

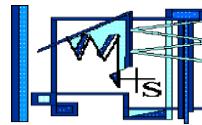


## Context of the School

### Woodfarm: The school that **PREPARES** you for life

Woodfarm High School is situated in the Thornliebank area of East Renfrewshire, to the South-West of Glasgow. Our school roll averages out annually at 840 with a very high stay-on rate in our senior school. We have over 120 staff: teachers and non-teaching staff, who are all committed to making Woodfarm High School a safe and welcoming environment for our pupils. The Senior Management Team consists of the Head Teacher and four Depute Head Teachers. The school serves the Giffnock and Thornliebank areas of East Renfrewshire and our 3 associated primary schools are Braidbar, Giffnock and Thornliebank.

Our shared vision is simple but highly effective - Woodfarm the school that **PREPARES** you for life with our values being: Partnership; Respect; Equality; Participation; Ambition; Responsibility; Excellence; and Skills. Leadership is promoted at all levels and this is very successful in engendering a teamwork approach. This, in turn, has created a hard-working, happy and caring environment. Our young people reflect a truly comprehensive intake and include an ethnic minority population of around 40%. As an Integrated Community School, our aim is to provide a challenging and stimulating educational experience matched to the needs of our young people. We endeavour to make Woodfarm a place where people feel they belong, and to balance our strong reputation for academic attainment with involvement in the life and work of the school and wider community. We hold a Rights Respecting School Gold Award from UNICEF UK in recognition of our commitment to being a Rights Respecting School. We also aim to encourage in our pupils, attitudes of responsibility, self-discipline and initiative along with tolerance and respect for others, which is essential to the varied and lively community that makes up Woodfarm. We are proud of our Pupil Parliament structure and our young people shaped our school vision and values. We also hold a Gold Award from Sportscotland in recognition of our extensive provision and commitment to extra-curricular activities and pupil participation in the National agenda of health and well-being. The school offers a variety of extra-curricular activities including a number of sporting and musical events. Trips of all kinds flourish, including the World Challenge Event in the senior phase. All these elements contribute to the positive health and well-being of our young people.



<b>Everyone Attaining</b>	<b>Everyone Achieving</b>	<b>Excellent Experiences</b>
<p>To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap through:</p> <ul style="list-style-type: none"><li>a) Learning, Teaching &amp; Assessment</li><li>b) Self-evaluation for Self-improvement</li></ul>	<p>To ensure a culture of professional enquiry and distributive leadership across the school through:</p> <ul style="list-style-type: none"><li>a) Leadership</li></ul> <p>To ensure all young people are participating the wider life of the school through:</p> <ul style="list-style-type: none"><li>b) Pupil Participation &amp; Parental Engagement</li></ul>	<p>To improve transitions from 3-18 and beyond through the development of skills for learning, life and work through:</p> <ul style="list-style-type: none"><li>a) Skills and Learning Across Departments (SALAD)</li></ul> <p>To further enhance children's wellbeing outcomes through improved, progressive experiences through:</p> <ul style="list-style-type: none"><li>b) Equity &amp; Equality</li></ul>

**Woodfarm: The school that *PREPARES* you for life**

## Method of Gathering Evidence

It is our practice to draw evidence for the Standards & Quality report from a range of sources:

- ERC Advancing Excellence, Equity Review & Collaborative Improvement Visits (CIVs)
- Monitoring of learning and teaching, attainment and achievement throughout the year by staff and pupils
- Benchmarking the quality of work with schools of similar characteristics - Insight, EMIS, Databases
- Regular evaluation of performance against National and Authority targets - Insight, EMIS, Databases
- Learners' evaluations of their experience & evaluations of pupil experiences
- Whole school/departmental and SMT self-evaluation
- Whole school Committees & Discussion with staff; formally at In-service days, and informally, as part of day to day working in our school
- Focus group discussions with pupils, parents and staff
- Information from partners such as Educational Psychologist, Social Justice Manager, partner agencies including Vocational, CLD, Social work...
- Consultation with our Pupil Parliament & Parent Partnership
- Meetings with Principal Teachers; individually, to discuss departmental issues, and in groups, to evaluate our performance
- Self-evaluative strategies, including Review and Development, used in departments at individual and team levels
- Fortnightly meetings of the SMT individually with the HT
- Staff peer evaluation - Quality Assurance & self-evaluation for self-improvement calendars
- Moderation at school, cluster, authority and inter-authority/national levels
- Surveys carried out with staff, pupils and parents & ERC

Self-Evaluation Year (1-3 matching 3 year improvement plan)	Self-Evaluation focus	Associated Quality Indicators – HGIOS4	Core Activities to be Evaluated
YEAR 1: 2018-19	Learning, teaching and assessment  Leadership of Learning (further develop and embed pupil involvement in self-evaluation for self-improvement)	<u>2.3</u>  1.2  1.1	Focus on Learning and Teaching – development of TLC activities based on visible learning approaches  Impact of CLPL on learning, children and young people leading learning Impact of training young people and staff to be involved in self-evaluation
	Raising attainment and achievement	<u>3.2</u>	All key measures from Insight

How good is our leadership and approach to improvement? (year 1 school focus for 2018-19 was QI 1.1 and 1.2) Evaluation: Excellent				
<b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<b>School Priorities</b>	Self-evaluation for self-improvement and Leadership of Learning (QIs: 1.1 & 1.2)		
<b>NIF Driver(s)</b> School Leadership, School Improvement, Performance Information, Teacher Professionalism  Progress, Impact and Outcomes <b>QI 1.1 Self-evaluation for self-improvement</b> <b>(Collaborative approaches to self-evaluation; Analysis and evaluation of intelligence and data; and Ensuring impact on learners' successes and achievements)</b>	<b>Local Improvement Plan – Expected Outcome / Impact</b> An improvement in the attainment of disadvantaged children and young people. An increase in the number of school leavers with well-developed employability skills			
<b>Collaborative Improvement Visits</b> The English Faculty was the focus of the first Collaborative Improvement Visit in ERC; followed by the Business & Information Technology and Design & Technology Faculties. In advance of the visit, ERC received feedback through pupil questionnaires and these were shared with the host departments. ERC worked closely with the Principal Teachers and Faculty staff to validate self-evaluation presented at the start of the visit. Faculty staff, other school staff and learners were consulted. Lessons across a range of stages and levels of study in faculties involved were observed by the visiting team.  The Faculties are now looking outwards as a result of CIV participation: to learn from research, and also from other ERC schools' best practice; in order to use this to experience innovation and creativity and to inform improvement actions.  The CIV also provided an opportunity for self-evaluation of Literacy across the Curriculum, which was considered with a key focus of Equity. A focus group of staff from other curricular areas other than English was set up in order for self-evaluation of this Responsibility of All to take place.  Additionally, HWB Faculty staff have looked outwards to other schools within the authority to share good practice and improve our current practices.				
<b>Learning Visits within WFHS</b> Staff participated in lesson observations by PTs in almost all Faculties. Some PTs also initiated informal 'drop in' observations to focus on classroom management in S1 and S2. All staff are encouraged to share the impact of their visit at faculty meetings, where this is always an agenda item, to encourage professional dialogue and collegiate working that can be used to inform next steps for improvement. In the Science Faculty, the PT lesson observations focussed on the pupil progress in the BGE. All staff across the Science faculty took part in formal mid-point PRD reviews to allow professional dialogue and review current progress in a self-evaluative based approach, allowing all staff to ensure improvement was underway. All staff learn from one another in Woodfarm and contribute to self-evaluation. Professional dialogue at meetings focuses on improving learning and teaching and peer support is a strong element in this. Learning Champion observations were also arranged in every Faculty in May 2019 and pupils carrying out learning visits experienced the format and structure of an external inspection. A briefing meeting was held in advance with staff and pupils involved, and on the day of the learning visits, feedback was discussed and collated from all visits to build a picture of whole-school strengths and development targets.				
<b>Teacher Learning Community</b> The themes of a newly established TLC were professional engagement and collaborative working; pupils leading learning; and the impact of career-long professional learning. The TLC, chaired by a PT Development established a collegiate learning culture through collaborative practitioner enquiry, peer learning, professional dialogue and debate. The success of these strategies was evidenced in the evaluations pupils provided after the lesson/ series of lessons carried out by the teacher. Within each enquiry, most young people stated that the strategy used had assisted their learning and were able to explain why.				

### **Microsoft Forms/analysis of data**

Microsoft Forms was utilized to capture pupil voice in the BGE to inform self-evaluation in the Performing Arts, Modern Languages and Social Subjects faculties; who used it to consult with pupils for self-evaluation and quality assurance purposes. This has allowed for a wider range of pupils to be sampled, with more accurate and detailed responses gathered for analysis to drive improvement. This supported staff in identifying priorities and in setting development targets. The method of data collection also allowed for specific classes to be targeted for improvement and enabled individuals to be identified to participate in focus groups. Regular pupil self-evaluation is incorporated into programmes of work in almost all Faculties.

Furthermore, a collegiate and collaborative approach to moderation and BGE benchmarking has led to a shared understanding of standards in almost all Faculties. This is evidenced within the analysis of S2 Teacher Judgement data. Data extracted from school BGE Moderation analysis indicates that the accuracy of teacher judgements has improved significantly when compared to previous years.

The Support Strategy Group draw on data to help make informed choices. Through a variety of data sources, information about young people and families is accessed in order to positively influence successes and achievements. This data allows learner conversations regarding post school destinations to be positively shaped and supports almost all of our learners at important periods of transition. Through analysis and evaluation of data, pupils and groups have been identified and offered appropriate targeted support, including those who are Care Experienced, Young Carers or have a Coordinated Support Plan.

Furthermore, throughout the year there has been an Authority focus on promoting numeracy, where self-evaluation processes have provided evidence that many of our young people can articulate what numeracy skills are and where they may be used across the curriculum.

### **Learning Champions**

The national guidance on Pupil Participation, ('How Good Is Our School? 4' and 'How Good Is OUR School?' (Parts 1 &2), has been implemented on a whole-school level. In partnership with ERC Young Person's Services, a group of 16 S2 and S3 pupils, selected from a range of SIMD, ethnic and gender demographics, have engaged with Education Scotland literature and guidance, and been trained to carry out observations of learning across the school. Their training has included developing skills in using evaluative language, making accurate and objective observations by making use of techniques modelled by Quality Improvement Officers and Inspection Officers, and developing an understanding of the theory behind learning. They used HGIOS and HGIOURS to develop an observation template, focusing on the features of excellent practice seen in How Good Is OUR School part. 2. The pupils decided to target Theme 2 – Our Learning & Teaching. The aim of the learning visits was to identify whole school development targets, as well as strengths observed across the school.

The group have also taken the lead on developing learning conversations resources. Pupils visited faculty meetings in February 2019 and audited the quality and regularity of learning conversations across the school. Using the feedback they recorded, pupils designed and created resources to support pupils and staff when having learning conversations. A learning conversation template, to support discussions and give pupils more agency and understanding of the process during a learning conversation, was also developed and trialled within the Modern Studies department. This was well received by most pupils in evaluation, but all young people focus grouped agreed that the resource was too time-consuming for regular use in class. As such, it has been redrafted with pupil input and this new resource will be trialled in the next session.

### **Pupil Parliament**

Woodfarm's Pupil Parliament has carried out evidence-gathering to determine participation levels and tackle barriers to the participation and inclusion of all. A whole-school survey was carried out via Show My Homework in October 2018. In this survey, most pupils agreed that they felt Woodfarm was a school where their opinions were listened to (82%), almost all pupils agreed that the Parliament has had a positive impact on the school (95%), most pupils, and almost all committee members agreed that they would recommend membership to others (98%).

