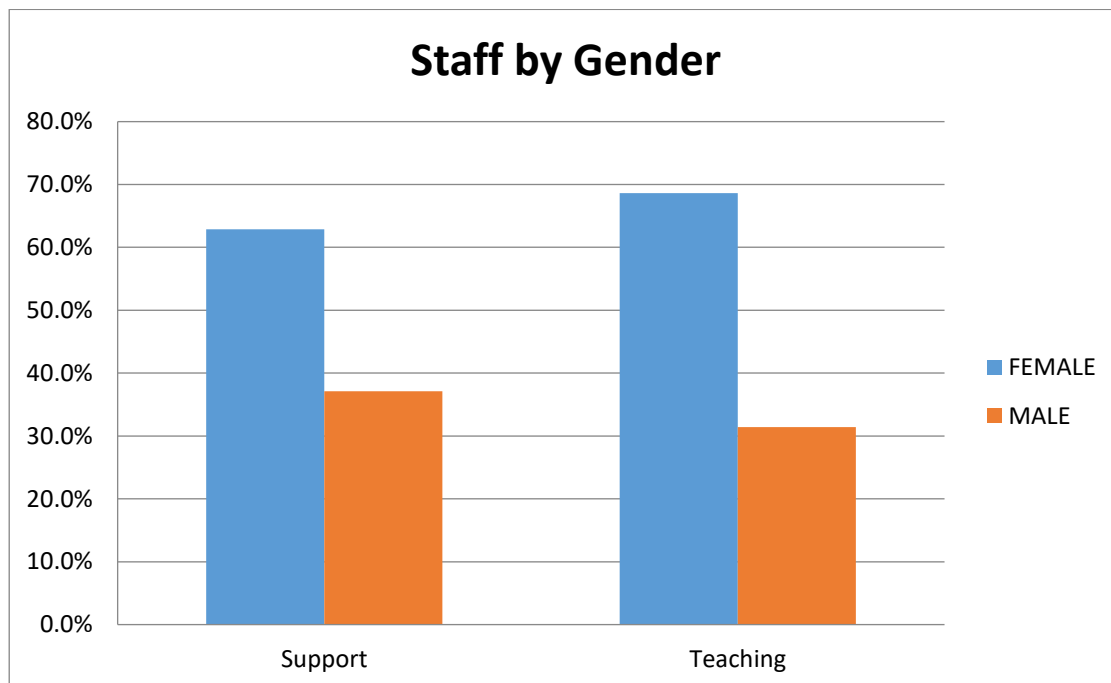
In 2021, we have made a commitment to review all aspects of HGIOS 4, *3.1 Equality, Inclusion and Wellbeing*. This will be led by a whole staff working group and will be charged with reviewing all aspects of the school's work related to this quality indicator. The findings from this working group, which will take into account the views of all stakeholders, will be instrumental in setting the path for the school as it seeks to continuously improve outcomes for all young people.

## Workforce Equality Monitoring

From 2017 the school has adopted the end of December as the reporting point for all staffing data. The total number of staff 'employed' is higher at this point as many more part-time cover teachers and part-time coaching staff are employed in December than at other times of the year. Cover teachers including for maternity are double counted with the teacher being replaced.

The data shown below is from December 2020.

### Gender



Row Labels	FEMALE	MALE	Grand Total
Support	61	36	97
Teaching	59	27	86
<b>Grand Total</b>	<b>120</b>	<b>63</b>	<b>183</b>

In 2021 the overall ratio of female to male staff is 60:32 compared with 64:36 (2019) and 69:31 (2017).

The core number of staff has declined since 2017 as a result of budget constraints.

There has been a modest decrease in staff numbers which are now reported as 186 (199 in 2018), some of which is because of the circumstances around Covid-19. Since 2018, there has been an increase of 6% in female part-time staff and a small decrease of 3% in the male part-time staff; this is driven by the dynamics of vacancies and requests from staff to reduce working hours.

