



Woodfarm High School

Pupil Parliament

Standards & Quality Report 2019/20



Overall

Actions and Impact

The Pupil Parliament has gone from strength to strength in 2019/20, with significantly improved participation from both pupils and staff. This continues the trend from 2018/19. The representation of boys has increased, with around half of committees now reporting majority male memberships, and 50/50 representation in others.

Following a whole school vote in December 2019, where over 700 pupils cast their vote, a new Parliament logo was chosen. This has allowed the Parliament to brand its communications with pupils and raise its profile. Moving forward, we expect this to further improve pupil recognition of Parliament and its work.

The Parliament has carried out a wide range of work this year, as evidenced in the committee updates below. Some highlights include: the Scottish Learning Festival seminar by the Self-Evaluation for Self Improvement committee in recognition of their pupil empowerment work; the work of the Digital Committee in our community with their intergenerational learning programme and sharing good practice with cluster primaries; and the Making Sense of Values event where BAME pupils had the opportunity to share their culture with the school community.

Pupils were surveyed in May 2020 on their perceptions and opinions of the Parliament. This survey gathered 405 responses, representing a huge increase in engagement from the previous survey carried out one year ago, with 80% of respondents being non-members, compared with 57% in 2018. Responses were extremely positive. There was a large increase in pupils reporting that they felt they knew enough about the work of the parliament, with 52% up from 43% in the previous survey – this is particularly notable given the proportion of respondents who were not involved in the Parliament.

Committee members emphasised the excellent support they'd received from staff, with a large majority of pupils agreeing that staff were supportive and allowed pupils to take the lead (84% and 84% respectively). No pupils disagreed. 100% of pupils agree that Parliament has had a positive impact on the school, with 43% strongly agreeing.

For non-committee members, awareness of Parliament's work is up by 10%, almost all pupils believe the Parliament has been good for Woodfarm and the percentage of pupils who feel that Woodfarm is a school where pupil opinions are listened to has increased to over 73%. These results all indicate that Parliament has engendered an improved level of pupil empowerment in the past year and that recent reforms have been successful.

Next Steps

- As a result of COVID-19, the Constitution that was planned to be drafted in June has been postponed. This will be completed in next year's session.
- Parliamentary representatives' roles will be adapted to incorporate more of a 'public facing' role, where they will gather views of non-members more actively through leading focus groups and implementing e.g. an online 'suggestions box'.
- Holding a budgetary vote to allocate school funds based on pupil voice to further empower pupils in meaningful decision making.



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Achievements Committee

What has been done?

We have met on a regular basis over the course this year to discuss the most appropriate ways of engaging Pupils and Staff in our current House Points System and how we can best encourage everyone within the Woodfarm Community to share their wider achievements to allow us to 'Shout about Success'.

Following discussion regarding the limited use of Loyalty Cards and House Point Tokens this year, the Achievements Committee launched a school wide survey through PSHE to gather pupil views and opinions on the following: how achievements are recognised, the current House Points System and the end of year prize for the Inter-House Competition.

Pupil voice made it extremely clear that the tokens were only being used in a limited number of subjects and some pupils didn't know what the tokens were for. It became evident that pupils would be more motivated to engage in the House Points System and share their achievements if they had a more enticing end of year prize.

In order to offer an improved end of year prize, our pupils organised a presentation which shared the data they had gathered, the rationale behind improving the prize, different prize options and highlighted the positive impact this would have on the motivation and engagement of our pupils. They confidently presented this to the Head Teacher and members of the SLT and as a result, they were given £1000 for the creation of 'Woodfarm Winners' Festival'.

Impacts of activities

The pupil survey raised awareness of the House Points System at a basic level but more still requires to be done to embed this fully. The work of the Committee has allowed Pupil Voice to be shared with the Staff Achievements Committee and more shared goals to be created.

The biggest impact would have been the Winners' Festival at the end of term for the winning house but this will now be postponed until June 2021.

Areas for Development

The Committee continues to discuss ways to increase pupil (and staff) participation in the House Points System and ways in which we can encourage pupils to submit their Wider Achievements. This, along with introduction of the 'Woodfarm Winners' Festival', will be a priority for the Committee in the coming year.

Making Sense Of...

Actions and Impact

This year we increased the number of learners, staff and partners involved in our committee. We organised an event at Christmas to celebrate diversity at Woodfarm High and promote our school values of Equality and Respect. We have a diverse community and we wanted to reflect this by having stalls and activities to represent as many cultures as possible. This was a fantastic opportunity for pupils and parents to showcase their country of origin by organising craft activities, sports, music, art, dance and displays of national dress. Learners commented that they enjoyed the experience especially trying different food and participating in Bollywood dancing. They also completed a worksheet which helped them to reflect upon a variety of viewpoints and to challenge stereotypes. The event reflects our commitment to children's rights and positive relationships.