The next steps from the survey indicated that a significant minority of pupils (36%) did not understand how a Pupil Parliament worked, a majority (66%) felt that boys were underrepresented and a large minority believed that teachers led the agenda of the parliament (44%). As such, a pupil parliament engagement group was created. They implemented new strategies to engage pupils and encourage involvement, producing a promotional video for an episode of Woodfarm TV, which was broadcast to the entire student cohort. They also carried out pupil-led focus groups with non-participant boys to ascertain barriers and identify possible strategies to engender their future involvement. S2 mock election winners from Social Subjects were also invited to a parliament meeting to share their manifesto, with a view to implementing policies they were elected on. These strategies have proven successful as there has been an increase in Parliament committee membership and a demonstrable improvement in gender balance.

## **Insight training**

Insight Training has been provided firstly to Faculty Heads and was followed by delivery to all staff. There is confidence that all staff can use this to enhance their self-evaluation, in conjunction with the SQA analysis undertaken by all teachers of Senior Phase classes every August, prior to the SQA post-results meeting between Faculty Heads and SMT.

## **QI 1.2 Leadership of Learning**

### **(Professional engagement & collegiate working; Impact of career-long professional learning; and Children and young people leading learning)**

#### **Masters in Education/professional engagement**

Three members of staff are completing Masters level study – with professional reading impacting widely on their teaching in terms of, for example Active Literacy and philosophical application within the classroom. A Faculty Head has undertaken Institute of Leadership and Management Study. This has impacted on staff - other leaders are being supported and encouraged within the faculty and opportunities for the team to develop professionally are provided. Another member of staff has just completed 1<sup>st</sup> year of CCEd Spanish at Strathclyde University, again showing capacity for improvement and widening opportunities for pupils.

Furthermore, professional reading has been used to directly inform next steps in Cluster Literacy. Following a successful evaluation of Active Reading strategies and group discussion, a consistent approach to teaching vocabulary is now the focus of the Cluster Literacy group, incorporating the work of Alex Quigley's "Closing the Vocabulary Gap". In roads have also been made in terms of keeping parents abreast of developments in Literacy across the Curriculum, with guides to active reading developed by the committee provided for parents.

Many staff are confident in discussing how they have improved their practice as a result of professional learning activities. For example, staff had the opportunity to participate in a CLPL on growth mind-set in mathematics. Staff engaged in professional dialogue to develop their understanding of strategies to improve the outcomes for all learners and attended a session with Maths educator Craig Barton; sharing a number of approaches to develop problem solving skills. As a result there is a strong focus on implementing strategies across the faculty to increase motivation and achievement in Mathematics and Numeracy.

#### **Leadership roles within Faculties**

Almost all members of the Performing Arts, Maths, Science, Modern Languages and English Faculties, including NQTs, have agreed leadership roles within their faculty and across the school which improve outcomes for learners. This allows skills to be utilized and professional knowledge and experience to increase. At Faculty level, these roles include: leading the celebration of achievement, mentoring NQTs and students, leading in numeracy or literacy across the Curriculum and/or across the Cluster and leading GIRFEC within the Faculty. At whole school level, opportunities include: devolved pastoral responsibility for a small group of pupils; a DYW course undertaken to further develop the promotion of skills across our school; Fire Warden and First Aid training; ERC Recruitment and Selection training and leading the Mental Health Strategy (a certified twilight course that will allow participants to become accredited mental health trainers). Many staff are enhancing their professional skills and experience by focusing on the GTCS Standards for Leadership and Management.

All members of staff cascade information from committees and several have been leaders in the Pupil Parliament. Many staff work collaboratively to strengthen their understanding and implementation of key national priorities including DYW (e.g. Micro Tyco initiative), resulting in further skills development for the pupils.

In Science, almost all members of staff identified a key area from the FIP and took on a leadership role, in addition to all staff leading sections of learning in the BGE. Two members of staff also were successful in securing acting PT roles out-with the faculty. The distributed leadership model has improved the outcomes for pupils at S2 transition time with almost all pupils making appropriate choices compared to pupils in the previous year.

Many staff from HWB, Modern Languages, English and Science are involved with SQA in various roles (item writer/checker; marker at N5/H/AH levels, verifier, IACCA verifier). Relevant information is shared at Faculty Meetings which benefits pupils as teachers are far more knowledgeable and accurate in their understanding of standards. A few staff also cascaded information and provided INSET training to ERC colleagues.

## **Teacher Learning Community**

The TLC was also a model of distributed leadership, with each member of staff taking responsibility for a particular strategy and then presenting their findings to the group. Furthermore, one member of staff presented on Flipped Classroom to the whole staff at the February INSET day. Most staff involved in the TLC stated that they have gained confidence to try new things in order to improve their teaching.

All staff undertaking Masters level learning felt that discussion with colleagues at TLC meetings who were also studying was very encouraging.

The TLC thematic focus of young people leading learning resulted in a folder of research, with evidence of a range of successful strategies, to enable staff to support young people to take responsibility for their own learning and progress. This information was cascaded via the HT bulletin.

The work of the TLC will be the basis of structured CLPL next session, where three sessions.

## **Digital**

The B.I.T faculty have supported the school in applying for the Digital Schools Award; a member of staff within the faculty is working alongside the Senior Leadership Team to gather and collate evidence of how digital technologies is being used to support learning and teaching across the wider school. The impact of this has led to an increase in confidence for this member of staff who is leading other colleagues in the faculty with regards to the effective use of digital technologies.

All staff have attended CLPL opportunities for Show My Homework. A member of staff within the faculty is part of a working group in driving this digital technology across the wider school and this has had a positive impact. A majority of staff are making use of additional features such as comments and statistical information that can be shared at parents'/carers' night. The Digital assessment programme was delivered to S1 and S4 pupils to gauge proficiency and plan next steps. The 4 week programme focuses on improving their touch typing skills and their confidence in using IVONA mini-reader.

## **Insight**

Staff attainment self-evaluation predominately comes from the school's Tracking and Monitoring and Results databases along with the SMT/Faculty SQA evaluation process. Whist this gives us far more detailed data than Insight, we had identified the need for all staff to be fully aware of the background and information that Insight can provide to enhance our own systems. The need to be aware of the 'hidden data' on Insight and in particular discussion around alternative curricular pathways particularly in S5/6 was required. SMT, Middle Managers and pupil support staff attended separate 2-period sessions, facilitated by a Professional Advisor from the Scottish Governments Insight team. This was followed by all staff attending a twilight training session. Verbal feedback from staff was very positive. BIT noted: 'all staff within the faculty have attended Insight training to develop a deeper knowledge of how it can be used to inform improvement planning for courses within the senior phase. The impact of this training has provided confidence in staff making changes to the curriculum pathway, for example the introduction of the NPA Computer Games Development course'.

The PT Attainment will now continue training with all new staff and facilitate refresher sessions throughout the next academic year, when we will collate more formal statistical feedback via online evaluations.

## **SNSA**

The PT Attainment attended authority training sessions: 'Effectively Analysing SNSA data' and 'using SNSA reports to support improvement in learning and teaching, curriculum and school improvement planning'. A training programme was then developed and delivered to all English and Maths staff in May 2019. This will allow staff to analyse their own class data and include their findings with other attainment data when determining next steps for their class and for individual pupils and will also identify any need for further curriculum development.

## **Pupils Leading Learning**

### **A range of effective examples of pupils leading learning in Woodfarm is evident, including:**

S5/6 Modern Studies pupils further developing the partnership with Braidbar Primary, visiting P6 and P7 classes to deliver workshops on global citizenship and related issues. These sessions were devised, planned, created and delivered entirely by the pupils, with teaching staff taking only a facilitator's role. All Primary pupils involved agreed in evaluation both that their understanding of political issues had been enhanced by the experience, and that they had enjoyed the session. The Higher pupils involved all agreed that they found the experience rewarding, and all stated that they had developed skills that would be relevant to them in the world of work.

Furthermore, pupils leading learning is clearly improving with the identification and certification of 16 S6 STEM ambassadors (now STEM ambassadors for Glasgow University also) and Junior S3 STEM mentors supporting Primary 5 children in the Cluster in STEM. This has provided leadership opportunities and has built confidence in the S3 pupils involved. All have supported the embedding of DYW further in Thornliebank Primary School.

Group tasks and particularly the Spoken Language Unit at N5 and Higher in English have been utilised to showcase pupils leading learning, which corresponds to the development of skills for life, learning and work. The consultation process adopted by almost all staff when selecting texts and topics for study involves pupils leading learning. New records of learning conversations are recorded in course outlines in the BGE with pupils self-assessing their body of work and being fully aware of their targets. YPI is once again a good example of pupils leading learning in S3 and was praised by visiting ERC teams during the CIVs. ERC also commented that there was “evidence of some strong practice in terms of pupils leading learning” in the Technologies CIV. CIV findings in the English Faculty were extremely positive and highlighted very strong pupil engagement and pupil/teacher relationships in particular in all observed lessons. Pupil leadership of learning was also highly praised by the visiting team:  
“Learners are given opportunities to work independently, to take responsibility for their own learning and to lead their own learning”.

All Faculties have engaged with the Acting PT Development (Pupil Participation) to explore involving young people in the quality assurance process. Learning Champions observed in all Faculties in May 2019 to consider Learning and Teaching, and bespoke feedback will be prepared for faculties. Pupils have also been identified to lead focus groups based around the key features of effective practice from Theme 1: Relationships from HGlourS. This adds greater rigor to the QA process while allowing pupils to develop important employability skills. The impact of this will be a rigorous QA process in which pupils and staff are fully invested. This will lead to improved classroom ethos and increased pupil engagement. In the Faculty. In BGE, pupils complete formal self-evaluations in Drama and Progress Diaries in Music to facilitate self-assessment. In the Senior Phase pupils are encouraged to take part in regular self-evaluation for improvement. They are also encouraged to measure their progress against the standards set by SQA, and when a sample group of S4 pupils were surveyed, they all reported that this helped them feel more confident and on track in their learning. BGE pupils also actively participating in learner conversations about their level of progression for each benchmark covered within the HWB Faculty. In almost all Faculties, pupils are responsible for self and peer next step planning. Observing young people leading learner demonstrates their sound knowledge and understanding of topic being covered. Reflection and target-setting forms the basis of the faculty’s positive behaviour policy: pupils review behaviour, set targets and decide on an appropriate sanction. This places the pupil at the centre of the self-evaluation process and promotes responsibility and respect, key school values.

The B.I.T faculty empowers young people to have a say in the quality of their learning experiences and how to improve. A few learners have been encouraged to share their feedback at faculty meetings and the impact of this increased their confidence in articulating their thoughts and communicating with all staff. As part of the quality assurance process the BIT and Performing Arts Faculties have encouraged learners to lead focus groups in order to evaluate the quality of teaching. The impact of this has led to learners taking a greater degree of interest in supporting the faculty for example, a few learners have supported staff by attending lower school classes in the broad general education to share their experiences with other learners as well as working with specific learners to help them develop their knowledge and skills. CIV feedback praised approaches:

“It is clear that the two Principal Teachers know their Faculties very well, understanding their strengths and recognising areas for improvement. They ensure that self-evaluation is an integral aspect of approaches to continuous improvement, and use a range of effective approaches to ensure all stakeholders are actively involved in our ongoing self-evaluation activities. In particular, the involvement of learners in providing feedback on the quality of learning and teaching is commendable”.

At Senior Phase in Modern Languages, pupils have the opportunity to be Language Ambassadors. They have attended and contributed towards events such as the Curriculum evening and Cluster ‘Onatti’ event for primary pupils. Their valuable participation has been recognised through awarding of house point tokens.

### **Pupil Parliament**

The concept and logo of SALAD, as a replacement term for IDL, has been embedded throughout the school, as seen in the Pupil Parliament and staff SALAD committees, as well as in classroom practice. This has helped to consolidate an appropriate and consistent understanding of SALAD for pupils and staff.