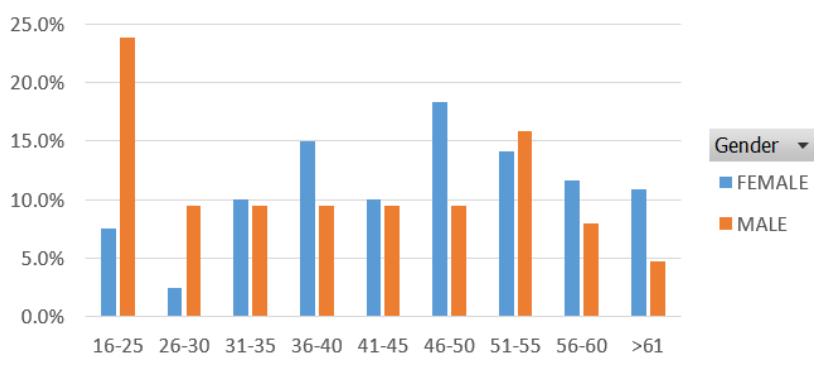
Table 2	FEMALE		FEMALE Total	MALE		MALE Total	Grand Total
	F-T	P-T		F-T	P-T		
Teacher	18	26	44	8	4	12	56
Promoted	12	3	15	9		9	24
SLT	2		2	5		5	7
Other	9	53	62	9	28	37	99
<b>Grand Total</b>	<b>41</b>	<b>82</b>	<b>123</b>	<b>31</b>	<b>32</b>	<b>63</b>	<b>186</b>

## Age Distribution

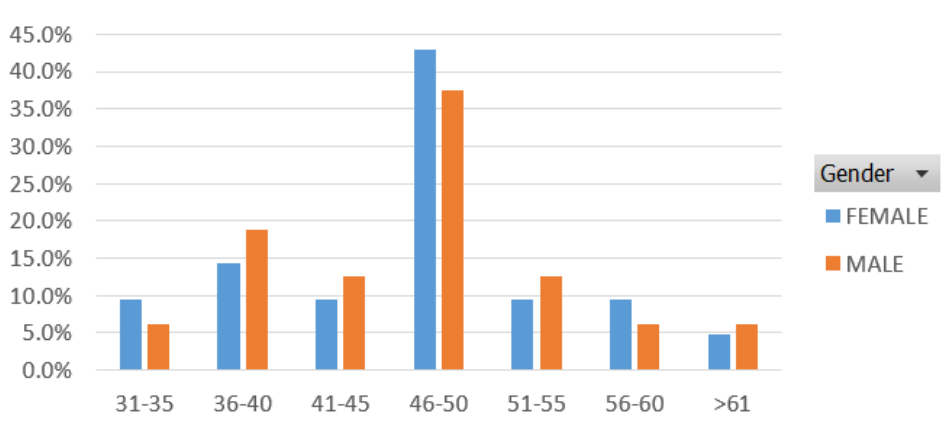
Table 3 shows the age distribution for all staff. Coaching staff are predominantly under 25 while supply teachers are predominantly retired teachers over the age of 61.

Analysis of promoted posts by gender and age: there is no particular trend apparent by comparing this set of data with that from previous years. In terms of age, we can account for the fact that the lack of representation of promoted post holders in the under 30 age groups is likely to reflect that it takes time to acquire the necessary skills and experience to become promoted.

Age	FEMALE	MALE	Total
16-25	7.5%	23.8%	13.1%
26-30	2.5%	9.5%	4.9%
31-35	10.0%	9.5%	9.8%
36-40	15.0%	9.5%	13.1%
41-45	10.0%	9.5%	9.8%
46-50	18.3%	9.5%	15.3%
51-55	14.2%	15.9%	14.8%
56-60	11.7%	7.9%	10.4%
>61	10.8%	4.8%	8.7%



**Age profile: all staff**



**Age profile: promoted staff**



## Retention

A total of 25 teaching and support staff left the school during 2020 (11 in 2018).

Row Labels	Count of Gender
Female	17
Male	8
Grand Total	25

The 2:1 ratio of female to male leavers reflects the gender balance of the organisation.

## Recruitment

128 individuals applied for 6 vacancies in 2020: 92 female applicants, 34 male, and 1 unknown. This ratio (2.7F:1M) is similar to 2018 (2.9F:1M).

[Entrants to the teaching profession is approximately 3F:1M ([University of Glasgow sample statistics](#))]

It is important to note that these figures are from 2020 (COVID-19 crisis) and that this may have had an impact on recruitment. The higher number of applicants for fewer vacancies (128 for 6 compared with 114 for 11 in 2018) may be an artefact of the COVID crisis.

