



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 around 800 with a very high stay-on rate in our senior school. We have over 100 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, which unfortunately has had to be postponed due to Covid 19. All these elements contribute to the positive health and well-being of our young people.



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">a) Learning, Teaching & Assessmentb) Self-evaluation for Self-improvement	<p>To ensure a culture of professional enquiry and distributive leadership across the school through:</p> <ul style="list-style-type: none">a) Leadership <p>To ensure all young people are participating the wider life of the school through:</p> <ul style="list-style-type: none">b) Pupil Participation & Parental Engagement	<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">a) Skills and Learning Across Departments (SALAD) <p>To further enhance children's wellbeing outcomes through improved, progressive experiences through:</p> <ul style="list-style-type: none">b) Equity & Equality

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 2 (1-3 matching 3 year improvement plan)	Self-Evaluation focus	Associated Quality Indicators – HGIOS4	Core Activities to be Evaluated
YEAR 2: 2019-20	<p>Ensuring wellbeing, equity and inclusion.</p> <p>Safe-guarding and child protection</p> <p>Personalised Support</p> <p>Raising attainment and achievement</p>	<p>3.1</p> <p>2.1</p> <p>2.4</p> <p>3.2</p>	<p>Focus on impact of pupil parliament, inclusion approaches, equality and overall pupil wellbeing</p> <p>Focus on Targeted support, removing barriers to learning</p> <p>All key measures from Insight</p>

How good is our approach to ensuring wellbeing, equity and inclusion? (year 2 school focus for 2019-20 was QI 3.1) Evaluation: **Excellent**

NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing	School Priorities: To further enhance children's wellbeing outcomes through improved, progressive experiences To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap.
NIF Driver(s) School Leadership, School Improvement, Performance Information, Teacher Professionalism	Local Improvement Plan – Expected Outcome / Impact An improvement in the attainment of disadvantaged children and young people. An increase in the number of school leavers with well-developed employability skills

Progress, Impact and Outcomes

QI 3.1

Wellbeing

As stated in 2.1 and 2.4, a high number of self-referrals are received and supported by the pastoral team from individual caseloads; support is immediate and staff support one another's caseloads during absence. There is a real warmth conveyed by the pastoral team and many other staff in the school – shown through numbers of self-referrals and the children who 'pop in' for an informal chat or utilise the Learning Centre, where staff know families well as siblings are almost always placed in the same house group. Wellbeing indicators are utilised when constructing GIRFM statements with vulnerable pupils; as is the case with the 39 wellbeing plans currently in place. The Pastoral Handbook was updated in January 2020. As a result, the new Support Policy now includes information on all of the remits of the team. The document is shared with parents and partners to help support engagement in the work of the team and to make remits and responsibilities clear for all.

All stakeholders promote a climate of safety and security through the JST. ERYCS, and counselling sessions with Hemat Gryffe, Headstrong and Mosaic (The Prince's Trust) provide further support to WFHS pupils. All staff and partners within WFHS are responsive to the wellbeing of children and colleagues. Many examples are evident, such as the office staff who communicate extremely effectively with staff and parents; as well as the Librarian and janitorial staff. An 'Open door' policy is in evidence across the school. Coupled with the HT's 'meet and greet' request at the beginning of lessons, from early in session 2019/20, strong relationships, with pupil wellbeing at the forefront, are obvious. There is a tangible emphasis on school values – notably, respect towards every child. Safe spaces are available in almost all Faculties at intervals and lunchtime and there is evidence of strong impact and recognition of this culture in WFHS. A few S3 pupils attend 'Sit with Us' in Modern Languages; enjoying a chat and space for reflection if needed.

The Librarian has piloted a new digital resilience programme for S1 in partnership with the Social Subjects Faculty - 96% of participants enjoyed the session and stated that they learned from it. The introduction of a Mental Wellbeing class in S3 provides an excellent course, increasing candidates' knowledge and understanding of mental wellbeing. Participants develop knowledge in understanding wellbeing; influences on mental health and coping strategies. They are also gaining an understanding of the influences of drugs, alcohol and other substances on an individual's wellbeing. This will equip them with the skills to cope with the challenges that life will throw at them.

The use of **PEF money** has ensured that all young people are respected and included, through the use of different resources and interventions, for example: Literacy Planet in English; subsidised Pantomime trips and outdoor education trips, a take home hospitality bag and seasonal Ceilidh family tickets. Music or Art therapy, dictionary loan and instrument/equipment loan have been introduced because of PEF funding, which provided further Chromebooks for use in and out of school. Deployment of these, especially in April and May 2020 with the onset of home-schooling as a result of the Covid 19 pandemic, has been very significant, with 97% of WFHS pupils engaging with home-learning and over 80 chrome books out on loan. PEF money in Modern Languages was also used to initiate a dictionary lending scheme to support SIMD 1-2 and FME pupils. One of these pupils has been ranked 2nd in the year group in terms of N5 results.

Mental Health First Aiders – many Faculties are represented in this group of dedicated volunteers. Staff have undergone specialist training to assist in the

increasing challenge to wellbeing posed by mental health. A sub-section of the **HWB parliament** have been involved in creating pupil surveys with regards to mental health to establish a young person's mental wellbeing by conducting a questionnaire twice annually. Names of young people identifying as having concerns will be passed to their pastoral support teacher. All S1s completed the questionnaire online with HWB Parliament members there to give support and advice. Wellbeing Indicator task cards were constructed using the language of GIRFEC which was also converted into pupil-friendly language by HWB Pupil Parliament members. This was a very successful pilot, which produced important quantitative and qualitative data about young people's initial experiences within Woodfarm High School. The HWB parliament are now working with Pupil Support to develop resources even further in preparation for the next academic session, ie to approach this initiative in the same way as the annual physical fitness tests. Impact will be gauged on return to school; the hope is that the process will reduce stigma around mental health.

The **HWB committee** are working to establish a consistent approach to building self-esteem and resilience across the curriculum using Skills for Life 'I can statements'. Sample power points have been produced and faculty links have been established. Committee members will meet with Faculty Heads to outline approaches. We are in the process of organising mental health awareness week in May with a focus on sleep and mental wellbeing. This day will build on the 'Time to Talk' input at the start of February. 210 pupils took part directly 'Time to Talk', by filling out bricks – following a presentation in classes from Mental Health first aiders. The whole school stopped to discuss the presentation and all pupils and staff were invited to drop in to the Contemplation Room at lunchtime. 50 pupils engaged with event at lunchtime, stating that the input was beneficial in helping them to express their feelings without fear of stigma. Young people really engaged well; dialogue from staff and pupils consolidated that. The pupil parliament and S3 ambassadors helped to plan and set it up, so again pupil voice was at the centre of the initiative.

The Woodfarm Cluster HWB framework of interventions to improve life experiences, discussed and finalised at HWB committee meetings, has allowed Cluster staff to collaborate and prioritise their interventions, meaning that consistency is established and excellent practice shared. An example of this would be evident in the English Faculty, which carried out a successful mindfulness project with S1 pupils. Pupils spent the first five minutes in mindful contemplation and reported enjoying the experience. The teacher noted pupils were calmer when the lesson commenced. Pupils were able to voice when they might use these transferable skills in other settings and one pupil revealed that he had used the skills with anger management issues. This is something that the Faculty would like to take forward and consider in a wider setting, to help build confidence and readiness for learning.

ERC staff who have a role specific to **Young Carers** have presented at assemblies for all year groups. Our young carers are named in the SfL handbook so that staff can take account of home life and make adjustments in learning and teaching. During sessions, a young carers' worker engaged with staff and training was provided around the young carer's statement. As a result, this had an impact on our own GIRFM statements. In addition, the key worker provided an input at assemblies, in PSHE and through offering drop-in sessions. A stall was also set up in the Street, all of which encouraged a greater understanding amongst our young people, parents and staff. Bespoke support has been offered to young people by the ER Carers Team because of this engagement. The team has become a very important partner to Woodfarm High School and this is managed by the Nurture and Inclusion teacher.

Extra-curricular clubs – almost all Faculties focus on building a nurturing environment through extra-curricular clubs; for example in the S1 Science Club, school magazine, board games club, gaming club and an after school running club attracting a range of pupils and promoting our school ethos.