The SALAD committee has generated new links across faculties to ensure that the pupil voice is the driving force behind change. The Pupil Parliament committee has provided leadership opportunities for pupils from S1-5, as pupils were given the responsibility for liaising with individual Faculty Heads to discuss SALAD in the curriculum. The school SALAD calendar now contains a wide range of learning links across the school such as ‘Money Week’ in Maths/BIT, ‘Exploring the Gothic’ in Art, English and Music, ‘Letters from the trenches’ in Social Subjects/Modern Languages, ‘Cholera’ in Social Subjects and Science and ‘DNA and Ethics’ in RME and Science. These events have consolidated key curricular skills for pupils, helping them to identify links across their learning.

The Skills for Learning sub-committee of the SALAD staff committee has identified numeracy skills to contribute to the new skills booklet in PSHE. This will raise awareness of numeracy for pupils and staff and will help to ensure a consistent approach in line with the common methodology booklet.

The 'Making sense of...' events throughout the school year have been more pupil-led and have involved increased involvement from parents and other partners. This collaborative and approach offered leadership opportunities for senior pupils and facilitated positive relations between the school and the wider community.

### **Bauhaus SALAD Project**

The Art and Design curriculum was reconfigured to incorporate the BGE Skills and SALAD focus in January. A fashion design project was developed and delivered to S1/S2 and was coordinated with a related project in music; both projects focused on the Bauhaus design movement and embedded key E&Os across subject areas. Pupils participated in a flipped classroom ahead of the project enabling them to lead their own learning, and develop their skills, knowledge and understanding. Pupils worked with others to design and create a model within 6 periods; participating in a special showcase featuring a fashion show and musical performance to consolidate the learning experience.

Feedback from pupils via the project evaluation indicates that learners were appropriately challenged and enjoyed the experience.

(66% of pupils rated high levels of enjoyment for the project; 56% of learners indicated that they were surprised by what they achieved within the timeframe, with 75% of pupils indicating that they were very satisfied with the quality of their final outcome). Learners encountered particular challenges of working to strict deadlines, and working in partnership with others, developing key communication skills of negotiation and compromise. Pupils were able to relate aspects of their learning across two different subject areas. Pupil experience data extracted from the evaluations has been reviewed and used to improve and enhance learner experiences, to ensure that consistent teaching and learning approaches are applied across the department. Revised teaching approaches have led to a deeper understanding of design principles, knowledge and understanding of media and construction techniques. This has enhanced pupil knowledge, and improved their awareness of working within strict timeframes.

### **Creative Industries**

The Design and Technology Faculty launched a Creative Industry Extra Curricular lunch-time club in order to enrich the pupil experience and provide the opportunity to develop and apply a range of skills out-with the context of the classroom. As a starting point, staff worked collaboratively with Pastoral Support to identify pupils who would benefit from the group. Learners with peer issues and/or social isolation were targeted in the first instance. Thereafter, pupils were selected from several year groups; the aim being to ensure the club was inclusive and attract a wide range of pupils with varying degrees of skills. Pupils led the direction of the club with creation of the club logo, branding and gathering ideas for product choice and creation. This allowed young people to develop a broad range of skills including literacy, numeracy, employability, leadership, enterprise and team working skills. Products were then sold at school events including: Curriculum Evening; Parents' Evening and Christmas Concert.

Pupil voice indicates that learners' experiences were appropriately challenging and enjoyable. S4 Pupils particular appreciated opportunity to increase responsibility in the club as they led the sales and promotion team at the three events. They also commented on the experience of meeting deadlines for events and how this was beneficial in improving their time-management skills. Almost all pupils felt that their numeracy skills had improved as a result of using 2D and 3D shapes, calculating costs, profits and handling money.

Almost all pupils commented on the positive impact that the club had on their social well-being and self-esteem. Pupils also enjoyed forging relationships with pupils from other year groups and working together out with the context of the classroom. The club offered pupils the opportunities to lead learning and to apply a range skills in a real life project i.e. the three sales events. The club encourage pupils to connect learning from across disciplines. In particular, the combination of all skills and techniques used in the Design & Technology Faculty and the link to skills and learning in BIT subjects.

Next steps

### **CIVs; sharing good practice; TLCs; Learning Champions; Insight**

- CIVs will focus on other curricular areas to aid self-evaluation.
- Evidence indicates that learners would benefit from further reflection on their numeracy and literacy skills in their Skills Profile booklets.
- Staff delivering the N5 Lab skills course met with SQA verifiers and good practice from out-with the school was used to improve the quality of course provision. In the forthcoming SQA verification visit the school will share good practice models that have been identified.
- The impact of the Pupil Parliament's work has been that pupils are now directly involved in school improvement planning, increasing their participation and voice in decision making. Education Scotland have asked the group to share their work at the Scottish Learning Festival in September 2019, which both demonstrates the high

quality and level of innovation in their work, and will also allow them to have a positive impact on practitioners, centres and, consequently, learners across the country. Next steps are to carry out an evaluation of their activities – this will involve triangulating evidence through focus groups with pupils and staff involved; surveying all learners to gauge whether pupil experiences across the school correspond with the findings of the observations.

- The success of the Learning Conversation resources will also be assessed by the pupils during the 2019/20 session. The group will also be involved in training new Learning Champions, so that the participation of pupils in school improvement increases into next session, and to ensure the programme is sustainable moving forward. It is also a medium-term aim of the group to visit other centres in the authority to share their work and train other pupils to carry out learning visits of their own.
- Next steps for the pupil parliament is to become more of a representative body so that pupils lead its agenda more moving forward. This will be achieved through the appointment of committee representatives for each parliamentary committee, and for the election of a Pupil PM, whose role is to be decided in consultation with relevant stakeholders, including staff and young people. There are also plans to have pupils collaborate on a Parliamentary constitution, where the structures and 'powers' of the parliament will be formalised.

#### **Professional Enquiry; Leadership roles; TLC; Digital; Insight; SNSA; pupils leading learning**

- It is intended that new TLCs will be set up for another cycle to commence involving all staff in WFHS. 8 hours of collegiate time has been devoted to the development of this. The next steps of the TLC are to build in quality assurance based on the impact of this work on learning and teaching across the school. There will be an opportunity to share excellent practice at the August INSET day to encourage staff to trial strategies in the coming session and attend CLPL. Although all members stated that they appreciated the flexibility of no formal observations, most members identified (and then evaluated) the focus of their practitioner enquiry via the self-evaluation for self-improvement process to further inform and enhance their practice.
- The global citizenship programme will be developed to incorporate more community-based learning, led by pupils, and to expand the primary workshops into other cluster primaries, so that Higher Modern studies pupils have a true ownership over their learning and of promotion of the subject in the community.
- More S6 Language Ambassadors will be available next session to support junior classes within the Modern Languages Faculty.
- A next step in the 'Making sense of...' approach is to provide Cluster CLPL and disseminate good practice.
- Some Faculties have started the process in embedding the next step for reporting into the language used during learner conversations and next session will focus on exploring ways for pupils to record their learner conversations by sharing in good practice from across the school.
- Further senior classes will use Google classroom in session 2019-20. Pupil feedback from Forms will help shape future teaching and learning experiences in the BGE phase. Digital questionnaires will be rolled out to other year groups in future.

How good is the quality of care and education we offer? (year 1 school focus for 2018-19 was QI 2.3) Evaluation: Very Good						
<b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged	<b>School Priorities</b> Raising Attainment & Recognising Achievement (QIs: 2.2, 2.3)					
<b>NIF Driver(s)</b> Assessment of children's progress, School improvement & Parental Engagement	<b>Local Improvement Plan – Expected Outcome / Impact</b> An improvement in the attainment of disadvantaged children and young people. An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements.					
<b>Progress, Impact and Outcomes</b> <b>QI 2.3 Learning, Teaching and Assessment</b> <b>(Learning and engagement; Quality of teaching; Effective use of assessment and Planning, tracking and monitoring)</b>						
<p><b>Quality of Teaching</b></p> <p>Planning, assessment and recording are integral features of learning and teaching across the school - the quality of teaching and assessment in WFHS is strong; with AifL strategies used by all staff to ensure formative assessment is at the core of our teaching:</p> <p>In Science, support in Literacy has led to an improvement; providing support to Higher pupils completing their assignment. An S2 exam review led to increased levels of challenge to ensure robustness of assessment, which was supported by consistent learner conversations for all pupils resulting in almost all pupils making appropriate choices for their S3 curriculum. The S4 Environmental Science showed creativity with the introduction of a recycling scheme linked to the project based approach to the sustainability unit. Pupil engagement was satisfactory at the start of the year but by the end of the project has increased to very good leading to all pupils achieving success at National 4 for the first time since the course has been introduced. All lessons observed by the PT displayed a range of formative techniques and most of the pupils observed were able to identify and state the progress made within the lessons and the majority knew their next steps. The Science Faculty has worked with Maths and Technologies to plan the delivery of a STEM based transition programme to develop pupils' knowledge and build upon the work carried out with some of the cluster primary on STEM projects. A series of S1 STEM lessons were delivered to learners this year which involved programming Lego robots to investigate the relationship between distance and time. Pupils improved their problem solving skills, team-working and contextualised a maths problem in a real world scenario.</p> <p>Further evidence of strong learning and teaching was provided during the English CIV: "Learners' experiences are well matched to their needs and interests. This is reflected in a flexible curriculum, enhanced by courses such as Sports Journalism which features strong partnership working between the English department and staff from PE". Electives have been popular once again within the English Faculty and in BIT, providing personalisation and depth. App Development; Digital Business and Psychology have been introduced to develop skills in learning, life and work. Almost all learners have provided feedback to suggest that these short courses have provided an additional taster into potential S3 learning pathways. Most of the S2 cohort are returning to the B.I.T faculty to undertake an S3 course.</p> <p>Whole school approaches to assessing literacy continue to be used, e.g. the correction code, group discussion cards, active reading and ExPLORE. The impact of this was positively acknowledged by the visiting ERC team during CIVs.</p> <p>Additionally, feedback from a BGE Learner Consultation indicates that learners' experiences in D&amp;T are challenging and enjoyable. 83% of learners indicated that they enjoy learning within the subject and 88% indicated that they felt appropriately challenged in class. Learners felt that they had the opportunity to lead their learning and exercise choice, particularly within design based elements of the course. 94% of pupils indicated that they opportunities to take responsibility for their learning. The analysis of Microsoft Forms data and feedback from pupil focus groups indicates that the learning experience has been enhanced for almost all pupils within BGE.</p>						

Pupils are benefitting from the inclusion of a Bloom's Taxonomy structure in written tasks in some Faculties, and more opportunities for Outdoor Learning have been added to the curriculum, such as S2 weather reading, battle reconstruction on school grounds, visits to Bannockburn, Paisley Sheriff Court, Holyrood, and Glasgow Central Mosque in Social Subjects.

The Maths and Numeracy faculty have created short active learning tasks that are adaptable to suit all CfE experiences and outcomes. This further promotes collaborative learning and group discussion within the Maths classroom and provides challenging and enjoyable experiences for all learners. All learners in S1 participate in a money week learning experience to deliver an input to pupils about the importance of financial maths. This learning experience is designed and delivered by staff in Mathematics and B.I.T faculties. All learners continue to have the opportunity to join the Credit Union Committee. Learners develop their knowledge on how to run a branch and gain valuable skills by serving as tellers and bookkeepers. In addition, pupils learn about confidentiality, professionalism, behaviour in a business environment, and the importance of communication skills. Learners also created an advert to promote the Credit Union via Woodfarm TV. The impact is that more pupils have joined the credit union and opened accounts which compares very favourably with other similar schools. A further 13 pupils have joined this year which takes the total membership to 33.

Furthermore, a group of S3 pupils have been involved in delivering a financial maths lesson to our cluster Primary 6 classes. The impact has developed pupils' skills in numeracy and ICT, and has enabled both staff and pupils to make links between curricular areas.