<b>2020 (Jan-Dec)</b>	<b>Female%</b>	<b>Male %</b>
No. of applicants as % of total	71.9	27.3
% of applicants interviewed	9.4%	7.8%
% of applicants appointed	1.6%	3.1%
No. of appointments as % of posts	33.3%	66.7%
<b>2018 (Jan-Dec)</b>		
	<b>Female</b>	<b>Male</b>
No. of applicants as % of total	74.6%	25.4%
% of applicants interviewed	35.3%	27.6%
% of applicants appointed	11.8%	13.8%
No. of appointments as % of posts	71.4%	28.6%

<b>2016 (Jan-Dec)</b>	<b>Female</b>	<b>Male</b>
No. of applicants as % of total	70.9%	29.1%
% of applicants interviewed	27.9%	24.5%
% of applicants appointed	7.0%	5.7%
No. of appointments as % of posts	71.4%	28.6%

Due to the small number of vacancies (6) for 2020 it is difficult to draw meaningful statistical conclusions from this data.

## **Pregnancy and Maternity**

Specific figures are not published as this may permit individuals to be identified. Over the last 5 years, all female staff returning from maternity leave have returned to the same post. Some requests to varying contracts on a temporary basis or transfer from full-time to part-time permanent contracts, have been received and all have been granted.

## Equal Pay

The workforce equality monitoring staff data excludes staff not employed in the census month of December – notably supply teachers. This avoids double counting of both the core staff and supply cover and potential distortions to the distribution of core staffing.

All staff have been included for the purposes of equal pay calculations.

<b>Table 1</b>	<b>Column Labels</b>		
<b>Row Labels</b>	<b>Female</b>	<b>Male</b>	<b>Grand Total</b>
Music			
Instructor	47%	53%	100%
Sports Coach	29%	71%	100%
Support Staff	82%	18%	100%
Teacher	70%	30%	100%
<b>Grand Total</b>	<b>67%</b>	<b>33%</b>	<b>100%</b>

- 67% of all staff are female (Table 1) (64% in 2019). Excluding the rector, the top 5% of earners comprises 50% male and 50% female.
- The two highest paid positions in the school are for the rector and depute rector. If these posts are excluded from the average salary calculations, the FTE salary of females is the same as that of males (table 2) .

<b>Table 2</b>	<b>Average of FTE Salary</b>	<b>Average of FTE Salary2</b>
Female	34045	100.4%
Male	33921	100%
<b>Grand Total</b>	<b>34004</b>	

- The average basic earnings of female teachers is 90.9% (80.5% in 2019) of that of males. This reflects the cumulative impact of requests from female teachers to transfer from permanent full-time to permanent part-time contracts.

<b>Table 3</b>	<b>Average of Annual Salary</b>	<b>Average of Annual Salary2</b>
Female	22765	90.9%
Male	25057	100.0%
<b>Grand Total</b>	<b>23521</b>	

## Appendix 1: Summary of Training Activities for School Staff

### All staff

- Annual child protection update
- Annual health and safety briefing
- Annual GDPR compliance
- Display Screen Equipment briefing and self-evaluation
- Mental Health First Aid Training
- Practical Mindset for Schools (Staff Mental Wellbeing Training Session)
- Staff Group Yoga Classes

### SMT

- Independent and Scottish Schools Bursars Association Conferences
- School Food and Feeding the Mind
- Health and Safety Masterclass
- Introduction to Effective Timetabling
- Refreshing GIRFEC
- School Leaders Scotland Annual Conference 2019
- GTCS Engagement Conference
- Leadership and Team Culture
- Data Protection Workshop
- Meeting the Mental Health Needs of all Learners
- Fire Warden / Fire Marshal Online Training Course
- Asbestos Training and Awareness
- Institute of Development Professionals in Education – webinars
- HMRC webinars

### Support for Learning

- The Selective Mutism Resource Manual
- Dyslexia Scotland 2019 Education Conference
- Improving Outcomes for Autistic Students in Mainstream
- Virtual Education Conference
- Virtual Community of Practice

### Support Staff

- Classroom Assistants' Conference
- Emergency First Aid at Work
- REHIS Elementary Food Hygiene
- Nutmeg – Nutritional Analysis Software
- Asbestos Training and Awareness
- Intermediate Microsoft Excel
- Introductory Microsoft Excel
- Fire Warden / Fire Marshal Online Training Course
- WCBS – User Group Activity
- HMRC Webinars
- DSE Assessor
- Institute of Development Professionals in Education Webinars

**Pastoral Care**

- Temple Talks Autism 2019
- Supporting Neurodiversity
- Girls on Board
- Health and Wellbeing - Focus on Eating Disorders
- Meeting the Mental Health Needs of all Learners

**Teaching Staff**

- Seasons for Growth Children + Young People Training
- Out to Play Workshop
- Science Inquiry Skills Workshop
- Numicon Professional Development
- Relationships, Sexual Health and Parenthood Education
- Improving Gender Balance, Careers and Gender Stereotypes
- O365 Digital Training