Outdoor Learning – A new S1 IDL project involving eco and climate change groups which would result in Crest award for all participants was due to be piloted in May 2020. Additionally, our Social Justice Manager manages an allotment, a fishing group runs and Saltire Awards can be achieved. Several opportunities for outdoor learning have been provided this year across the Social Subjects Faculty. Examples include: an S4 Personal Development teambuilding trip to climb Conic Hill; visit to fishery in Kilmacolm to practise angling skills (this enabled pupils to achieve a unit pass in the Practical Skills unit of the course); residential visit to Lochgoilhead (this enabled pupils to achieve an ASDAN award). Successful Higher Geography field trips to Glasgow city centre, Loch Lomond, River Allander and Mugdock took place, increasing the skills and confidence of all who took part.

The WFHS Pupil Parliament is growing in stature each session and work is sector leading. The recognition of pupil voice has strong impact in promoting empowerment for pupils in WFHS.

Pupil feedback on the Pupil Parliament has been overwhelmingly positive. In a May 2020 survey, completed by half of the school roll, almost all committee members agreed that the Parliament has had a positive impact on Woodfarm (91%), with only 7% of non-members disagreeing that it has been good for the school. Staff engagement with the Pupil Parliament has increased significantly in the 2019-20 session. More than 40 members of teaching staff joined Parliamentary committees this year. Pupil feedback consistently shows that staff links have treated young people with respect and helped make them feel very well supported to do their best, with 84% of pupils agreeing or strongly agreeing that their staff links have been supportive of their work, and the same percentage agreeing or strongly agreeing that staff links have allowed pupils to take the lead within their committee. This confirms that the Pupil Parliament is a genuinely inclusive and pupil-led body.

Pupil participation has increased significantly in the 2019-20 session. All committees reported an increase in their memberships, with a large increase in the representation of boys and BAME students. Indeed, around half of our committees report a majority-male representation. The impact of this is that the Parliament is more representative and draws views from a wider range of the student body.

Inclusion within the Parliament has also improved in 2019-20. Furthermore, the percentage of pupils who say they would like more opportunities to work with other committees has reduced, with 18% strongly agreeing in 2020 as compared with 38% in 2018, and the proportion of non-members who say they understand how the Parliament works has increased to a large majority of 72%.

Communication from the Parliament has increased to share their work, and examples of good practice, both at assemblies and through Woodfarm TV. The Learning & Teaching committee, for example, delivered an update on their work with staff on professional enquiries through an engaging assembly presentation. A Parliament newsletter was produced and shared with pupils via Show My Homework, and the Digital Skills committee also distributed an e-newsletter that was widely read. After a whole school vote in the Winter term, a pupil-designed logo for the Parliament has been chosen and the expectation is that having a consistent branding for Pupil Parliament will provide young people with an increased awareness of its aims and work. A significant increase in pupil awareness of the Parliament's work has already been recorded; when asked in December 2018 whether they felt they knew enough about Parliament's work, 43% agreed. By May 2020, this had increased to a majority of 52%. This is a notable achievement of the Parliament in this session, particularly considering that the 2020 survey was completed by four times as many pupils.

Fulfilment of statutory duties

WFHS complies and actively engages with statutory requirements and codes of practice. Local and national guidance cannot be taken into consideration fully because the 'named person' proposal has been halted, and thus GIRFEC not fully rolled out. However, the WFHS school charter – PREPARES- points specifically to the SHANARRI indicators. The SfL Confidential Handbook is an essential document to underpin learners' entitlement to support to remove barriers to learning and teaching. During session 2019/20, the interventions and guidelines for staff was re-visited and refreshed to take account of ERC and national guidance. As a result, staff have access to information about young people and updated strategies on how to intervene. A further change was introduced to categorise the entries in the three areas (as outlined in 2.1) The PT SfL produced a calendar to implement the new national SQA guidance, beginning with S3 in preparation for entering S4 and the national exam session. The impact of this will become apparent in years to come. A new range of resources were developed to help support staff with this important task.

To anticipate parts 4 and 5 of The Children's Act, the PTPS responsible for Child Protection and safeguarding has developed a number of approaches this session, such as identifying the core Child Protection and Support Team by broadcasting information on the plasma screens and the school web. Information on CP and S is also issued to visitors in the school. Identifying the team in this way means that everyone knows who to approach with concerns. A series of newsletters has been created sharing good practice around CP and S. The information also includes information about further training for staff.

The SMT and SSG completed training on radicalisation (from a web based course from the British Government). This was supported by an attendance from Police Scotland. The course was certificated and a level of basic understanding was achieved by all participants. In February 2020, following a care and welfare review by ERC, WFHS was commended on file keeping, processes and arrangements for CP, S and for our care of the most vulnerable young people.

A Pastoral Timetable is posted in school and online to indicate when members of the pastoral team are available to young people. As a result, young people have greater confidence in accessing support and this is evident in the number of self-referrals and drop-ins visible in the pastoral support base. Furthermore, the Support Strategy Team members make themselves available at morning break and at lunchtime so that young people can access support. For some of our vulnerable learners, contact is daily and this is recorded in pastoral notes.

Quality Assurance of pastoral notes indicated that the processes to establish a level of knowledge and understanding of young people and their families is very well established in Woodfarm. In addition, very detailed child wellbeing plans include information sourced by the pastoral staff. Furthermore, our support partners have provided feedback indicating that the information we share is detailed and supportive. The narrative of our JST is recorded. Sensitive and confidential issues are discussed so that group members, supporting robust decisions, can achieve a fuller overview. This extended discussion provides the pastoral staff with information and guidance on how to proceed to fully support young people. The 'Getting It Right for Me' form encourages young people to take responsibility for their own learning and the pupil's voice is recorded here. Pupils are supported to complete this by their pastoral teacher, thereby, further supporting positive relationships as well as providing pastoral staff with information about the young person.

Inclusion and equality

Diversity and multi-faith issues are explored through the WFHS (award winning) 'Making Sense of ... programme, which celebrates different faiths and ethnic backgrounds present in our school in a very active and engaging manner. The Equalities Committee and Pupil Parliament organise and deliver a programme of a consistently excellent standard. This year, the number of learners, staff and partners involved in the committee increased. An event was organised to celebrate diversity and promote WFHS values of Equality and Respect. 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 reflected WFHS's commitment to children's rights and positive relationships.

All pupils are knowledgeable about equalities, which is also promoted through WFTV. Remembrance Day, Holocaust Memorial and other significant days are marked within the school. Relationships with representatives of all faiths, eg the Islamic Imam, are strong, as has been demonstrated in his support for the school's social dance programme. WFHS was the top fundraising state school in Scotland for Islamic relief. In PE, focus group feedback from ethnic minority pupils was utilised to extend the activity choices available to learners for assessment. SQA results analysis highlighted that ethnic minority pupils on average scored lower than other demographics, so assessed activities were changed, which enabled this group of learners to access higher marks.

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. It has embedded a number of events in the school calendar such as Purple Friday and Pride Month events. This year, members of the group began to engage with members of the LGBTi community across the ERC, engaging with a 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. LGBTi has a visible and active presence within the school and a raised awareness of issues affecting LGBTi young people has been highlighted consistently across the school.

Strong links with the Isabel Mair School and the fact that our learners also benefit from their courses and leadership opportunities also demonstrates the inclusive nature of WFHS and pupils from WFHS and Isabel Mair benefit from this well-established link.

The Rights Respecting School parliament group ensures that the principles behind Gold accreditation continue to be upheld. This session, an international visit

from delegates of UNICEF and the Global Implementation Conference 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. The pupils then decided to support the Shoebox Appeal and presented at Assembly to promote the initiative as well as visiting PSHE classes across the school. Over 30 shoeboxes were sent to children in need around the globe. The group has also recently started working collaboratively with the ‘Making Sense of...’ group on the next event, based on the topic of Street Children. Pupils have enjoyed working with others to research and developed activities in which the school community can participate.

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) therefore highlighting the importance in promoting the Rights of others less fortunate than ourselves.

All of the above, in addition to the points made in the wellbeing section of this QI, shows without doubt that WFHS is one with inclusion and equality at its heart.