The faculty participated in Maths Week Scotland. Our activities culminated in a giant pyramid constructed with 1024 individual pyramids. Every BGE pupil in the school contributed at least 1 personalised pyramid. Additional activities took place in the maths and numeracy faculty with a real world context for example; credit card validation algorithm and sugar content calculations for soft drinks. Learners had further opportunities to deepen their knowledge by participating in Pi Day which is celebrated internationally. All year groups participated in pi related activities with pi skylines, pi card games and pi dingbats used to celebrate. S1 also did a fantastic job in creating a living pi symbol 'pupil pi' which was recorded in time-lapse and shared via the school's social media platform.

To improve attainment further, the maths and numeracy faculty offered pupils additional opportunities to receive support with their Higher Maths via a Saturday revision class. The impact on pupils was not only that they felt more confident for their prelims but also most of the pupils who attended increased their marks from their first prelim to their second prelim. Staff also ensured that poverty-related barriers were taken into account when challenging and supporting pupils via the targeted supported study sessions for S3 pupils which were piloted this year.

A monthly literacy and numeracy newsletter for staff has been implemented this year in collaboration with the English Faculty. It has helped to continue to emphasise the importance of numeracy being the Responsibility of All. It is written in an engaging manner and feedback received from staff has been very positive. The impact has developed staff skills in numeracy and enabled them to make cross curricular links between numeracy, technologies and social studies. In the B.I.T. faculty, the development of the S1 Learning Journey booklet has incorporated assessments that are based on the relevant benchmarks associated with numeracy. The impact is that young people have increased awareness of how they are developing numeracy skills in the faculty.

Teaching approaches used in BGE Music have been updated to include more active approaches, make greater use of digital technology and to provide pupils with increased choice. Differentiation for the most able has been a focus this term and in Music more challenging pieces of Music have been introduced and in Drama a wider range of characters have been made available to challenge the most able. Feedback from all learning visits to Music recognise the range of creative approaches to teaching and learning used by teachers and most praise the effective use of technology to inspire learners, such as mobile phones with QR readers. As a result the lessons are more inclusive as they meet the needs of a wider range of pupils and are more stimulating for all. It has been a priority this year to make resources up to date and creative across both Music and Drama. In Music more up to date Music has been introduced, including pop songs, and in Drama we have updated the texts that are used in BGE and Senior Phase. Numbers of pupils picking Music at the end of S2 increased substantially in 2019. Methods of providing pupils with individualised feedback and a way to track their progress have also been developed. As a result of this pupils are better prepared for the pathway into NQs.

### **Teacher Learning Community**

A 'back to basics' approach to learning and teaching, requested by staff during Head Teacher consultation, resulted in a TLC group being set up in 2018/19. Almost all faculties were represented in it. All staff involved accessed and applied relevant findings from educational research to improve learning and teaching. These findings were cascaded to the rest of the staff via the HT bulletin as well as a presentation on Flipped Classroom at the February INSET day. Furthermore, research from the TLC has been used to inform the Learning and Teaching Policy, where presentations are linked to relevant headings to support staff.

The TLC's theme of pupils leading learning arose after a pupil-led survey by the Learning and Teaching sub-group of the Pupil Parliament identified this as an area for

improvement. As a result, practitioner enquiry in the group centred on devising lessons that are appropriately challenging and enjoyable, using skilled questioning to regularly enable higher-order thinking skills in all learners. Two members of staff researched how to provide high-quality feedback to learners in order to have an accurate understanding of their progress, as well as how best to enable all young people to engage in self and peer-assessment. Other areas of research were Flipped Classroom, Collaborative Learning, Visible Learning, AifL and Philosophy in Education in order to encourage learners to take on leadership roles in class and to take increasing responsibility as they become more independent in their learning.

The success of these strategies was evidenced in the evaluations pupils provided after the lesson/ series of lessons carried out by the teacher. Within each enquiry, most young people stated that the strategy used had assisted their learning and were able to explain why. All members of the TLC considered this pupil feedback when evaluating their next steps and included it when reporting to their peers.

## Digital

### **DIGITAL SKILLS award – can info be added in August?**

Digital technologies are widely used across Woodfarm; with ICT suites, laptops and Chromebook hubs are utilised by all staff. Many staff use Google Classroom regularly to share resources with pupils. All pupils have access to additional materials to support their learning, providing a boost to their confidence and overall attainment. Some staff have made effective use MS Teams to share resources for all learners; impacting in providing further support for them. S1 and S2 courses have been reviewed to further develop the STEM experience in the Broad General Education. This has resulted in all learners having an opportunity to develop computational thinking skills as well as programming skills, using up to date software such as CodePen.

In session 2018-19 all staff took part in using Show My HW (SMHW). Again the response was encouraging with almost 100% of staff using the app. The SMHW company stated that Woodfarm was above average in its usage of SMHW at all levels. In the Maths and Numeracy faculty, further use of functions of SMHW were effectively explored to share progress information such as homework marks and assessment marks and to inform improvements in learning and teaching. New SMHW classes for Number Partners were also established to communicate with the target group of pupils across S1 & S3 and provide tasks and resources to ensure pace and challenge for all learners.

Excellent examples of learning and engagement were noted in Social Subjects with regards to use of digital technologies. Staff have now exclusively use OneDrive to access resources for lessons and to update results databases. A single document can be completed by all at the same time, facilitating a collaborative and collegiate approach. Subject specialists can share lesson resources more effectively with other non-specialists in the Faculty (and student teachers), increasing the confidence of all staff and thus the attainment/learning experience of pupils.

Virtual reality headsets have been trialled in 2018/2019, with resources developed to support learning in the BGE common course. Feedback following an observed lesson will enable more effective planning for the development of resources to support the use of the headsets in lessons moving forward.

Digital technology is used throughout Woodfarm in almost all Faculties to engage and motivate through a variety of resources such as: Kahoot, Plickers, online games and grammar quizzes. PowerPoint/flipchart lessons and Promethean board features in many classrooms allow for increased pupil participation. A wider variety of digital learning tools are being used with increasing frequency, e.g. QR codes; Splat (a revision tool used during plenaries); Mentimeter (a voting tool used during class discussion).

In language, pupils are encouraged to use websites such as Linguascope, languagesonline Bright Red digital, wordreference.com as well as the SCHOLAR app on GLOW and BBC bitesize to support their home learning. Hour of Code and LightBot are also used to develop soft coding skills. Online resources – CodeAcademy, W3 Schools, and SimplyPsychology – provide feedback and next steps for pupils, thus supporting their progression.

Digital technology is also introduced through the use of a range of equipment including digital microscopes (to demonstrate good practice) and BBC Microbit computers (S1 STEM). Podcasts, Read Theory, Film trailers on iPhone and BBC iPlayer comedy classroom have also been utilised within the English Faculty and have been very motivational for all pupils involved.

CAD Challenges, CAD, CAM Technology Starter tasks, Inventor, Desktop publishing software such as Serif/Affinity also feature in lessons in some Faculties.

CLPL and Lunch and learn sessions in: O365 Forms, Insight, and SMHW have been delivered, with a positive effect. These are well attended by staff. PSAs follow their own bespoke training sessions during INSET days and departmental meetings are utilised share good practice.

### **Teacher Judgements**

In session 2018/19, all Faculties have been supported in moderation activities by an Acting PT Development; enabling teachers to improve their understanding of the standards and expectations with in the BGE. A review of assessment approaches has been undertaken to ensure that there is sufficient coverage of the relevant benchmarks. Faculties audited BGE courses to confirm they offer a range of robust assessments strategies offering learners choice, providing depth and allowing for challenge. Many Faculties, including: Social Subjects, Modern Languages, BIT, Technologies and Performing Arts consequently adapted courses and systems to meet these requirements and provide a wider range of appropriate assessment strategies for all learners. Increased understanding of the standards and expectations along with use of the gradient of learning has improved consistency of Teacher Judgements in almost all Faculties across the school.

Where variation was noted, Faculties have analysed approaches used to arrive at judgements to ensure the evidence is reliable and valid. All Faculties have met regularly as a team for moderation exercises to agree standards and expectations, focusing on BGE benchmarks. As a result of these activities, almost all staff are able to make more confident judgments and have a more accurate picture of learners' progress and attainment. In English, collegiate working has come to the fore in terms of arming staff with more confidence in making BGE judgments against benchmarks. Very specific and precise cross marking tasks which integrated the reading benchmarks fully, meant that teacher BGE judgments proved to be more robust (St tests vs teacher judgement data reflects this)).

Additionally, several PTs attended a moderation activity and several staff are involved at authority level as facilitators who will lead others to ensure the process of making judgments is robust and accurate. The Social Subjects faculty has increased the number of moderation meetings to share marking standards before every assessment in the S1/2 BGE course; increasing staff confidence in assessing. This has resulted in accurate teacher judgements. Based on feedback from the Acting PT Development for Moderation and the PT Attainment, assessment approaches are being adapted for next session through the creation of a pupil skills booklet to ensure a consistent approach based on the E's and O's.

Within Performing Arts and Technologies, the BGE curriculum has been revised to ensure articulation with E&O's and benchmarks, and to prepare a pathway into National Qualifications. It has also been updated to be more relevant to young people. A variety of assessment tasks, including Scripted drama and Literacy have been integrated into the courses to allow learners to develop these skills and knowledge and to allow learners to demonstrate breadth, challenge and application across the contexts of design, manufacture and graphics.

Feedback from almost all teachers suggests increased pupil engagement with the courses. Feedback from pupil voice shows that most pupils in S1 and the majority of S2 pupils enjoy what they are learning. Staff model answers with pupils in teaching and learning to encourage positive approaches to improving literacy skills. Marking grids detail E's and O's alongside benchmarks and all pupils receive detailed feedback on progress in writing.

In all faculties, pupils are able to identify areas where they have performed well and areas for improvement, with support from their teacher as required.

Staff in the B.I.T faculty in particular have engaged in professional dialogue to develop collective understanding. A focus has been primarily on the use of working at grades and next target grades for reporting. The impact is that all staff have increased confidence in their judgements based on evidence.

An integrated Design & Technology baseline assessment has been introduced at the beginning of S1 to capture pupil progress. BGE Benchmarking and Quality Assurance boards have been produced for the Art & Design Baseline Assessment and S1-2 D&T projects. These provide visual exemplification to support assessment judgements and moderation activities within the Faculty, resulting in more accurate Teacher Judgements in 2018/2019.

The SSG have increased our use and understanding of the gradients of learning across faculties. Alongside our analysis of teacher judgements, we have been able to use these to help support discussions on future pathways and appropriate curricular choices to help close the attainment gap.

We have worked with faculties to assist them in supporting learners with Co-ordinated Support Plans or who act as Young Carers through offering the young people bespoke universal support to ensure equity across all learners.

### **Tracking and Monitoring**

All HWB, English, Modern Languages, Social Subjects, BIT and Technologies staff engage with Faculty databases to ensure progression and attainment is accurately charted. SMHW and Insight training has taken place for all staff; in specific sessions by the Insight trainer but also within the Faculties, so target groups of pupils can be identified more quickly, in terms of being on or off track, in assessments, prelims or in assignment performance. New learning conversations are recorded in course outlines in the BGE with

pupils self-assessing their body of work and being fully aware of their targets. Standardised Tests scores have been closely analysed and compared to teacher judgements by all staff. Staff have engaged with whole school Teacher Judgement analysis and inter-faculty moderation activities to reflect on Teacher Judgements and ensure consistency, assisted by a PT Development. All staff can access more detailed information pertinent to getting it right for all young people. This ensures appropriate interventions and facilitates timely intervention by Faculty Head and other staff members. The impact of this has allowed Faculties to develop bespoke support strategies e.g. one to one support meetings and twilight sessions aimed at meeting the needs of these learners. The success of this approach has led to almost all learners remaining on their pathway from S3 into S4 in BIT, English and Social Subjects especially.

The pilot of the Scottish Government assessments, SNSA has taken place, with English and Maths staff fully aware of requirements and willing to engage with meaningful data when produced by Scottish Government.