Next steps

We have started to plan our next event which will focus on our values of Partnership and Responsibility. The aim of the event will be to explore the rights of street children. The event also links to our work as a Rights Respecting School. There will be an opportunity to participate in a campaign and fundraise for Save the Children. We hope to continue to involve as many people as possible to ensure all learners interact well during activities and all staff and partners feel valued and supported.





Digital Committee

The digital pupil parliament have been working hard this academic year on the following objectives:

Cyber Resilience and Internet Safety (CRIS) digital school award.

The digital pupil parliament have been working towards achieving the Special Recognition Badge for Cyber Resilience and Internet Safety (CRIS), building on the achievement of the *Digital School Award*. This will further support pupils with the skills they require to safely navigate the digital world as technology continues to advance.

Intergenerational Learning.

The digital representatives have been out helping the elderly with their digital technology at a local church. This has been a brilliant opportunity to help build people's confidence using digital technology in the wider community, particularly with those who aren't very confident using it. Furthermore it gave the students an opportunity to emphasise the importance of staying safe online particularly to an audience who may be more vulnerable within our community.

Raising awareness of the digital pupil parliament around the wider school.

Presenting at school assemblies and providing a newsletter to the school has helped to raise awareness of the digital pupil parliament. As a result the digital pupil parliament has gained more members as well as sustaining its original members who joined at the start of the session. Both these activities have also helped to promote the use of digital technologies around the school while also making both staff and pupils more aware of the risks digital technology can introduce.

One year digital school improvement plan.

The digital pupil parliament have collected their ideas, as digital leaders, and helped to formulate a one year school improvement plan helping to lead the school's digital future. The plan sets out the digital aims, vision and guiding principles for the school. Stakeholders are core to the plan and deliverables for each stakeholder group are clearly identified.

Digital training opportunities.

The digital pupil parliament planned a digital training event for all East Renfrewshire Council teaching staff to sign up to. The training involved a Google Classroom demo to provide teaching staff with the opportunity to build their confidence using the online classroom. Unfortunately due to the current circumstances the training event was cancelled however this is certainly something that can be reorganised on return to school.

BIMA digital school event delivered by industry experts.

The digital pupil parliament students attended a school event that was led by digital experts from industry. This event gave students an opportunity to explore what a career in digital technology would look like, contributing to Developing the Young Workforce (DYW) around the area of emerging digital technologies. Additionally the students spent the day completing a digital challenge for a chance to be crowned digital champions.

Sharing good practice with local schools.

A group of our digital leaders visited a 'Digital Leaders' event at Giffnock Primary school and gave a demo of Google Classroom and Show My Homework. This event allowed us to share ideas with several local schools and further our engagement and collaboration with our digital partners.

All of the above experiences have given the digital pupil parliament several opportunities to develop their leadership and team skills. In addition to this the students will have had been able to develop their communication and presentation skills. Furthermore the regular meetings have helped encourage students to better manage their time and workload.

Next steps:

- Application for the CRIS digital schools award
- Start formulating the next 5 year plan from 2021 onwards
- Digital pupil reporting through a digital platform
- Parent portal
- School app





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Health & Wellbeing Committee

S1 Wellbeing and Settling In Questionnaire

The HWB Pupil Parliament piloted this with our current S1 cohort working in partnership with BIT this year. All S1s completed the questionnaire online with HWB Parliament members there to give support and advice to S1s. Wellbeing Indicator task cards were constructed using the language of GIRFEC which was also converted into pupil-friendly language for our S1 pupils by HWB Pupil Parliament members. This was a very successful pilot which produced important quantitative and qualitative data on our young people's initial experiences within Woodfarm High School. We are now working with Pupil Support to develop our resources even further in preparation for the next academic session.

Sports Ambassadors Programme

Our Sports Ambassadors joined HWB Pupil Parliament this year and have been busy around the school promoting physical activity and active lifestyles. We have also devised a plan of recruiting year group Sports/HWB ambassadors to promote health and wellbeing within all year groups. Our new recruits would take on board any suggestions or feedback from their year group and share their findings at our formal HWB Pupil Parliament Meetings.

Work on Mental Health Awareness

The Mental Health Ambassadors were working on pupil questionnaires to be sent out to evaluate mental health provision thus far. They also helped to organise the 'Talk To Me' day that we had in school, and we were working together preparing for Mental Health Week before the lockdown began.