Next steps

Wellbeing

- The Wellbeing Concern template system needs to be used more consistently, to tie directly with SHANARRI indicators, despite the strong emailing culture apparent in WFHS.
- A means to gather parental voice in terms of well-being is required.
- Faculty Heads will trial presentation for resilience (to tie with the work of the HWB committee) with at least one class before the end of the next academic year and outline when they would use this approach with their faculty.
- The S1 HWB Questionnaire will be amended following consultation with pupil support.
- ‘Time to talk’ – organisers aim to have more staff participating.
- Pupil parliament - the introduction of the planned Constitution, where the powers and roles of the Pupil Parliament are codified in a format that is easily accessible to pupils, parents and carers, staff and partners. This will be developed in partnership with all relevant stakeholders. Pupils will have the opportunity to vote on how a portion of the school budget is spent and allow them to have a more meaningful say in decision-making. Work will continue to engage the minority of pupils who do not feel they have enough of an awareness of Parliament’s work; this will be done through utilising the new logo to develop recognition of Parliamentary updates in assemblies, and by publicising the Parliament digitally in a more visible and targeted way.

Nurture

- training to raise awareness and further cascade principles is required.
- Sit with Us – staff involved need to think about making it more visible throughout the school with the use of posters and talks at assemblies.
- Pupils do show consideration for others and positive behaviour but there is always scope for improvement.
- An audit by HWB committee with opportunities to further participate in clubs/ activities outside school is ongoing.

Inclusion and equality

- Making Sense of – the next event will focus on partnership and responsibility; linking to street children. Campaigning and fundraising for ‘Save the Children’ is planned.
- LGBTI- Pride Month events will be embedded in the school calendar and aim to improve current events and seek new ways to raise awareness. Continue to engage with PSHE link to improve delivery.
- Pupils have identified next steps for RRS to increase pupil participation and encourage further involvement in whole school activities, investigating ways to promote Rights across the school further and in the local community.

How good is our approach to Safe-guarding and child protection? (year 2 school focus for 2019-20 was QI 2.1) Evaluation: VERY GOOD	
NIF Priority Improvement in children and young people's health and wellbeing	School Priorities: To further enhance children's wellbeing outcomes through improved, progressive experiences To raise attainment levels across all curricular areas
NIF Driver(s) School Leadership, Parental engagement, Teacher Professionalism	Local Improvement Plan – Expected Outcome / Impact An improvement in the attainment of disadvantaged children and young people. An increase in the number of school leavers with well-developed employability skills
Progress, Impact and Outcomes	
<p><u>Arrangements for safeguarding, including child protection</u></p> <p>All staff receive training to deliver what is required in terms of promoting safeguarding and child protection; the annual August INSET Day safeguarding presentation provides professional learning for all staff, teaching and non-teaching. Teaching staff undertake further training within Faculties and there is an update for staff appointed later in the session. A safeguarding newsletter provides vital links and updates for all staff 2-3 times annually, sharing NSPCC information. Furthermore, CLPL opportunities are delivered by teaching staff to their colleagues in many aspects of safeguarding, including: child sex exploitation, nurture, sexting and as part of the Digital Schools Award pertaining to online safety. Additionally, the pastoral team have participated in CLPL on FGM and PREVENT, disseminating the information to a larger cohort of staff as part of their CLPL. Evaluations following courses have been overwhelmingly positive. The Pastoral Care Handbook is updated annually with information required for safeguarding being available to all relevant staff as they require it, to enable the correct support for pupils to be provided.</p> <p>The Digital Schools Award, awarded in June 2019 – featured digital safety inputs from staff and pupils. These inputs will be rolled out to all pupils in PSHE and through further award applications. 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 navigate the digital world safely as technology continues to advance. The digital representatives have been helping the elderly with their digital technology; a brilliant opportunity to help build confidence in the wider community.</p> <p>The Nurture Group, Living Life to the Full and the Adventure Group all provide further avenues to ensure safeguarding to a bespoke group of pupils. Further details of these programmes are made available to parents whose children participate, following consultation with them. Mental Health First Aiders make themselves known and available to all pupils in Woodfarm (see 3.1 for further details).</p> <p>The Joint Support Team as a body has a safeguarding role: a narrative, or a storyline, is presented so the child highlighted as requiring support is seen in context. Appropriate universal and targeted support is decided upon between all present (a variety of professionals). This followed by timely communication to teaching staff, which advises different strategies. Intensive support is requested for those who need it. All incidents of a safeguarding nature are carefully monitored, for example, mental health concerns and reference to GPs. On an annual basis, Quality Assurance of Pupil Support provision takes place including: a PSA/Additional support audit in the BGE and Senior Phase; ASN interviews; audits and arrangements for SQA exams; CSP review and Quality Assurance of learning centre provision. Additionally, the PTPS (PSHE) developed a new form to refer young people to the JST, helping colleagues to decide on the best support pathways available to our young people. The forms articulates well with SHANARRI and the child's wellbeing plan, therefore, producing valuable background information and details about relevant partnership agencies involved.</p>	
<p><u>Arrangements to ensure wellbeing</u></p> <p>A Pastoral Timetable is posted in school and online to indicate when members of the pastoral team are available to young people. As a result, young people have</p>	

greater confidence in accessing support and this is evident in the number of self-referrals and drop-ins visible in the pastoral support base. Furthermore, the Support Strategy Team members make themselves available at morning break and at lunchtime so that young people can access support. For some vulnerable learners, contact is daily and this is recorded in pastoral notes.

Support Staff know learners as individuals very well indeed due to our house system being a family system so siblings etc are kept together almost all the time. Quality Assurance of pastoral notes indicated that the processes to establish a level of knowledge and understanding of young people and their families is very well established in Woodfarm. Very detailed child wellbeing plans include information sourced by the pastoral staff. As well as this, support partners have provided feedback indicating that the information shared is detailed and supportive. The narrative of our JST is recorded. Sensitive and confidential issues are discussed so that a fuller overview can be achieved by group members, supporting robust decisions. This extended discussion provides the pastoral staff with information and guidance on how to proceed to support young people fully. On an annual basis, the school's Educational Psychologist completes a QA of our SfL handbook. Consistent feedback has been received about young people, including those with additional support needs, as well as the success of strategies to remove barriers to allow all young people to fulfil their potential. Pupils self-refer many issues and evaluation evidence shows that **all** are taken seriously. Pupils also refer one another within Woodfarm; knowing how to take on a safeguarding role for each other.

Helpline numbers, brochures and leaflets are readily available and children distribute these to each other, as well as staff in the school providing them for pupils and parents/carers. East Renfrewshire Council Psychological Services keep pastoral staff and SMT updated and promote outside contacts to provide support for a variety of issues from bereavement to digital awareness to LGBT+ issues.

Referrals are made appropriately to ERYCS, the ECG and ERG for individual pupils. WFHS collaborates with Hemat Gryffe, who support survivors of domestic abuse, through Outreach. Evaluation evidence shows that all pupils involved with the counselling service have found it to be beneficial. In S5/6, pastoral staff see their own year group weekly in PSHE where they can ensure wellbeing as contact increases. At points of transition, excellent support is available to all to ensure that the best choices are made. There is consistency in the availability delivery of timetable and curriculum in WFHS - all pupils are questioned and challenged as curricular choices are made, as well as parents consulted, with ambition for all featuring as a prominent school value. At the request of SSG, there was a review of the day and in the preparation of the pupils. As a result, team members felt that pupils were making more informed choices and there were fewer instances of revisiting decisions from the day. It is hoped that this practice will continue next session. Pastoral staff and SMT work together to ensure that this is the case for all and the school's results, as detailed in 3.2 show that this is the case for almost all learners.

WFHS's EAL programme ran from Dec'19 – March'20. A group of ten pupils completed of a baseline assessment to establish where areas of development lay. The programme tapped into and reinforced key areas of language. All ten pupils engaged with the work with 70% completing tasks/exercises to a satisfactory level, whereas the remaining 30% highlighted the need for further consolidation and support. The overall desired impact would be for pupils to have more confidence in their language comprehension and skills, not only in English but across the whole curriculum. Besides this, the aim would also be for pupils to communicate more effectively with their teachers and peers as well as feeling more enabled and confident to be more involved in their learning and participate in extra-curricular activities/clubs. These will be being pushed and promoted next session.