### **Opportunities for all**

All staff in Woodfarm are working to ensure achievement for all; with The English Faculty acting on advice given to incorporate DYW into lessons (e.g. Through references to 'My World of Work'). The addition of YPI to the Faculty has again proven to be beneficial for the third year running in promoting success for S3 pupils. Through analysis of the English curriculum and learner pathways, the need to ensure Skills for Work were embedded into the curriculum at each stage was identified. Almost all pupils in S3; N4 S4 classes; N5 S5 classes and Sports Journalism students participate in lessons which have a direct impact on Developing the Young Workforce at each stage of their learner journey. Employability in S5 and Literacy 5 in S4 and S5 and Sports Journalism (level 6) are offered and have again helped to improve Literacy and other relevant skills and give further value for pupils. In liaison with the PT responsible for DYW, additional flexible work placements have been arranged for S4 pupils in Personal Development. Staff have also worked with outside agencies such as Young Person's Services in Personal Development. Also, Jet2 Holidays visited pupils in Travel and Tourism to provide additional skills for work experience for S5 pupils to better prepare them for life after school and to provide a more relevant learning environment related to the aims of the course. Intensive Literacy and Numeracy programmes were delivered in 2018, aiming to enhance basic core skills of pupils in S1 who find literacy and numeracy challenging. In addition to the S1 target group participating in the Paired Numeracy Programme a 6 week block of intensive numeracy lessons were delivered to focus on topics that were identified in the Numeracy Across the curriculum test at the beginning of the session. Pupils benefited from a structured period of revision on these topics and personalised support in key numeracy skills.

The six week programme focussed on numeracy in real life context. This programme has been piloted to give non-Cluster pupils greater support as they integrate into WFHS. Parents were invited to observe a literacy session and were also given a family learning opportunity to become more proficient in the teaching of reading. The impact on almost all pupils has been positive, as can be clearly seen for progression and Teacher Judgements for this particular cohort. The Paired Numeracy Programme for S1 pupils called 'Number Partners' has continued this year to close the attainment gap in Numeracy in the BGE. This programme was delivered to a targeted cohort of S1 pupils who meet on a weekly basis at lunchtime with a S6 buddy over a period of 10 weeks. Due to the success of the programme it was re-introduced after the Spring Holidays with a new set of S3 buddies for a further 10 weeks at lunchtime. The Number Partners programme allows S1 learners to improve key numeracy skills and gain confidence in the Maths class. Quantitative data analysis at the end of S1 is expected to show the target group closing the gap.

The Nurture sub-group of the Equalities Committee has surveyed staff on their knowledge and understanding of the 6 principles of nurture which informed future plans to support staff in ways of developing a nurturing classroom. The subgroup delivered a staff CLPL session on the February in-service day and shared the views of surveyed staff. The outcome has been an increased awareness of the principles of nurture for almost all staff and also increased membership of the group. The CIV feedback to English and Technologies comments on the: "highly nurturing and supportive learning environment" so apparent in WFHS.

Remembrance events have been developed to provide a more inclusive experience for pupils from all ethnic backgrounds. Speakers from Colourful Heritage have visited to provide an input for pupils related to the Muslim experience in the world wars. Following consultation with the Imam of the British Armed Forces, verses from the Holy Quran have been added to the Cluster Remembrance service conducted at Thornliebank War Memorial, alongside a Christian prayer and a non-religious poem of commemoration, to provide representation of the views of most pupils.

Using money awarded through the East Renfrewshire Cashback for Communities fund, a group of S3 pupils were taken to Lochgoilhead outdoor residential centre to build team working and communication skills and to develop their self-awareness. This experience had a very positive impact on the mental and physical health and wellbeing of pupils and

will enable them to apply their learning in their lives and, for the pupils in Personal Development, to the relevant unit assessment.

Members of staff from the Social Subjects and BIT faculties have devoted time to run an 'Equal Generations' club to raise awareness of issues associated with homophobia and gender equality through the organisation of a themed lunch event and a 'wear it purple' day and by producing rainbow flag badges for pupils and staff to wear. The group has been awarded a Convener's Award for their work this year. All pupils have a safe place to come to if they are experiencing difficulties related to their gender or sexuality. Almost all pupils in the school are more aware of issues such as homophobic language and gender stereotyping, improving the health and wellbeing of those affected, and contributing to the inclusive vision and values of the school.

## **Celebrating Achievements**

### **Achievements Database**

Further work to improve the user interface to include tool tips and help features for users was undertaken in 2018. To encourage greater staff usage, the database was introduced at a whole staff meeting with explanation of purpose and function. A video was later created to provide step by step instruction on its use and finally training in the use of the database was delivered. Staff were able to simultaneously access and add live data to the system. This has seen an improvement in the number of staff entering achievements directly.

### **Award Ceremonies**

Additional candidates for Convener's Awards were identified, with all pupils nominated accepted due to their outstanding work both in and out of school. The BGE Awards event for 2019 was an outstanding success reflecting the huge range of skills that Woodfarm pupils had displayed throughout the session. Focusing on the development and application of pupil skills enables the school to take a truly inclusive approach to recognising and celebrating the achievements of all our young people. Staff voiceovers describing each award clearly demonstrate the depth of knowledge that teachers have of their students and heightens the value of the awards to parents / carers and pupils. Ensuring that our awards ceremony is diverse and open to all pupils results in a very high level of parental engagement and this was reflected at the event with almost all parents / carers attending. Feedback on the event from parents and pupils continues to be very positive.

Discussion with the Pupil Parliament and Achievements Staff Committee in session 2018/2019 resulted in the implementation of:

- House Rewards: linked to a token system to enable staff to reward pupils for any positive action. This also encouraged pupils to remind staff to issue rewards and be part of promoting the process.
- Loyalty Cards: issued to pupils attending clubs and extra-curricular activities; encouraging pupils to participate in the house competition and attend clubs regularly. Cards were issued to pupils at the Learning Festival event.
- Activity Boards: A board at the entrance to the school enhances the profile of all the clubs where pupils could participate.
- Achievements stalls: The Achievements staff committee arranged for achievement stalls, led by pupils, at parents' nights and the Learning festival, to share achievements with parents in an engaging way, complementing the positive ethos of these evenings and offering parents a meaningful experience relevant to their child whilst waiting for appointments. Pupils lead to promote the House System and Achievements and to raise the profile amongst parents/carers and community.

Collectively, these initiatives have increased the awareness / participation with the House System as evidenced by the numbers of pupils seeking House Badges to ensure they would qualify for rewards, house tokens being submitted via the house boxes and loyalty card submissions.

Additionally, a group of S3 pupils wrote and produced Woodfarm TV videos to provide an engaging and humorous way to disseminate information and recognise achievement from across the school – linked to the house system – to pupils, staff and parents.

All learners within Woodfarm are encouraged to attend events such as the Learning Festival as an opportunity to showcase their learning with the local community. The impact

on those learners who participate in the events is increased confidence in engaging with the wider community.

A system of 'Pupil of the Month' for all year groups has been well received by the majority of pupils in Modern Languages, English, Social Subjects and Science. The system has supported the existing house points system and improved the engagement of pupils in their learning with almost all pupils in the BGE aware of the system and how to achieve an award and most pupils in the senior phase. This achievement is issued to all year groups (S1-S6) and has had a positive impact for example improved engagement in the learning experiences, as was stated in CIV pupil focus groups. Social subjects links this explicitly to the vision and values of the school, using 'PREPARES 'as award categories. Some Faculties recognise achievement by providing a few learners with a praise postcard which is awarded termly, or by presenting certificates at Assembly. Achievement is also celebrated with 'French breakfasts' for pupils in recognition of their hard work.

All learners in S2 participate in the Numeracy 'Puzzle of the Month' competition. This learning experience is designed and delivered by staff in Mathematics. This has enabled pupils to apply their numeracy skills in an engaging and challenging context. Pupil achievement is recognised through certificates and house points.

A group of learners were successful in the recruitment and selection process for a Code Buster campaign. The impact is that S1 teaching staff are supported alongside Code Busters who have provided additional support to all learners when working on topics such as Scratch programming and web design and development, using software such as CodePen. The Code Busters are recognised by wearing the Code Buster badge, which was designed by S2, with a winning design chosen by the year group.

Pupils have experienced success in Local Authority and National competitions including Readathon, Young Writers', Law Society debating, and in the school magazine. Wider achievement is recognised across the school by almost all Faculties and promoted via the website and the Woodfarm Twitter account.

There is evidence that children and young people are applying and increasing their achievements through active participation in their local community. For example, in the 3LLW Micro Tyco challenge pupils raised funds for Wild Hearts Foundation by selling Hallowe'en goody bags. Learners also contribute to the wider community and as global citizens. For example, Carlos' Café was organised by Higher pupils and run by S1/S2 pupils. This raised £100 for the EFTC Foundation. S1/S2 pupils also participated in the European Day of Languages. Pupils enjoyed different languages experiences and a tasting lunch was held for pupils and staff at lunchtime.

## **Next Steps**

### **Quality of Teaching; Tracking and Monitoring; moderation; digital; opportunities for all; celebrating achievements).**

- Continue to develop effective systems to promote and recognise achievement for all learners.
- The reporting section of the School Handbook will be reorganised to show more of a flow in reporting from S1 to S6.
- There is a need for digital strategies to be embedded across the school in order to evaluate the wider improvement in learning and teaching; and this is the intended impact of the CLPL which will be on offer next year.
- SMHW Staff evaluations expressed a need for more training from the company who produce the app.
- In terms of achievements, greater engagement and use of the database from all staff will be encouraged and a link to the Pupil Parliament made to consider effective rewards systems to ensure participation and engagement of all. The impact of Loyalty cards and tokens with a particular focus on staff engagement will be monitored. The PT attainment will develop a function to automatically import S1 achievements directly into database from exported FileMaker data and create a secure interface to enable pupils to enter in achievements. A termly check of entries from each year group to ensure achievements are being entered regularly and ensure that all pupils who are volunteering register will take place. The school will forward pupils for Saltire awards and Convener's Award if appropriate. An Alumni system to harness the skills and experience of our Alumni pupils will be developed in WFHS.

**How good are we at ensuring the best possible outcomes for all our children / learners? (year 1 school focus for 2018-19 was QI 3.2) Evaluation: Excellent**

<b>NIF Priority</b> Improvement in children and young people's health and wellbeing	<b>School Priorities</b> Equalities (QIs: 2.1, 2.3, 2.4, 2.5, 2.6, 3.1 ...) Curriculum Design (QIs: 1.5, 2.2, 2.6, 2.7, 3.2, 3.3 )
<b>NIF Driver(s)</b> Assessment of children's progress & Parental involvement	<b>Local Improvement Plan – Expected Outcome / Impact</b> A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally. Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed.

**Progress, Impact and Outcomes**

**QI 3.2 Raising Attainment & Achievement**

**(Attainment in Literacy and Numeracy; Attainment over time; Overall quality of learners' achievement; and Equity for all learners)**

**S2 Standardised Test Scores 2018-19**

**S2 cohort**

At time of standardised tests there were 135 pupils on Woodfarm's S2 roll, however two pupils attend other facilities. Of the remaining 133 pupils, two pupils did not sit the Maths or English tests, one due to additional support needs and the other due to personal circumstances. The pupil with additional support needs was given a ST of 70 and included in the data. The following analysis is therefore based on 132 pupils. Almost a third of pupils (30%) did not attend an ERC primary, and of those who did a quarter do not have ERC as their LA. As with last year the pupils who did not attend an ERC primary were allowed to sit the P7 STs in S1.

**Average Standardised Test Scores**

	All Pupils		ERC Primary		Non ERC Primary	
	P7 *	S2	P7	S2	S1	S2
English	102	102	102	105	96	94
Maths	100	100	100	103	84	92

\*P7 ST only – S1 ST not included

Whilst it would appear when looking at the cohort as a whole that both English and Maths S2 ST scores are identical to the P7 the impact of the 40 pupils who did not attend an ERC primary needs to be taken into account. When these pupils are excluded from the analysis and ERC Primary pupils are looked at in isolation English and Maths both added 3 points.