Learning & Teaching Committee

The vision of the Learning & Teaching Committee is that ***everyone is a learner***.

We started the year by carrying out a survey of pupils, asking what they would like to see more of in classes. This information was shared with staff via the Learning Hub. We then delivered assemblies to all year groups to reveal the results of this survey and informed pupils that staff would be working hard to incorporate these suggestions throughout the year via TLCs. We then explained to pupils what practitioner enquiry is.

After the first TLC meeting we worked with Mr Yates who made a rap video about his practitioner enquiry. We hoped that this would make it more pupil-friendly. This has still to be shown at an assembly. We also interviewed Mr Wood about his enquiry and he explained what he felt the impact had been of higher order questioning and was able to show this via pupil surveys and graphs.

After Christmas, we decided to ask teachers if we could observe them carrying out the technique they had planned to explore and Miss Smart invited 2 members of our group to observe her teaching Dual Coding Theory. We worked together to adapt the planning sheet Miss Smart had filled in as her proposal for the TLC to use as a lesson observation. We felt it was important to have pupils involved in evaluating the success of this strategy and therefore we interviewed Miss Smart before the lesson talking through her planning sheet and then interviewed pupils in her class after the lesson to evaluate the success. This was all filmed.

Our intention was to show this video at assemblies in June and begin with “You said, we did” by linking back to the survey and showing pupils that teachers did indeed carry out research on their requests. We had also planned on carrying out focus groups to evaluate the awareness of practitioner enquiry among pupils and find out what else needs to be done.



Self-Evaluation for Self-Improvement Committee

The Self-Evaluation for Self Improvement committee was established this year to expand the scope of the Learning Ambassadors programme.

Since then, 3 additional staff have joined the committee to help train our two new Learning Ambassador groups – who are all S1 and S2 pupils - in self-evaluation and evidence gathering. They have been mentored by some of last year's Learning Ambassadors to give additional support and leadership opportunities, as well as provide positive role models for our younger pupils.

Training was well underway by the time schools closed. Pupils had decided to investigate the themes of Relationships and Health & Wellbeing and engaged with How Good Is Our School and How Good Is OUR School pt. 2 to determine their priorities. They carried out training in observing and making accurate records of observations, as well as learning how to use evaluative language. The groups had decided on evidence-gathering activities and had arranged to meet with relevant staff to discuss their plans and finalise dates in May to visit lessons. They had shared their progress with pupils through assembly presentations, and showcased their progress via an open invitation to staff to one of their training sessions.

Last year's Ambassadors have formed a new Outreach group. They formed a partnership with another school in the West of Scotland and plan to carry out learning visits to share good practice and find out what learning looks like in different contexts. This will be revisited in 2020-21.

In September 2019, the Learning Ambassadors presented at the Scottish Learning Festival in front of a delegation of head teachers, practitioners, academics, students and educationalists from around the world. The session drew excellent feedback from the audience and demonstrates that the work of the pupils has been sector-leading.

The group also visited faculty meetings to discuss pupil voice and its impact within faculties. They will use this evidence to audit pupil voice in Woodfarm and share good practice across the school.

Next steps for the group include to complete their training in the new session and carry out evidence-gathering activities as planned. They also plan to design and create learning conversation resources to support staff and pupils in their dialogues moving forward.



Developing the Young Workforce

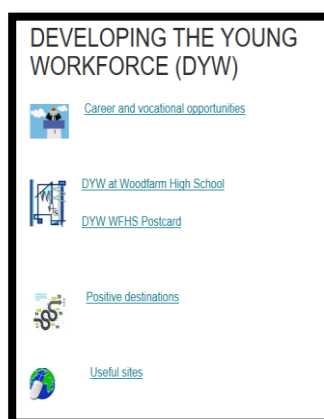
The Developing the Young Workforce Pupil Parliament have worked hard this session to raise awareness and promote DYW. Research, including a pupil consultation was undertaken and we looked outwards at DYW practice across Scotland to improve. We then designed a positive destinations poster to raise awareness for different pathways that pupils can take to success and compiled a video to promote the different types of apprenticeships available. We interviewed former WFHS pupils and created a section on our school's website highlighting their different journeys to success. Our aim is to raise the profile of DYW by asking staff to promote this on Twitter by using the #DYW and #NoWrongPathway tags. We also set about gathering pupil and parental voices regarding our new skills booklets, implemented this year in PSHE and we look to review these in line with our findings. Finally, staff have actively been inviting guest speakers to PSHE classes from a huge variety of professions and planning educational trips to enhance our learning. This is something we want to continue to promote via our school's Twitter page.