The Social Justice Manager works to ensure equity and equality are prominent; for example with the summer transition programme, an annual event with the objective of supporting vulnerable pupils prepare for their new school. Referrals mainly come from cluster primaries but several are resultant from placing request visits from PTPS. This session, the two day programme in August which is supported by Youth Services had a significant Outdoor Education component. 10 incoming S1 pupils participated along with 3 S2/3 mentors. Feedback from pupils and parents was very positive. An indication of the success of the project has been that only one participant has required the support of the JST and no one has been placed on the school's Attendance Priority List.

Furthermore, the SSG revisited the procedures for monitoring attendance in the BGE and a new database was created to have an overview of attendance and timekeeping. Initial analysis is promising with a reduction in absence for some pupils. It has also allowed for a more collaborative approach to improve attendance including the Social Justice Manager and the Bilingual Support Worker. The DHT S3 is part of a Council wide refresh of monitoring attendance.

Families are assisted with school uniform provision through the availability of recycled blazers and other items of clothing. Parents/carers can access this service at parents' evenings or by individual arrangement with Social Justice Manager. A local voluntary organisation- East Renfrewshire Back to School Bank- is also regularly accessed for new items of school uniform and footwear for vulnerable pupils. The success of such new initiatives will be measured on return to WFHS in August 2020. On a monthly basis, the school collects non-perishable items of food which are distributed to vulnerable families. The Social Justice Manager also assists parents to access a local Fareshare food distribution project and supports S3 Personal Development pupils to volunteer with this initiative. Financial support for vulnerable pupils is accessed through charities such as the Trades House and East Renfrewshire Good Causes. This has been of great assistance with individual transport costs for pupils and to help with furnishing costs for a family. Other practical assistance has been organised by SJM to support vulnerable families. The SJM provides bespoke individual support to a number of pupils at risk of exclusion, including: identifying and supporting a pupil with leadership roles; assisting a pupil explore his cultural heritage and develop his culinary skills; assisting a pupil address his anger management and health related issues; and working individually with a pupil on equality related issues.

The WFHS pupil parliament allow issues to be brought to attention, in order to promote improvement. Parliament membership is open to all pupils. Freedom of expression is encouraged in our school and complaints are dealt with swiftly and fairly. In PSHE for example, children have devised lessons to be used with subsequent year groups, and they participate well in the school's Quality Assurance programme, presenting at National Conference and authority reviews. In terms of the curriculum, the Health and Wellbeing Faculty have accredited and rebranded the HWB award and offer it as an elective to all pupils in S3, in addition to the key HWB lessons in the BGE to which all pupils are entitled.

National guidance and legislation

A successful audit of the Care and Welfare file East Renfrewshire Council took place within WFHS in January 2020, showing that record keeping for all safeguarding matters is maintained to the highest standards. Furthermore, almost all pupils state that they can approach their pastoral teacher, or indeed any teacher in WFHS for quick informal catch up. 'Getting It Right for Me' statements compiled add the pupil's voice and give a solid basis to move forward. All staff follow guidelines in terms of email classification. As part of P7 extended transition visits, all pupils with ASN are invited to meet with pastoral staff assigned in S1; guaranteeing a pro-active approach for August starts.

Next steps

- WFHS intends to provide a 'Welcome Card' for parents outlining school safeguarding procedures. This will be available in the foyer and in addition to this; all pupils will be able to view the procedures on the plasma screens in the Street Area.
- Approaches to safeguarding and child protection are an important part of the school's self-evaluation and improvement activities and will continue to be so.
- The school will build on digital resilience messages across the curriculum out with PSHE, eg – through the library programme; or visits from speakers.
- The Library and other school spaces at intervals and lunchtimes (eg 'Sit with Us') will continue to be promoted as places of Nurture.
- WFHS will act on ERC attendance working group recommendations; we will provide information to parents regarding the direct impact of missed lessons on qualifications and outcomes. This information will be provided for new S1 parents and the impact of absence in the BGE and directly on National Qualifications will be made clear to parents in line with the working group's recommendations.
- A structured way to measure the impact of the Social Justice Manager is required with more solid evidence of his input in improving outcomes for pupils.

How good is our approach to personalised support? (year 2 school focus for 2019-20 was QI 2.4) Evaluation: VERY GOOD

<p>NIF Priority 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 Improvement in attainment, particularly in literacy and numeracy</p>	<p>School Priorities: To further enhance children's wellbeing outcomes through improved, progressive experiences through: Equity & Equality To raise attainment levels across all curricular areas and to narrow the poverty related attainment gap through: a) Learning, Teaching & Assessment/Self-evaluation for Self-improvement</p>
<p>NIF Driver(s) School Leadership, School Improvement, Performance Information, Teacher Professionalism Progress, Impact and Outcomes</p>	<p>Local Improvement Plan – Expected Outcome / Impact An improvement in the attainment of disadvantaged children and young people. An increase in the number of school leavers with well-developed employability skills</p>

QI 2.4

Universal and targeted support

WFHS staff and partners work effectively together to increase their ability to meet the needs of diverse learners through effective use of professional learning, support and specialist resources. The Joint Support Team- a forum involving partners collaborating to provide recommendations in terms of universal, targeted and intensive support to parents/ carers – makes decisions and recommendations to staff and families as a team. EAL learners are identified by P7 teachers and 10 pupils identified for EAL focus lessons (see information provided in 2.1). ASN profiles are created by support staff in consultation with teaching staff, learners and parents. Staff work with small groups; ASN profiles and targets are regularly evaluated and reviewed to establish whether needs are being met in the classroom. A spreadsheet in GIRFEC folder, as well as the SfL handbook which is updated annually and throughout the session where necessary, allows all staff access to various strategies and inputs. 'L' (Learning); 'N' (Nurture) and 'M' (medical) annotations appear in the Confidential Handbook to heighten staff awareness.

ASN pupils are also discussed at Faculty Meetings under GIRFEC so Faculty Heads can monitor approaches and progress. Learning targets are in place specific to individual learners and 'GIRFM' statements successfully capture the voice of pupils who require bespoke support. This information is passed to relevant teaching staff in order to maximise opportunity and attainment for such pupils. Specific bespoke arrangements in, for example, Woodwork and Scottish Studies in terms of levels to be sat and courses followed, have been introduced successfully and WFHS's link to Isobel Mair School strengthened. Two pupils benefit from a timetabled day at IMS focussing on life skills, but the link has also allowed for courses such as bicycle maintenance, an ICT qualification at N2 level and some Literacy input to be established, meaning that all learners can be well supported and challenged. Bespoke arrangements for specific groups have been adapted, for example for an S3 learner joining S3 with very little English, and another who faced cultural and social difficulties. The PT support (SfL) has smaller caseload of pupils with ASN, thus allowing her more regular contact and a strong relationship with these pupils and their families. The Learning Centre is also a place of support for those who require it socially and emotionally during intervals and lunchtime. Furthermore, membership of groups such as Adventure and Nurture groups is available to those children who would benefit most, following consultation with parents, Cluster Primary School staff and on occasion the JST.

Pastoral staff are also immersed in monitoring and tracking database which easily pinpoint off track pupils; thus, further support for them to access and succeed the curriculum can be better provided. Those falling into the 'off track' category are interviewed more regularly, given a place in the school's mentoring programme or placed with 'buddies'. Arrangements are in place for regular meetings with all pupils and specifically at times following the receipt of reports and at transition periods. PSHE in S5/6 is delivered by pastoral staff, allowing for significant input into planning for post school transition for pupils by a member of staff who know them and their family extremely well.

Every pupil with an ASN has an annually reviewed profile and is designed to ensure the pupil needs are being met within the classroom. The profile consists of questions about in class and assessments support. Any issues are highlighted with a red star, following which the PT Pastoral, DHT Support and PT SfL have a

follow-up/review meeting to address the red stars. The feedback is very encouraging the majority of pupils are very happy with the support in place and as a staff we are confident that the majority of learners needs are being met. Furthermore, with the annual review, we are confident that all information held in the confidential handbook is accurate and detailed. Feedback from the interviewees was positive also – staff reporting that pupils are self-aware about their needs and preferred learning/learning styles. Also, SfL resources such as 5 minute boxes, Dynamo Maths, and one to one support offered in the Learning Centre by PSAs provide targeted support. The aim is to upskill pupils with additional support needs in order for them to acquire confidence in using digital technology to complete assessments. This in turn provides them with ownership and responsibility to enable them to complete tasks independently. Initially, this starts with a baseline assessment, in order to allocate the pupils into the appropriate grouping – beginner, intermediate or advanced; consisting of a four week programme which focusses on touch type skills and use of IVONA mini-reader. This has proven very successful and popular with on average of 86% of senior pupils saying they would like to access digital assessments in the future and 84% saying they can now type faster.