The gap between ERC Primary and non ERC Primary pupil's continues to be a concern:

- 11 point gap at the end of S2 for both English and Maths (an increase on previous years 7 to 8%)
- Extremely low Maths ability of these pupils on entry into S1 (average score 84)

However it is pleasing to see that the introduction of targeted support in S1 Maths in 2017/18, through the Number Patterns programme, seen these pupils S1 average of 84 increase to 92 in S2.

## ERC Primary Pupils – Quartiles 1 and 4

ST score ≥ 112 (Q1)

- English: 37% - increase of 10% on the P7 scores and 13% higher than last year's S2
- Maths: 28% - increase of 9% on the P7 score and 11% higher than last year's S2

ST score ≤ 88 (Q4)

- English: 13% - decrease of 5% on the P7 scores and 4% lower than last year's S2
- Maths: 17% - decrease of 4% on the P7 scores and 7% lower than last year's S2

## All Pupils – further S2 analysis

- Local Authority

	Pupils		English			Maths		
	No.	%	Ave	Q1 %	Q4 %	Ave	Q1 %	Q4 %
All pupils	132	na	102	27	21	100	22	23
ERC *	75	57	105	37	17	103	28	16
Other LA	57	43	98	14	26	96	14	33
ERC v Other	na	na	7	23	9	7	14	17

\*6 pupils who now live in ERC came via a non-ERC PS/HS: 3 English and 2 Maths in Q4

As with previous years there is a gap in the attainment of pupils who live in ERC and those who do not. However a break-down of the 57 pupils from other LA shows that whilst there remains differences in percentages in Q1 and Q4 the average ST score for these pupils educated in an ERC Primary is within 2 points of the ERC pupils for both English and Maths.

- Gender

	Pupils		English			Maths		
	No.	%	Ave	Q1 %	Q4 %	Ave	Q1 %	Q4 %
Female	63	48	106	35	11	101	19	19
Male	69	52	98	20	30	98	25	28
F v M	na	na	7	15	19	3	-6	6

English – girls continue to outperform boys in terms of average ST (7 points), 15% higher percentage in Q1 and 19% lower in Q4.

Maths – the gap in average ST continues to be small with the girls outperforming the boys on average by 3 points. However this year's figures of 25% of boys scoring in the top quartile is our highest in the last 5 years and outperforms the 19% of girls. It is the spread of the boys ST, with over a quarter being in Q4 that lowers the average mark.

- Ethnicity

	Pupils		English			Maths		
	No.	%	Ave	Q1 %	Q4 %	Ave	Q1 %	Q4 %
White	92	70	104	32	18	101	27	20
OE	40	30	97	18	28	95	10	33
Difference	na	na	7	14	10	6	17	13

White pupils again outperform other ethnicity pupils in both English and Maths.

- White pupils - English seen their highest figure for white pupils in the top quartile in the last 3 years and Maths the highest figure in the last 5 years.
- Other Ethnicity pupils - It is pleasing to see that interventions, including alternative texts, in English has resulted in 18% of these pupils being in Q1 compared to the

last 5 years average of 7%. Whilst English Q4 statistic for other ethnicity pupils remains constant there was an increase in this category for Maths.

- SIMD

Pupils		English			Maths		
No.	%	Ave	Q1 %	Q4 %	Ave	Q1 %	Q4 %
SIMD 1 to 3	29	22	98	10	31	95	14
SIMD 4 to 7	37	28	94	8	35	93	8
SIMD 8 to 10	66	50	108	45	9	105	33
							14

When analysing average SIMD against average ST score it is pleasing to see that both Maths and English performed above the ERC lines of best fit (HT presentation slides 8 and 11). It is also pleasing that the average ST for Maths in SIMD 8 to 10 is the second highest in the authority, just one point behind the top score (HT slide 16).

Since starting to record average ST by SIMD category we have seen a rise each year in the average ST for pupils living in SIMD 1 to 3 and 8 to 10 in both English and Maths. However, it is concerning that our SIMD 4 to 7 pupils are not seeing the same improvement to the extent that their average ST score this year is actually lower than those living in SIMD 1 to 3. We need to ask ourselves if 'in the effort to target SIMD 1 to 3 pupils are we missing this group of pupils out'.

- FME

Pupils		English			Maths		
No	%	Ave	Q1 %	Q4 %	Ave	Q1 %	Q4 %
No	120	91	103	28	18	101	23
Yes	12	9	92	17	50	89	8
No v Yes	na	na	11	11	32	12	15
							29

The gap in the average ST scores for English and Maths is 11 and 12 points respectively and are consistent with last year. Further analysis of the pupils in the bottom quartile (6 pupils in each) shows that 5 pupils are in the bottom quartile for both English and Maths. These pupils will need targeted support to maximise their National 5 presentations in S4.

### Comparing S2 ST scores with P7 scores

- English average: 102 to 103 (HT slide 31)
- Maths average: 96 to 100 (HT slide 26)

It does however need to be noted that both these slides include the pupils who sat the STs in S1. When comparing to P7 ST scores only both English and Maths added 3 points.

When English and Maths teachers analyse their pupils ST scores against previous results they are asked to feedback on only pupil whose S2 score is 4 or more points lower than their P7 score. Examples of feedback:

- has not been working hard enough this year. This was addressed and accepted at Parents' Evening and I have seen an improvement since.
- has been working hard in my class and Best Work jotters evidence this. Pupil disappointed with their result although they do think it is an anomaly - as do I.
- plenty of evidence that the pupil has been making progress. They work hard but has a bit of a tendency to rush which may explain lower than expected result
- able pupil who struggles with the pressure of assessment and thus underperformed – we have been working with pupil looking at different strategies for them to cope with this.
- P7 score elevated in comparison to P5 and S2 and has not matched up with work produced in S1/S2

With regards the last point there was concern with regards 11 Maths ST score which whilst in keeping with the P5 result were lower than the P7 result. Feedback from staff noted that 2 pupils had not been working hard enough in class and that 3 underperformed in the test. Working with our cluster primaries we then discussed the remaining 6 whose performance throughout S1/S2 has not been in keeping with their P7 performance.

## Standardised Tests v November Teacher Judgment

### • English

	2M	2W	2A	3M	3W	3A	4M	4W	4A
Q1					1	18	11	7	
Q2				2	5	27			
Q3	1		3	4	11	13	1		
Q4		2	4	11	9	1			

English feedback – this year's teacher judgments look better and more fitting because time was spent last May looking at reading benchmarks and comparing judgements. This May the department will do the same with the writing benchmarks. Analysis of papers show that lack of vocabulary, which is never a simple concept, continues to be an issue and CMG have agreed that this will be the next Cluster Literacy focus.

As for the three anomalies highlighted:

- Q1/3W – ST higher than expected pupil is also not strong when writing critically. Pupil reported as 3A in January.
- Q3/4M - lack of precision/fullness in answers in paper 1 and answers close to being correct in paper 2, resulting in a lower than expected ST score
- Q3/2M – pupil is a poor writer but had a reader/scribe. (This is the pupil identified in HT slide 42). Pupil reported as 2W in January.

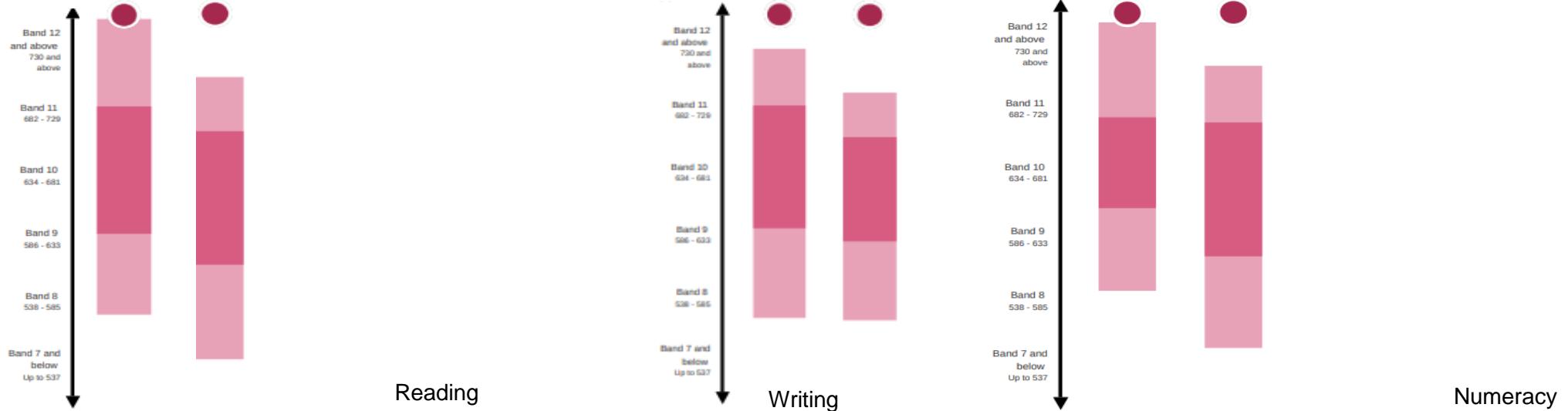
### • Maths

	2M	2W	2A	3M	3W	3A	4M	4W	4A
Q1						6	23		
Q2					1	21	7		
Q3			1	1	4	37			
Q4	1	4	7	14		4			

Q4 pupils with a TJ of 3A: all 4 had scores of 85 to 88. Feedback from staff indicated that the evidence was available to support the teacher judgment.

## SNSAs

### Reading, Writing and Numeracy v National Norm



As can be seen from each of the diagrams our top lines outperform the national norm. Reading and Numeracy also have higher bottom lines and for both there are more pupils in the 75 to 95% (top) section. Whilst our bottom line is similar for writing it has to be noted that our middle 50% (dark pink) is higher.

## Bands

Bands %	7 & 8	9 & 10	11 & 12
Read (172)	14	49	37
Write (171)	15	51	35
Num (172)	8	53	40

Bands %	7	8	9	10	11	12
Read (172)	2	12	22	27	25	12
Write (171)	2	12	16	35	20	15
Num (172)	2	5	19	34	23	17

Read %	7 & 8	9 & 10	11 & 12
F (86)	12	48	41
M (86)	16	51	33

Write %	7 & 8	9 & 10	11 & 12
F (86)	10	53	36
M (85)	19	48	33

Num %	7 & 8	9 & 10	11 & 12
F (86)	8	51	41
M (86)	7	55	38

Read %	7 & 8	9 & 10	11 & 12
W (100)	9	46	45
OE (72)	21	54	25

Write %	7 & 8	9 & 10	11 & 12
W (99)	11	46	42
OE (72)	19	57	24

Num %	7 & 8	9 & 10	11 & 12
W (100)	4	49	47
OE (72)	13	58	29

Read %	7 & 8	9 & 10	11 & 12
1& 2 (22)	14	68	18
9&10 (68)	9	40	51

Write %	7 & 8	9 & 10	11 & 12
1& 2 (21)	14	62	24
9&10 (68)	12	46	43

Num %	7 & 8	9 & 10	11 & 12
1& 2 (22)	5	64	32
9&10 (68)	7	41	51

## Gender

Bands 7 & 8: Higher percentage of males than females for both reading and writing. Similar for Numeracy and pleasing that both are in single figures.

Bands 11 & 12: pleasing only 3% between both genders for numeracy and writing but gap of 8% in reading.

## Ethnicity

Bands 7 & 8: Higher percentage of other ethnicity pupils in all 3 categories

Bands 11 & 12: Lower percentage of other ethnicity pupils in all 3 categories and concerning that the gap is 18 to 20%.