Impact has been:

- To enhance pupils' skills articulation via the new skills booklets.
- Raise awareness for alternative pathways – pupils enjoyed the apprenticeship video and the careers pathway poster, as this has enabled them to see that there are different routes to success and each route is unique for all.
- An increase in the number of pupils accessing DYW days out and opportunities with partners including the Royal Navy, British Airways and Jet 2, to name a few. Strong links with former pupils have also featured this session.

Aims for 2020-2021

- Continue to raise the profile of DYW – particularly amongst S1-S3
- Continue to raise alternative career pathways – DYW positive destinations poster, former pupils success stories, Woodfarm TV videos and guest speakers in PSHE
- Review and refine the skills booklets based on pupil and parental voice
- Implement an S1 DYW careers badge competition amongst all faculties
- Implement a P7 DYW day with Giffnock Primary in June 2021 to enhance DYW amongst the cluster
- Increase DYW members from S1-S6





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LGBTi Inclusion

The LGBTi Pupil Parliament group has been running as a subgroup of the equalities committee since the inception of the Pupil Parliament. The group has previous successes such as implementing gender neutral changing facilities, embedding pro-LGBTi events and collaborating with staff on PSHE delivery. The aim of the group this year has been to continue to raise awareness of the importance of inclusive behaviour and the wider issue of LGBTi education through our events and begin to engage with LGBTi groups across the authority.

Over the years we have embedded a number of events in the school calendar such as Purple Friday and Pride Month events. Pupils and staff organised this year's Purple Friday event in the Street area where the sound system was used to play a playlist of LGBT' artists and allies, the plasma screens played the story of Purple Friday, pupils and staff wore purple and we raised money from selling LGBTi badges at our pupil lead stall. This years' badges were such a success that at the next event we will be requesting twice as many from our resident badge maker. Unfortunately, we did not get to have our Pride Month events and we will aim to embed these next year.

This year, members of the group began to engage with members of the LGBTi community across the authority. The group were engaging with an East Renfrewshire film festival entitled 'love is...' where small groups of pupils from the community would create videos expressing their views on the LGBTi experience in Scotland. The pupils attended the launch where all LGBTi groups within the authority met to play games, swap stories and get excited about the chance to make, and watch, films made by their friends and peers. Woodfarm has a number of pupils who have shown an interest in participating in this competition and we look forward to seeing what they produce.

Impact has been:

Visible and active presence within the school.

Raised awareness of issues affecting LGBTi young people – pupils continue to sport badges, engage with events, there are visible pro-LGBTi posters across the school and LGBTi noticeboard.

Increase in pupil understanding of LGBTi issues through PSHE, faculty inputs and poster campaign

Aims for 2020-21

Embed Pride Month events in school calendar. Improve current events and seek new ways to raise awareness.

Engage with film festival when re-opens and encourage volunteers to enter – group to link between filmmakers and IT technician Mr McGregor.

Continue to engage with PSHE link to improve delivery of PSHE.

Seek to new members amongst new S1-S3 cohort. Work with Pastoral as nature of the group means encouraging/targeting volunteers is not often a sensitive matter.



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Rights Respecting School Committee

The RRS group is a new parliament group this year which looks to ensure that we uphold the principles behind our Gold accreditation. Firstly this year, we were involved in supporting an international visit from delegates of UNICEF and the Global Implementation Conference who came to see a successful Gold Rights Respecting School in action. Pupils enjoyed the opportunity to engage with teachers from around the world and share different approaches to inclusion and equality. Next, the pupils decided to support the Shoebox Appeal which aims to deliver festive parcels to children around the world who live in adverse circumstances like war and poverty. The group presented at Assembly to promote the initiative as well as visiting PSHE classes across the school. We were delighted to be able to send away over 30 shoeboxes to children in need around the globe. The group has also recently started working collaboratively with the Making Sense group on the next event, based on the topic of Street Children. Pupils have enjoyed working with others to research and developed activities for the school community to participate in.

The inclusion of the group in the parliament ensures that we are upholding Article 42 (knowledge of rights) of the UNCRC and the pupils involved are committed to ensuring that Rights are embedded across every aspect of school life at Woodfarm. The Shoebox Appeal allowed the RRS group to become more established and recognised across the school. We highlighted Article 31 (Every child has the right to relax, play and take part in a wide range of cultural and artistic activities) by reminding pupils that not all children in the world have the same easy access to toys & games as we do, therefore highlighting the importance in promoting the Rights of others less fortunate than ourselves.

Going forward into next session, the pupils have identified the following next steps:

- Increase pupil participation in the group
- Further involvement in whole school activities (like Making Sense)
- Research and investigate ways to further promote Rights across the school and in our local community