Amendments to ASN arrangements, for example SQA arrangements, take place as required to all staff, and support is offered to all Faculty Heads to ensure that all necessary regulations are adhered to (for example during the February 2020 INSET Day presentation and follow up on SQA AAA procedures) Annually, the SQA coordinator, the PT support (SfL) and two other members of staff audit the support provided for a group of 12 pupils, ensuring that provision is consistent and in line with SQA guidelines. Digital papers have been adapted for use at various stages; and ‘Call Scotland’ have assisted in the preparation of assessments; thus guaranteeing that all pupils can access them fairly. With the support of an additional member of staff, a number of new resources were created for young people to practice skills that they would use in the SQA exams. The pupils completed a series of lessons which were progressive in nature and encompassing the style of questions types likely to be set by SQA. The pupils benefited from being prepared for the prelims this session.

Targeted support builds on robust, embedded universal support in WFHS. Standardised Tests, SNSA information, detailed P7 information from Cluster primaries, including writing jotters, Cluster Committee work and learning visits all allow an insight onto where and with whom targeted support is best delivered upon entry to WFHS. In S1 and S2, Intensive Literacy and Numeracy programmes are rolled out to allow up to 10 pupils to access targeted and intensive support. Technology and BIT staff have delivered the programmes this session, highlighting the fact that Literacy and Numeracy are indeed considered the Responsibility of All. English and Mathematics Faculties identified pupils who would benefit from the programmes by taking into account Standardised Test and transition information. Feedback was positive – with staff reporting that pupils were starting to recognise where literacy and numeracy were being tackled in different subject areas, making the cross curricular links.

A member of support staff moderate the work of the Learning Centre and the manner in which ASNs are met in the BGE annually to also ensure consistency and that needs are being met. Furthermore, PSAs participated in their own QA programme, ensuring that their work met the aims and targets identified for pupils sufficiently and offering support and recommendations to each other. There are two windows of opportunity for the SfL quality assurance programme, one for BGE and the other for Senior Phase. Responses are encouraging – PSAs report the sharing of good practice is invaluable, staff appreciate the feedback and as a department it provides reassurance that we are contributing to achieving consistency in support across the curriculum.

All Faculties this session have offered targeted Supported Study in the Senior Phase using prior attainment and information from whole school data e.g. FME and SIMD. This support is specifically directed to pupils who would benefit the most; 80% attendance from targeted pupils was a high proportion in attendance from this group; likewise 12 AH Maths students benefitted from bespoke sessions designed to provide personalisation for particular topics. S6 Higher Pupils were identified through analysis of previous SQA performance and N5 C pupils who had chosen Higher Maths were targeted. A specific study skills workshop – creating mind maps and study cards with Higher Maths and N5 pupils – was introduced (impact will be evident in SQA 2020 results).

Additionally, S6 targeted support has been provided at agreed times, which has created further bespoke opportunities, as opposed to a general period of S6 support – and all Faculty Heads feel this approach has been beneficial.

Across the curriculum, Leadership activities in almost all Faculties are available to all pupils, building confidence and relationships allowing skills to flourish in different contexts, in for example in Maths, where senior pupils act as number partners for BGE pupils, and in PE where Senior pupils act as buddies to IMS

pupils. All Faculties in WFHS note the positive influence of senior tutors, for example in BIT, S6 learners have supported the Faculty by using their experience to support individual learners in class. The Paired Numeracy Programme for S1 pupils, ‘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 an S3 buddy from January-June. 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.

Courses on offer are versatile – from S3, WFHS offers Personal Development, Environmental Science, the HWB award and in S5/6, Sports Journalism, which allows pupils greater personalisation and choice. A pilot pathway system in PE has been introduced with initial success: HW and Supported Study is set specifically depending on a pupil’s pathway, again offering greater personalisation and directed teacher support. Some Faculties are using of Microsoft Forms to personalise quizzes easily as part of teaching approach in order to provide targeted support.

All Faculties are helping to accommodate the DYW agenda and ensure that qualifications are still attainable despite S4 pupils embarking on college placements. Flexibility in Faculties in adjusting courses for N4 pupils is a strength, thus ensuring that work placements have been an option this session for more pupils than ever. Provision of Flexible Work Experience placements included those with specific pupil needs, in addition to whole school work experience. Targeted use of specific staff, eg in English to boost N5 presentation and personalise the N4 experience; and very significantly, a PT Attainment role with an S4 group has boosted their attainment and helped them to secure a positive destination. (numbers to follow in 3.2).

There has also been an increase in targeted DYW events such as visiting speakers coming to the school and employer taster days; the use of careers database to assist in this. Partners such as Jet 2, Rolls Royce and The Royal Navy have supported WFHS in DYW. Input from ERC Youth services has allowed WFHS to promote and support achievements for pupils where there may have been a challenge; for lunchtime example drop in sessions are available for Duke of Edinburgh participants to access support. Mosaic (The Prince’s Trust) mentoring has helped to improve confidence and aspirations in S3 for a bespoke group. Providers conducted their own evaluation following delivery and pupils commented thus. Involvement with YPI, a charity fundraising opportunity available to all in S3, has helped to develop confidence and an awareness of the local community. The YPI £3000 was granted to one of our partners, Hemat Gryffe. The implementation of new initiatives in PSHE e.g. skills booklets and study skills lessons have helped all pupils in the BGE display increased confidence in their own transferable skills.

Removal of barriers to learning

In addition to the strategies and approaches outlined above, partners such as Headstrong and Hemat Gryffe have supported pupils psychologically and emotionally, helping them to identify their own barriers and evaluate helpful strategies for themselves.

Our Educational Psychologist attends the Nurture Group – providing the member of staff responsible with weekly written feedback and assisting in the administration of BOXALL profiles to help staff identify barriers and support children to remove them. He also moderates the SfL handbook annually and signs off dyslexia checklists.

Barriers have been removed to ensure all pupils, including those with disabilities, can attend educational excursions from fishing trips to DYW events and work experience. The after school homework club “Every Hour Counts” club provides support and space for BGE learners to complete work in a positive environment, should such a space, or adequate support exist at home.

Pupils living SIMD 1-3 have benefitted from PEF money to subsidise trips and DoE, provide necessary materials for study and items for practical subjects such as HWB to be taken home. An in-school gym has been augmented and communication with charities has also resulted in money available to transport pupils who face a challenge in attending school. (see 3.1 for further information).WFHS’s Social Justice Manager plays a crucial role in removing barriers to learning in many ways, from uniform provision, motivational days out for vulnerable pupils, foodbank organisation and delivery, and a summer transition programme for those entering S1 who would benefit socially and emotionally from the experience.

(An additional evaluation of PEF money will follow)

Partnerships with parents

WFHS works in partnership with parents and carers to ensure that they feel valued and supported and have a clear strategy for growing our existing partnerships and for establishing new partnerships with parents. This session, information has been gathered regarding skills WFHS parents possess and could potentially contribute to the school community. We have had parents visit the school to deliver information talks on career choices, including the construction and beauty industry, and support our learners by sharing techniques to promote wellbeing. Parental engagement has increased significantly, this is reflected in the number of parents offering to be involved in our DYW events and to support learners with their learning and teaching.

We have also consulted with parents and carers to create an action plan that is meaningful and empowers them to be involved in their child's learning. This has involved organising family learning opportunities which meet their needs and include shared approaches and tools to support continued learning at home. We have also ensured parents and carers have support at the right times to enable them to engage with their children's learning journeys, by reviewing information on the school website to promote careers pathways and by organising sessions to support with study skills and transitions.

We have developed positive relationships with parents by communicating regularly and keeping them well informed about their child's progress to establish an effective partnership between the home and the school. We have organised stalls at relevant school events to support families with SMHW, study skills and general support on home learning. We have monitored the various ways we communicate to parents and have listened to feedback to streamline approaches.