## SIMD

Bands 7 & 8: Reading and writing have a higher percentage of SIMD 1&2, although it is only 2% for writing. It is pleasing to see that both SIMD groups in numeracy are in single figures and that the SIMD 1&2 percentage is actually lower than the SIMD 9&10.

Bands 11 & 12: As expected there is a lower percentage of SIMD 1&2 pupils in each category. For writing and numeracy the gap is 19% but it is 33% for reading.

### Insight: 2017/18 Leavers (150 pupils)

S4 x 10, S5 x 26, S6 x 114	
female x 68, male x 82	white x 85, other ethnicity x 65
SIMD Quintiles: 1 x 11, 2 x 16, 3 x 31, 4 x 36, 5 x 56	

It should also be noted that this year's leavers included:

- Two S4 pupils did not attend school, one sitting no qualifications and the other attaining only N4 English and N3 Application of Maths.
- One S5 pupil with additional support needs who attended a specialist unit at another school

#### • Leavers Initial Destination

	2015/16	2016/17	2017/18	2017/18 Virtual	2017/18 ERC
Positive Destination	98.14	97.33	96.00	95.7 + 0.3	97.45

Our 3-year data shows a decreasing trend, although we are still higher than our 13/14 and 14/15 figures. However, this year's leavers included 3 pupils who have been recorded as having a barrier to seeking employment. This accounts for 2% of our leavers therefore leaving only 2% (3 pupils) not in a positive destination which is in keeping with previous years. It was pleasing to note that 100% of our S6 pupils were recorded as being in a positive destination.

Further breakdown shows that for Higher Education (HE)

- 65.3% of pupils entered HE – a rise of 2.6% on last year and 14.3% more than our virtual comparator
- This year seen more males entering HE than females - 67% v 63%
- As with last year there were more other ethnicity pupils entering HE than white – 69% v 62%

#### Highest Level of Attainment v Destination

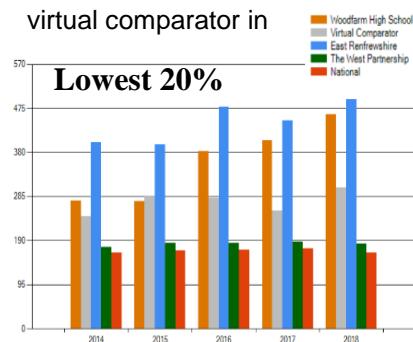
Of the pupils who gained at least one level 7 qualification, 92% went on to HE, 26% more than our virtual comparator, with the remaining 8% being in employment. For pupils whose highest attainment was Level 6, 65% went onto HE, 13% above our virtual comparator. As expected for our pupils whose best attainment was Level 5 no-one went on to HE and 73% went onto FE, compared to 56% of our virtual comparator school who went on to HE/FE. The significant point to note is that whilst the pupil's highest attainment in our school was level 5, 13% of their comparator peers across Scotland entered HE therefore they must have attained a level 6 award. Was this down to pupils attaining non-NQ Level 6 qualification and progressing to HNC/HNDs at HE? This re-enforces the work that the school have been doing over the past year to introduce more alternative curricular pathways, particularly in S5/6.

## • Improving Attainment for all

We continue to outperform our virtual comparator in each of the three categories and to increase the attainment of our lowest 20% which is within 32 points of ERC's average.

	2015/16	2016/17	2017/18	2017/18 Virtual	2017/18 ERC
Lowest 20%	383	406	462	303	+159
Middle 60%	1256	1327	1296	1087	+209
Highest 20%	2059	2088	2045	1933	+112

When comparing with other ERC Secondary Schools our three averages are each positioned 5<sup>th</sup> in the authority, in keeping with the demographic of our pupil population. It is therefore pleasing to see that when we then look at how each school performed against their virtual comparator our lowest and highest 20% have the 3<sup>rd</sup> highest positive differential in the authority. However, our middle 60% remain in 5<sup>th</sup> position, and it is this group of pupils who have been at the centre of our recent discussions?



## Gender/Ethnicity Attainment

Ave Pts	2015/16	2016/17	2017/18
Female	1344	1336	1335
Male	1161	1236	1233
F v M	+183	+100	+102

Virtual 2017/18	
1182	+153
1030	+203
+152	na

Lowest 20%	Middle 60%	Highest 20%
531	1353	2027
407	1220	2047
+124	+133	-20

Both females and males continue to outperform our virtual comparator in each of the 3 categories: Females: +181, +160, +44, Males: +131, +220, +172. Whilst our females continue to outperform our males in terms of average points, and it looks disappointing that we have not managed to close the gap any further this year, it should be noted that the males outperformed their virtual peers by more points than the females did.

Ave Pts	2015/16	2016/17	2017/18
White	1282	1275	1302
OE	1145	1309	1249
W v OE	137	-34	+53

Virtual 2017/18	
1107	+195
1090	+159
+17	na

Lowest 20%	Middle 60%	Highest 20%
471	1328	2053
451	1257	2025
+20	+71	+28

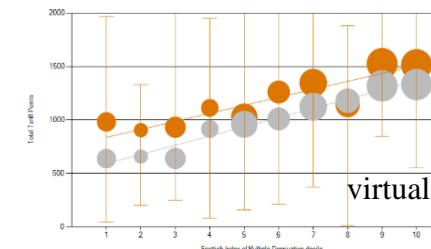
White pupils continue to add value and whilst the other ethnicity pupils dropped 60 points from the previous year, this year's points are still over 100 points higher than 2015/16. It is pleasing to see that the gap in average points remains low at 53 points and that the lowest and highest 20% groups are within 20 and 28 points respectively. Again, the biggest gap is in our middle 60%. Both groups of pupils however continue to outperform our virtual comparator in each of the 3 categories – White: +194, +225, +106, Other Ethnicity: +113, +191, +112.

### • Attainment v Deprivation

Ave Pts	2015/16	2016/17	2017/18
SIMD 1 to 3	948	1106	947
SIMD 4 to 7	1205	1135	1201
SIMD 8 to 10	1382	1546	1440

2017/18 Virtual	
643	+304
1026	+175
1295	+145

2017/18 ERC
1024
1293
1489



Whilst we did not maintain our 2016/17 average points in SIMD 1 to 3 and 8 to 10, we do still outperform our virtual school in each of the 3 categories and we have maintained the high differential of over 300 points in SIMD 1 to 3. We are also within 49 points of ERC's SIMD 8 to 10.

Our line of best fit continues to be above those of the National and the virtual comparator. It is also good to see that it is slightly shallower due to the performance of our SIMD 1 to 3 pupils.

As can be seen from the graph we outperform our virtual comparator in each of the deciles with the exception of SIMD 8, however two of the pupils noted at the start live in SIMD 8, one of whom got no course awards resulting in the lower bar limit. The third pupil accounted for the low SIMD 1 limit. It is pleasing to note the number of bars whose upper limit extend to 2000 points or beyond.

### • Literacy & Numeracy

	2015/16	2016/17	2017/18
National 4	95.65	96.00	96.67
National 5	73.91	82.67	84.00

2017/18 Virtual	
93.93	+2.74
79.73	+4.27

2017/18 ERC
95.92
86.00

N5 Literacy	91.30	94.67	96.67
N5 Numeracy	75.16	84.00	84.00

	2015/16	2016/17	2017/18
N5 Literacy	90.33	+6.34	94.83
N5 Numeracy	81.27	+2.73	86.73

National 4 Literacy and Numeracy attainment continues to increase and to remain above that of our virtual comparator, and is also above ERCs figure of 95.92%

National 5 Literacy and Numeracy attainment also continues to show a positive trend and to outperform our virtual comparator. The percentage of our leavers obtaining N5 Literacy not only continues to increase but is the 2<sup>nd</sup> highest in the authority, only 0.1% behind the highest. Having raised concerns about the gap between our Literacy and Numeracy statistics two years ago we were pleased to see this close to 10% last year, so it is disappointing to see the figure rise to 12.67% for this cohort, however it is influenced by the exceptional Literacy result.

Given Nationally the N5 English presentation is much higher than in Maths and there is a 20% gap in the pass rates it will always be the Numeracy attainment that affects the joint percentage. The majority of the S4 leavers sat N3 Applications and N4 Numeracy however, processes have been put in place this year to ensure that S5 and S6 pupils who have not attained a N5 Mathematics have the opportunity to attain N5 Numeracy if they have not already done so, and hopefully this will be reflected in our 2018/19 leaver's statistics.

Further breakdown of National 5 Literacy and Numeracy shows:

- attainment in Literacy of females and males is similar (97% v 96%), but males outperform females in Numeracy (87% v 81%)
- white pupils slightly outperform other ethnicity pupil in Literacy (97.7% v 95.4%) but the difference in Numeracy is much higher (87% v 80%)
- 73% of SIMD 1 to 2 pupils gained N5 Literacy and Numeracy – 20% above our virtual school
- SIMD 1 & 2 pupils – 82% attained N5 Literacy, 73% N5 Numeracy

• **Breadth and Depth**

	2015/16	2016/17	2017/18	2017/18 virtual	2017/18 LA Position	2017/18 HS v virtual
5+ L5	79.50	85.33	88.00	78.67	+9.33	4 <sup>th</sup>
1+ L6	78.88	85.33	86.00	80.13	+5.87	4 <sup>th</sup>
3+ L6	67.60	72.67	75.33	64.60	+10.73	4 <sup>th</sup>
5+ L6	55.28	59.33	55.33	45.67	+9.66	4 <sup>th</sup>
1+ L7	36.02	39.33	34.67	30.47	+4.20	5 <sup>th</sup>
2+ L7	18.63	23.33	18.67	13.33	+5.34	4 <sup>th</sup>
3+ L7	8.70	8.67	7.33	5.47	+1.86	4 <sup>th</sup>

Our pupil's attainment continues to outperform our virtual comparator in all categories above. Whilst it is pleasing to see our 5+ Level 5 continue to increase year on year, it is especially pleasing to see the percentages for 1+ and 3+ Level 6 increase, given the extra measures we have put in place to support S6 pupils in these categories. Whilst our 2016/17 results at 5+ Level 6 and 1+ Level 7 were exceptional it is disappointing that we have dropped back to our 2015/16 percentage or lower in these categories. This year we have taken a different approach to our S6 attainment periods, involving more S6 mentors, so it will be interesting to see if next year's S6 leavers show an improvement in both of these categories.

It is important to note that whilst we are disappointed in the reduction of our 5+ Level 6 percentage, it was still the 4<sup>th</sup> highest percentage in the authority and the 25<sup>th</sup> highest in the 'Scottish State School's league table' produced by the Glasgow Herald (20 March 2019). This achievement is even more significant given that we had the 5<sup>th</sup> highest deprivation percentage (SIMD 1-2) in the top 30 schools in Scotland.

Concluding on a positive note, as with last year's analysis, when looking at how we perform against our virtual comparator in comparison to how the other secondary schools in the authority do against theirs, we are delighted that we are 1<sup>st</sup> or 2<sup>nd</sup> in 5 of the 7 categories.

Two pupils from Woodfarm successfully gained places at Oxbridge to study Law and History, the first students to do so from the school. A further applicant to Law at Oxford has successfully gained a conditional offer in the current academic session. This positive experience has further developed the school's UCAS application system, offering all pupils the opportunity to progress onto the highest academic level of higher education.

**Mentoring**

Following feedback from pupils we introduced additional mentoring periods this year, focusing around key tracking and monitoring periods and setting achievable targets.

- September – Review of end of S3 Reports
- October – Feedback from S4 T&M Update and Prelim Preparation
- January – Review of December Full Reports (including prelim results)

- February – Preparation for SQA Exams & Easter School
- March – S4 Final T&M Update

Initially we had identified a third of the cohort who we felt would benefit from this support, and a further 4 pupils self-referred. Acting on pupil feedback we also had smaller groups this year and excising material was updated.