The reporting schedule continues to run well for every year group and the data from WAGs and NTGs still informs the school databases. However, we continue to 'tweak' small changes advised by staff.

Next steps

- Further sustained focus on attainment at key pastoral interviews to be provided.
- Appropriate Faculty wellbeing concerns and behaviour policies are in place, but more work needs to be done to ensure consistent use of these.
- A formalised structure of Flexible Work Experience targeting P.D and the Step Forward group will be introduced.
- QA tells us that differentiation within BGE classes particularly is inconsistent; this needs to be addressed by FHs.
- We plan to ensure that parents and carers have the resources that they need to assist them in engaging with their children's learning. We must remove additional barriers by promoting the home learning resources that are available.
- We also plan to consult and review the content on the school website further to ensure it is meeting the needs of parents and carers.
- To promote a positive culture and climate, we aim to promote parental achievements on Twitter to celebrate our school values.
- We will continue with our family learning events and listen to feedback to ensure they are relevant and meaningful to support parents and carers.
- We will need to prepare staff (CLPL) for the move to the new version of Click and Go.

How good is the quality of care and education we offer? (year 2 school focus for 2019-20 was QI 2.3) Evaluation: VERY GOOD

NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged	School Priorities Raising Attainment & Recognising Achievement (QIs: 2.2, 2.3)
NIF Driver(s) Assessment of children's progress, School improvement & Parental Engagement	Local Improvement Plan – Expected Outcome / Impact 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.

Progress, Impact and Outcomes

QI 2.3 Learning, Teaching and Assessment

Learning and engagement

Learning and engagement are major strengths in WFHS as can be evidenced this session through the following:

STEM Challenge

Staff from Technology, Maths and Science visited Cluster primaries to introduce a Cluster STEM project. Learners received an introductory Science lesson; experimenting in groups with a pre-fabricated kit car then proposing testing ways of improving the speed and distance travelled. Learners attended Woodfarm High School and participated in a series of STEM workshops within Science, Maths and D&T. Feedback from the ERC STEM Moderation activity highlighted that the event gave all learners the opportunity to participate in a wide range of learning experiences, which clearly demonstrated the design principles of challenge, breadth, application and personalisation and choice. Video and written evidence also highlighted that almost all pupils were involved in leading their learning throughout the experience.

Pupil engagement in STEM activities

Within the Science Faculty, pupils from all year groups participated in STEM based activities with this year 25 pupil taking part in STEM Ambassador training within Glasgow University, an increase of 8 from the previous year. Applications for the Scottish Space School increased to 6, with two pupils making successful applications and due to take part in the summer programme in July 2020. Advanced Higher Biology pupils took part in informative and entertaining practical workshops about sleeping sickness supported by the University of Dundee at the National museum in Edinburgh.

STEM Club

Senior Phase Graphic Communication learners have led a weekly STEM club for S1-S2 learners within the D&T Faculty. Learners have been responsible for planning and delivering a range of STEM based activities including 3D modelling, 3D printing, laser cutting and vacuum forming. Pupil leadership of STEM based opportunities within the faculty has led to increased pupil participation in S1 and S2 and increased uptake within Graphic Communication in S3. Senior Phase learners have been formally recognised through Saltire Award accreditation.

Maths Week Scotland

Activities undertaken during this week proved to be highly engaging, culminating in the construction of a giant pyramid constructed; with every BGE pupil contributing. Additional activities took place in the Maths and Numeracy faculty with a real world context; for example: credit card validation algorithms 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 creating pi skylines, pi card games and pi dingbats used to celebrate. S1 also did a fantastic job in creating a pi paper chain which was recorded in time-lapse and shared via the school's social media platform. This has increased pupil engagement and enjoyment in the subject as evidenced via the time-lapse video and a pupil survey where 92% said they found the activities enjoyable, engaging and worthwhile. Furthermore, the Maths Faculty arranged a cross-curricular visit from Biomedical Engineering students at Glasgow University who presented to BGE and Senior Phase pupils on the work of the non-profit organisation Handprints e-Nable Scotland. The students delivered thoroughly engaging interactive presentations tailored specifically to

the different level of pupils. Presentations were delivered to S2 Maths, S5/6 Lab Skill and Higher Biology, Higher Chemistry and Higher Maths pupils. All pupils that had taken part in the workshops gave very positive feedback and stated that they enjoyed seeing the real-life applications of mathematics in an engineering context. Another area of focus this year is to implement the ERC N&M strategy. The S1 Numeracy League, which is completed by S1 pupils every month, is also being updated to have a greater focus on Numeracy Across the Curriculum in the hope of raising its profile. Pupils have indicated via verbal feedback that they enjoy seeing aspects of numeracy applied in different contexts.

Bauhaus

All learners in Art and Design and Music were given the opportunity to lead their learning through a Bauhaus inspired IDL Project. Pupils participated in a flipped classroom exercise ahead of the project, which enabled pupils to lead their own learning and develop their skills, knowledge and understanding across the contexts of the Bauhaus design movement, as well as its social, historical and cultural influences. Pupils worked in partnership with others to design and create Bauhaus inspired headpieces and arm pieces, which were then displayed in a fashion show and musical performance to showcase their learning. Pupil voice indicates that learners' experiences were appropriately challenging and enjoyable and almost all pupils indicated that the experience helped them to identify links across their learning.

Electives: In S3 PE, Dance, DOE or Sports Development electives are all designed around pupils leading learning. The dance elective has been revised to incorporate Dance Leaders award and Sports Development elective has utilised N4 Sport and Recreation qualification to provide a more robust structure for learners. Learners complete 3 out of the 5 Sport and Recreation units. Remaining units may be picked up by some learners if they fail to achieve N5 PE award. Each elective requires the learner to plan, lead and evaluate part of a teaching episode or in the case of DOE plan, navigate and evaluate an expedition. Impact will become apparent when these pupils enter S5/6 as more Silver DoE awards and H Dance presentations will be resultant. PE have altered their S4 curriculum pathway with a selection of girls undertaking the N5 Dance qualification as opposed to the N5 PE course in S4, showing greater scope for personalisation. In S2 Hospitality, the choice block has been revised, following student feedback, to allow learners to experience course work similar to certificated courses. Learners select from Cake Craft or Global Food challenge. Both electives are designed around learners leading learning, in terms of picking their global food challenge project or the design for their cake, resulting in enjoyment and a projected increase in S3 uptake of the subject. Furthermore, in BIT, all learners engage in a 5 week course aimed at enhancing personalisation and choice in the curriculum. The impact is all young people are engaged in appropriate learning and teaching and feedback from staff and young people is positive. A 3-week Electives Block has been introduced into Drama, allowing pupils to contribute to the planning of their own learning in a meaningful way. Detailed planning was undertaken once pupils had chosen a specialism and script, and practical workshops were offered in line with a chosen specialism.

In terms of impact, all pupils responded positively to the opportunity to engage in relevant, meaningful learning which is well-matched to their interests. They were motivated in each lesson. Feedback from staff was also positive and teachers enjoyed the opportunity to utilise their own expertise.

IDL (SALAD)

This session a pilot of a restructured S1IDL event to replace Rapid Response Engineering Challenge was to take place. This would have involved Science, Technology and Art and also the school eco group. Unfortunately, the challenge could not run this session due to Covid 19. Art staff have confirmed that they can tweak the Design Brief of the Crest Award and ask pupils to undertake the challenge at home, hopefully providing us with some examples of completed work to undertake an evaluation of the exercise.

The Youth Philanthropy Initiative ran once again as a joint project between Social Subjects and English. Pupils had to work collaboratively on an area of their choice. The project allowed them to work independently with a clear focus and purpose. They had to work on presentation skills to communicate their vision to the year group and persuade others that their charity was worthy of the donation. This highly successful IDL project allowed pupils to grow in confidence, take the lead in their own learning and feel that they were making a contribution to the wider community. The Wood group, organisers of YPI, also commented positively on the fact that the quality of pupil presentations had improved this session.

Leading Learning

In PE, learners lead demonstrations in class of how peer assessment should be completed. The impact is almost all young people in these lessons demonstrate their resilience and confidence to showcase their skills. All lessons within the HWB Faculty enable learners to take ownership of their own learning, whether that is through following their own warm up, either individually or as part of a team, selecting their own development need, or by deciding how they are going to submit a homework task, in terms of the layout and structure of their notes. In the Senior Phase the learner's ability to work independently is a great source of pride. Staff spend time teaching learners the process they should go through to answer questions successfully and this has been evidenced in the high standards of results achieved across the faculty. PE block plans are differentiated to match the needs of each year group. This enables N5 learners in S4 to spend more time developing a development need which they identified.

Based on pupil feedback, to raise attainment and increase engagement and enjoyment of learning, several units in the BGE Social Subjects course have been redeveloped, including all S1 units with further changes planned for S2 next year. For example, The Democracy in Scotland unit has been developed to provide greater opportunities for pupils to 'learn by doing' and to lead their own learning by working in groups as they plan and participate in a mock election. Changes have also been made in the Senior Phase to increase attainment and maximise engagement and enjoyment of learning in Geography and History with more accessible topics for pupils; pupils can relate their own experiences to their learning, e.g. if they have family living abroad due to emigration. A significant proportion of Woodfarm pupils from a Muslim background to apply their existing knowledge of their faith to their studies in RMPS, increasing attainment and engagement. Parents of Muslim pupils can also play a greater role in supporting their child with their learning.

During the week of activities for the European Day of Languages, senior language ambassadors in the Modern Languages Faculty helped to deliver a European Tasting lunch for junior pupils. This was well attended and students were very enthusiastic. As a result of pupil feedback, the Faculty will continue this event and introduce this model with the Spanish café next session, seeking to improve engagement in Spanish learning. Furthermore, Senior Phase French and Spanish learners attended immersion events with ERC and took part in activities to further their knowledge and skills. In conjunction with weekly learning supported by our excellent Foreign Language Assistant, these events had a clear impact on the learners' confidence in talking in the modern languages and learners subsequently performed well in talking assessments. AH French pupils took part in the annual 'Parlons Français' French speaking competition for the first time. Audio recordings of learners preparing for their talking exam were submitted and a panel of judges selected the best performances. From 35 submissions from across Scotland, one of our Woodfarm High students was awarded 3rd place by the Association des Membres de l' Ordre des Palmes Académiques. This experience had a very positive impact on improving learners' confidence in talking, thus improving their attainment in this skill. The use of flipped classroom in senior school allowed pupils to work collaboratively, lead their own learning and assess their skills by reformulating the learning in their own words. Higher and Advanced Higher students have taught several grammar points to one another.

Learners participate in a range of individual Research Projects in each year of BGE Music. These projects are linked to the topic and require pupils to apply the theory they have learned to their own research. Learners then present their findings to the class in a "Flipped Classroom" style activity. One of the projects also requires pupils to learn about the preferences of someone they live with in relation to Music. This promotes problem solving, independence and curiosity, whilst also developing the pupils' literacy skills. Through learning about the Musical preferences of someone else, learners establish a sense of personal and local history. Across the Performing Arts Faculty, all pupils in the BGE and Senior Phase have been given increased choice in relation to their practical skills development; choosing their own specialisms in Drama and instruments in Music. The choices have broadened this year to include Voice as an instrument choice in S4, more pupils working in a backstage design role in Drama and increased recognition of skills developed outside of school. Learners are also given choice in the pieces they learn within Music and scripts used in Drama. The impact of this is that pupils feel an increased sense of investment and responsibility. This has also resulted in the introduction of more contemporary material in both subjects.

Positive relationships and AiFL

Skilful use of a wide variety of innovative and creative resources and teaching approaches both support and challenge learners is apparent in almost all lessons in English and BIT. Lessons include starter tasks, exit passes, mentimeter, splat, carousel tasks and promethean board features. Staff are willing and transparent about sharing learning and teaching approaches to ensure consistency. Almost all young people have provided feedback that is positive about the approaches being deployed in these Faculty classrooms. In Modern Languages, the introduction of fortnightly carousel lessons (S1-4) in conjunction with the FLA has enabled pupils to enjoy collaborative group work involving a range of activities such as targeted speaking. Use of plenary activities with speech bubbles promotes high-order questioning and checks success criteria have been met. Impact is clear on learners' motivation and learners clearly feel supported. ML staff have taken part in professional enquiry this session on the topics of using games to motivate learners, the effects of group work and error analysis skills for N5 writing. This experience will be utilised to form a faculty CLPL event where expertise will be shared, then subsequently utilised, in order to improve learning experiences for young people next session.

Some areas of excellent practice identified from lesson observations in Social Subjects this year have included a range of imaginative starter activities such as pupils use of imagination and empathy – e.g. in creating a diary entry based on an imaginary friend who was being discriminated in Nazi Germany. Model answers are provided to pupils at the start of the lesson, with detailed discussion of why each part achieved a given mark. Pupils then had to deconstruct it to create notes then show their understanding by recreating it as an annotated diagram.

In all Science lessons observed, there was excellent relationships with pupils and all pupils spoke to felt supported. As in English, Social Subjects and BIT, learning within the classroom was well linked to the expectations of the SQA exams and guidance on the marking of questions was well delivered.

Practical skills and problem solving skills were well framed within the context of the SQA National 5 Assignment guidelines where appropriate and staff subject knowledge was a particular strength.

Drama, Social Subjects, PE and English all show major strengths in terms of positive relationships between learners and staff within the Faculty that is evidenced in learners' progression, from opting to choose a subject in S3 and progressing towards S5/S6, especially in enhancing attainment in S6 through AH English, Drama, History and Geography. Staff and young people have positive relationships within the HWB Faculty, again evidenced from learners' progression throughout the Faculty. Positive relationships are also evidenced across the HWB faculty with the extremely high number of learners that commit to extra-curricular activities. A wide range of extra-curricular activities are also on offer in Performing Arts. At the heart of this is the model of using experienced pupils in the upper school to support and mentor pupils in the lower school. This practice is evident in the use of Senior Players in the Orchestra, the Trad group and Choir, and in the Drama Club. This year the Senior Drama Club created a Pantomime storyline that the members of the Junior Drama Club developed into a production which was then presented to a small group of parents and staff during an informal performance after school. All young people, staff and carers involved in the project responded positively and appreciated the opportunity for creativity. The impact of this mentor style approach is inspiring to the young people, and gives the older pupils experience of leadership. It has created a sense of community amongst the young people of the Faculty and a spirit of togetherness.

Several new initiatives in the English classroom, which have had an impact on teaching and learning, have been underpinned by action research this session. This work has supported progress in learning. A workshop in Dual Coding theory which highlighted connections behind long term memory and working memory has allowed staff to reflect on teaching methods in the classroom and resulted in all English staff trialling work on dual coding during revision sessions. In one S4 class this method was used to aid study for timed essay revision and produce visual displays of thought processes. As pupils worked through the methodology, it led them to not only interrogate the text but made them consider their own learning. This resulted in them building confidence in their own ways of expressing their thoughts and ideas and in addition they felt better prepared to tackle this often challenging element of the course. A further TLC project considered wall displays and their impact on learning. Pupil voice via exit polls alongside two summative assessments found that: pupils felt happier with helpful resources on display, and they did better on a test with displays on the wall than without them. This information has been fed back to the department and will inform future practice.

Creative approaches are used in Social Subjects to provide active learning environments to motivate pupils and facilitate effective learning. Some notable examples of excellent learning and teaching from this year include and performed an earthquake drill and a flight simulator role play scenario Modern Studies pupil visited Paisley Sheriff Court and the Scottish Parliament, as well as having the opportunity to hear outside speakers such as Jackson Carlaw and a member of the Procurator Fiscal speak.

Quality of Teaching

CIVs

Feedback from the session 19/20 ERC Technology and BIT Collaborative Improvement Visits highlighted that learners within these Faculties are fully engaged and motivated by consistent and appropriately challenging and enjoyable learning experiences. Examples of high quality learning and teaching which were observed by the visiting teams included: skilled questioning, explanations and instructions and skilled use of feedback to ensure that next steps in learning are understood and acted on. The visits also highlighted that the involvement of learners in providing feedback on the quality of learning and teaching was commendable. Peer observations commented in an extremely positive manner on the structure of learning experience; pace and evidence of peer and independent learning. Explanations and instructions were clearly communicated throughout the lesson and the fact that Higher and lower order questioning that supported and challenged thinking skills.