A survey was undertaken following the second session where almost all pupils responded that the session had been of benefit. Although it was not essential to add comments most of the pupils choose to do so. Examples of pupil's comments are:

- I liked when we looked over our tracking reports and found ways to improve
- Making prelim study timetable, helped with organising my studying
- Study tips video was helpful
- I liked that all of us in the group were sharing our thoughts about the exams and that I wasn't the only one struggling

Mentors were also asked for feedback:

- All participated throughout and had good ideas on how they can prepare for their prelims
- A study planner and actually seeing their prelim timetable written down will definitely motivate them to improve that small bit to improve their grades
- The study tips were good – the social subject's power hour is a fantastic technique for our subject type and they all were going to use it.

Analysis of how pupils perform in the final exams will be included in the S4 Senior Phase report.

### **Equity**

A small group was set up to look at current practices within faculties looking at closing the gap. An initial survey provided the following examples:

- Technology- Barriers are removed in that FME pupils are exempt from Technology financial contributions. Additional resources are discreetly supplied to all FME/SIMD 1-3 pupils. Materials/resources are accessible to pupils (lunchtime afterschool) drop in.
- Performing Arts - Access to resources is for all, such as the introduction of instrumental lending in S3, additional scripts, materials for design.
- English -S1: Intensive Literacy has been introduced in S1 with a positive impact on progress and teacher judgements for almost all those in the target group. S3: Much smaller; target classes. Also, S3 pupils who have been targeted for Supported study show progress in working towards N5.

Gender: Work in the English Faculty in recent years to tailor courses to boys has been successful, as shown in an increase in boys' attainment at N5 level in S4: girls did out-perform boys in terms of As but only in one pass; indeed, WFHS is more equitable than other ERC schools.

Ethnicity: EAL support offered by bi-lingual support teacher more extensively.

- BIT -FME/SIMD 1-3: All staff have specific responsibilities outlined in our FIP with regards to developing aspects of the curriculum to ensure accessibility for all learners. The impact is resources are now available for all learners via Google Classroom and MS Teams which supports those learners who have been absent from lessons. All staff are also making use of Show My Homework to share additional resources with learners.

Gender: The faculty have introduced a programme whereby all learners in S1 have an opportunity to gain recognition as an S1 Code Buster. In 2018 / 19, 12 learners (7 males and 5 females) were successful in the recruitment and selection process. The impact has increased the number of females engaging with aspects of the curriculum such as programming and Computing Science at Higher. Ethnicity: All staff are making use of digital technologies to support learning and teaching. An impact of this has resulted in all learners having an increased accessibility to resources via Google Classrooms and MS Teams particularly those learners with English as an additional language.

- Pupil parliament engagement and participation committee: held focus groups with boys from a range of backgrounds to seek views and establish barriers to participation. A promotional video is being produced to target boys and encourage participation in parliament.

Next steps for the group is a focus on how we raise the attainment of SIMD 1-3 and FME pupils in S1 and S2 to open up the opportunity of being presented for more National 5 qualifications.

### **Faculty Attainment – additional comments**

#### **Social Subjects**

An overall N5 pass rate of 93% was maintained. There was increased attainment in Modern Studies at N5, with 100% of pupils scoring A-C. There was an increase in History

attainment, with 79% of N5 pupils gaining an A in N5 History. More pupils therefore have the option to progress to Higher.

Attainment was increased at Higher by 2%, with an overall A-C pass rate of 94%. Geography maintained a 100% pass rate; History increased by 8% on the previous year to 95%; Modern Studies increased by 14% on the previous year to 94% (with two pupils scoring 100% out of nine in total in Scotland). More pupils have the option to progress onto Advanced Higher in History, or onto other positive destinations such as university.

The presentation rate at N5 for the Social Subjects faculty has increased from 77% in 2017-18 to 83% in 2018-19. More pupils can gain an award at N5 and progress onto a Higher in Social Subjects. Advanced Higher History has been offered this year for S6 candidates to provide an additional level 7 qualification pathway in the school.

Pupils in Personal Development were offered the chance to learn fishing skills from members of a local angling club, with the chance to apply their skills at a trip to a fishery in Renfrewshire. This has gone some way to fulfil the need for more outdoor learning identified through pupil feedback last session.

#### BIT:

The faculty have introduced an alternative pathway in studying Computing Science. The introduction of the NPA Computer Games Development (Level 4 / 5 / 6) supports the minority of learners who achieve N4 in S4 to move into the course in S5 or S6. The course has now been introduced into the S3 / S4 curriculum to further enhance attainment and achievement in the faculty. The impact of this will increase the opportunity for a few learners who may otherwise struggle to achieve National 5 to achieve a Level 5 which is the equivalent. The progress for these learners will then be to move onto Level 6 which is the equivalent of a Higher. The development of the S1 Learning Journey booklet in BIT has incorporated assessments that are based on the relevant benchmarks associated with literacy. The impact is that young people have increased awareness of how they are developing literacy skills in the faculty.

#### Maths:

To improve attainment further, the maths and numeracy faculty offered pupils additional opportunities to receive support with their Higher Maths via a Saturday revision class. The impact on pupils was not only that they felt more confident for their prelims but also most of the pupils who attended increased their marks from their first prelim to their second prelim. Staff also ensured that poverty-related barriers were taken into account when challenging and supporting pupils via the targeted supported study sessions for S3 pupils which were piloted this year.

#### Modern Languages:

The wide range of ML pathways now allows pupils to progress from level 4 in LLW to N4/N5 courses in S5/6. This year Urdu in S5/6 has included N5 as well as Higher. In August 2018, the 60% of the S4 cohort that was presented for N5 French in ay 2018 achieved a pass rate of 83%. The 27 Higher French candidates achieved a pass rate of 96% and the 7 Higher Spanish candidates achieved a pass rate of 85% (1 fail). At Advanced Higher there were 4 candidates and a pass rate of 75%. Higher Urdu, in its first year, achieved a 100% pass rate with 3 candidates.

In May 2019, we have increased our presentation rate at N5 - 101 candidates = 65% of cohort. Our Higher presentations have been as follows: 17 H French, 5 H Spanish, 4 H Urdu. 32 pupils have passed N4 French and 16 pupils achieved LLW at level 4 and 1 pupil at L3.

In order to ensure equity for all, additional PEF money was used to buy more dictionaries. A dictionary lending scheme will be rolled out next session, targeted at specific equity groups. Furthermore, French and Spanish was offered during Easter School and a Supported Study session calendar was introduced. Teachers also offered additional drop-in lunchtime sessions prior to talking assessments, and there was an after-school Urdu club.

#### English:

##### National 5 presentations:

83% of the cohort in 2018 -the highest % presented by any Faculty in the school; up from 80% of candidates in 2016.

59% of those presented in S4 were awarded grade A, up from 37% in 2016. The pass rate was 99%.

##### Higher presentations:

78% of S5 sat Higher in 2018 – up from 63% in 2016. Despite this jump of 25% in those attempting Higher, the pass rate was a high 86%, in keeping with other ERC high performing schools. Progression rates from S4 are very strong: we are happy to be so instrumental in the whole school meeting ERC targets.

Advanced Higher 14 sat – up from 7 in 2016. Only one ERC school presented more pupils at AH level, and 43% of our pupils gained an A – the highest in ERC.

Results are also very favourable when compared nationally and within ERC: 76% of pupils with a n N5 B achieved a Higher pass the following year, against 67% nationally and 72% in ERC; 34% of N5C passes achieve Higher nationally and in ERC 39%, but in WFHS 44% of C pass N5 pupils achieve Higher the following year.

In addition to the strategies promoted within the Cluster, the Librarian is issuing a monthly Literacy and Numeracy newsletter to again promote Literacy and the benchmarks

that are the Responsibility of All to staff.

A new Literacy challenge across the school will take place in August 2019 for the new S1 intake to again highlight the importance of Literacy skills as soon as the new pupils enter WFHS.

#### Technologies:

Analysis of attainment data for N5 Graphic Communication indicates a 7% increase in A awards and 16% reduction in the number of No Awards. At Higher, the number of A awards increased from 8% to 33% and the number of No Awards reduced from 67% to 8%. Learners in Practical Woodwork have benefited from an individualised approach to learning within the subject. Robust tracking and monitoring systems have been used to identify learners who would benefit from additional targeted support within the subject. Timetables have been arranged on a bespoke basis in collaboration with parents, pastoral support and SMT and have involved supporting young people on a one-to-one and small group basis.

Analysis of S4 tracking and monitoring data indicates that the performance of pupils (specifically LAC and lowest 20%) has improved as a result of the personalised support that they have received. Four learners identified as amber/red in March tracking are now on track to gain an award in the subject. This individualised approach to supporting young people has led to increased levels of attainment and improved outcomes for specific groups of learners.

#### Next steps

In session 2020 – 21 parent partnerships will be a focus for us. A subcommittee will:

- Audit parental involvement using ERC audit tool with a view to formulating a plan to be implemented in session 2020-21.
- Update school website in terms of parental involvement.
- Visit King's Oak Primary School – highlighted as school showing good practice in parental involvement.

#### **Pupil Equity Fund – How are we ensuring Excellence and Equity?**

See PEF Report for full details and impact.

#### **What is our capacity for continuous improvement?**

Excellence and equity are at the heart of the Woodfarm vision, values and aims. Our shared vision - Woodfarm the school that PREPARES you for life with our values being: Partnership; Respect; Equality; Participation; Ambition; Responsibility; Excellence; and Skills is brought to fruition through work with various partners to remove barriers to learning and provide an inclusive environment.

We are moving into year 2 of our improvement plan for 2018-2021 with existing structures for leadership being further enhanced through the School Framework and Pupil Parliament structures.

We are looking inwards: to ensure learning & teaching are at the forefront of our work all year through CLPL and a Teaching & Learning Community (TLC) approach across the school.

We are also looking outwards and will make good use of the West Partnership and ERC strategies: to learn from research; others and best practice and use this to facilitate innovation and creativity and inform improvement actions.

The school has a high capacity for improvement due to the commitment and skills of the staff and pupils. Staff are looking to make use of our existing TLCs to lead all practitioners in professional enquiry type activities to enhance learning and teaching across the school thus improving outcomes of young people. Our young people will continue to work alongside us in measuring our success and areas for improvement. See Pupil S&Q Report.

## National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.1 Self-evaluation for self-improvement	<b>Excellent</b>	
1.2 Leadership of Learning	<b>Very Good</b>	
2.3 Learning, Teaching and Assessment	<b>Very Good</b>	
3.2 Raising Attainment & Achievement	<b>Excellent</b>	

## School Improvement Priorities 2018-2021

	Everyone Attaining	Everyone Achieving	Excellent Experiences
	<p>To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap through:</p> <ul style="list-style-type: none"> <li>c) Learning, Teaching &amp; Assessment</li> <li>d) Self-evaluation for Self-improvement</li> </ul>	<p>To ensure a culture of professional enquiry and distributive leadership across the school through:</p> <ul style="list-style-type: none"> <li>c) Leadership</li> </ul> <p>To ensure all young people are participating the wider life of the school through:</p> <ul style="list-style-type: none"> <li>d) Pupil Participation &amp; Parental Engagement</li> </ul>	<p>To improve transitions from 3-18 and beyond through the development of skills for learning, life and work through:</p> <ul style="list-style-type: none"> <li>c) Skills and Learning Across Departments (SALAD)</li> </ul> <p>To further enhance children's wellbeing outcomes through improved, progressive experiences through:</p> <ul style="list-style-type: none"> <li>d) Equity &amp; Equality</li> </ul>

Whole School Focus for Self-evaluation and self-improvement is as follows:

<b>YEAR 2: 2019-20</b>	Ensuring wellbeing, equity and inclusion.	<u>3.1</u>	Focus on impact of pupil parliament, inclusion approaches, equality and overall pupil wellbeing
	Safe-guarding and child protection	<u>2.1</u>	Focus on Targeted support, removing barriers to learning
	Personalised Support	<u>2.4</u>	
	Raising attainment and achievement	<u>3.2</u>	All key measures from Insight