Pupil Voice

The D&T and Maths Faculties have used Microsoft Forms to capture the pupils' voice across BGE and Senior Phase to inform faculty improvement and self-evaluation. A nominated member of staff has been responsible for collating and analysing data from each year group to help identify key priorities for improvement. 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 to explore pupil views further. Highlights from D&T in S1 include the fact that: over 90% of pupils state that they enjoy learning in the subject; feel that they are making good progress; feel that work in the subject is hard enough. 91% feel that their teacher prepares them well for assessments and feel that they get help from their teacher when they need it in S1 and S2. In Maths in S4, 89% feel the teacher helps them to attain and achieve to their maximum potential. In BIT in S5/S6, 94% feel the teacher helps them to attain and achieve to their maximum potential; 94% feel the learning experiences planned are challenging and enjoyable and 95% feel assessments challenge them.

In PSHE, in the BGE a series of lessons from the Rosey Project were delivered on Consent, Gender Based Violence and Sexual Violence. These were interactive workshops and students engaged well. This was in response to recommendation 7 of the Scottish Government's PSE review to ensure an appropriate focus on the issue of sexual consent, especially in the early stages of secondary schools. This is a partnership that is now established and will continue with a planned return to deliver workshops in January 2021 due to the favourable responses received from pupils. Skills booklets were also introduced in PSHE with a focus on identifying and evaluating a use of Literacy, Numeracy and HWB skills as transferable across the curriculum. However, 61% of learners in S3 and 63% of learners in S4 disagree or remain neutral when asked if a variety of teaching strategies are utilised in their PSHE classroom. 63% of S1 pupils and 62% of S2 pupils agreed or strongly agreed that they learned a lot in PSHE. A clear development need has been identified as a result of consulting with pupils and will be tackled next session. Throughout the session, the PTPS (PSHE) had regular planning meetings with the extended team who deliver PSHE to focus on updating content. A further audit was completed focusing on the calendar across year groups, participation levels and feedback from young people. The engagement of young people has been analysed and this was shared through a QA session with the HT and, as a result, there are further suggested improvements for next session in the Senior Phase.

The English faculty created a film which showcased the strengths pupils felt were apparent in the Faculty including the opportunities for choice and the strength of relationships between pupils and staff. Records of "You said; we did" feedback was showcased at year group assemblies and give a flavour of the impact that pupil voice has across WFHS.

Over 90% of all learners in the Social Subjects Faculty responded that they agreed or agreed strongly with the following statements: '*I get help from my teacher when I need it; I feel like my work in the subject is hard enough; I am encouraged to take responsibility for my own learning.; teachers make sure that pupils are well prepared for assessments; I have the opportunity to discuss my work with others and I feel like I am making good progress*'. (90%)

In Modern Languages, S3 pupils have been asked for their views on the ML home learning being undertaken during the Covid 19 pandemic. The results of this will be used to improve the home learning provision for the remainder of this term. New AH pupils have also been surveyed informally about their views on their remote learning to date and feedback is very positive. A survey of S2 Spanish learners revealed a majority of pupils were keen to study fewer topics but in a deeper way, which has been taken into consideration as new course outlines are created. In addition, learners wanted more opportunities for group work and to work with the same teacher for Spanish and French. The faculty is using this information to design a new scheme of work for S2 Spanish to be introduced next session. The impact of this will be measured via a pupil engagement survey next year. As part of the ERC Collaborative Improvement Visit to Modern Languages in Woodfarm, feedback from learners showed that 91% feel like the work in ML is hard enough and 89% feel encouraged to take responsibility for their own learning. Feedback from the CIV team stated: '*Learners are engaged and motivated by high quality learning experiences which are enjoyable. Practitioners use a range of creative teaching approaches. Learners are clear about the purpose of their learning and how to be successful, with strategies in place to promote independent working. Formative assessment is used effectively and learners receive ongoing feedback during the course of lessons.*'

In addition: '*Very positive relationships between pupils and staff cultivate a nurturing ethos aligned to high expectations of all learners. Staff commitment to adopting an 'open door' policy to support pupils in their own time helps to further strengthen these relationships. High levels of cooperation between pupils are clearly evident.*' '*Teachers know learners well.*'

A robust system to explore pupil voice within some Faculties and have encouraged the young people to share their experiences with staff at Faculty meetings. A few learners from the focus groups have supported staff by leading learning at Faculty meetings with a focus on quality assurance and self-evaluation. The Faculties involved embrace feedback and use this to inform next steps for improvement e.g. new approach to raising achievement, exploring new routes for progression, reviewing and developing a new BGE assessment booklet linked to the updated Education Scotland benchmarks. Staff feedback regarding this was positive and they were able to reflect on their practice and share strategies.

Digital Learning

Effective use of digital technologies across the curriculum e.g. Google ensures that learners have access to support outside the classroom and have opportunities to display greater independence in their learning. Additionally, the Technology and BIT Faculties were instrumental in providing CLPL for staff in: Teams, Google Classroom and Loom to provide digital opportunities for pupils during the COVID 19 pandemic. In May 2020, a survey of 150 pupils responded thus:

Are you able to access the learning materials that we have shared on Google classroom? Yes – 98.7%

Are you understanding the lessons? Yes – 95.3%

Pupils could then elaborate, so staff could remove barriers. The Social Subjects Faculty also reported an increased use of Chromebooks in class to enable pupils to conduct research the N5 and Higher assignments, helping to close the attainment gap. The use of digital technology was a central theme to learning visits that were carried out within the D&T and Maths & Numeracy Faculties this session. All lessons incorporated effective use of digital technology to support and enrich the learning environment. Examples include: the use of industry standard 3D modelling software, Desktop Publishing software, CAD/CAM Technology, Photoshop Promethean Board, Plickers Quiz, Padlet and Kahoots. The impact is that the majority of learners have commented that they have a greater depth of resources available to them for revision.

In English, BGE pupils in S1-3 have had access to Literacy Planet – an online resource that provides improvement in literacy skills in a fun and engaging digital format. This has resulted in an increased enjoyment of involvement in language work by pupils in school and at home. This digital resource has allowed for further differentiated tasks to be offered appropriate to the needs of learners. Pupils have taken responsibility for their own learning, engaging at a pace that suits

them; working their way through the levels of work targeted towards their learning needs. Students' progress has been monitored by their class teachers in order to assess progress and inform appropriate level changes. Literacy Planet has also been used as an additional resource to support S4 National 4 and 5 pupils in developing their RUAE skills, ahead of Prelim examinations. This offered students instant feedback and level-appropriate challenges, which support the key skills of comprehension, skimming and scanning texts. Feedback from students has been positive; a clear indicator that they have found the resource a helpful and enjoyable medium with which to engage in the subject.

Art & Design have also incorporated online video tutorials into home learning activities to showcase skills and techniques. This has been effective in increasing learner engagement whilst using digital platforms at home. Again, in the months of the Covid 19 crisis, it was stated that 91.3% of pupils were managing to upload their answers to Google classroom. Staff use Google Classroom widely to share resources and assign tasks, enabling pupils to submit work electronically and receive online feedback. Presenting at school assemblies and providing a newsletter to the school has helped to raise awareness of the digital pupil parliament. It has 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.

Across the PE and Social Subjects faculties, a wide range of digital technologies are used to enhance learner's experience. Google classroom, video submissions, show my homework and dictaphones are some of the tools utilised by learners to make their experience in the department more interesting and enjoyable.

The use of digital resources to enhance the learning experience was highlighted as an area of best practice during the CIV visit this year. Examples include the use of audio recording hardware and software to enable AH History pupils and staff to record a podcast to showcase their learning. This allowed pupils to gain more experience in the key skills of analysis, debate and use of historiography essential to their studies on the course. Increased use of digital technologies such as Plickers and Quizlet in lessons to engage in Modern Languages Staff participated in a CLPL session on enriching learning through digital technologies. As a result, there has been increased use of digital technologies in faculty through the use of Chromebooks in lessons, Linguascope, Plickers, Quizlet etc.

The introduction of Chromebooks into the Faculty has enriched learning and teaching in Drama. S3 classes have used digital packages to develop their understanding of stage lighting and to create their own set designs. Similarly, pupils in Senior Phase have been able to digitally create their assessment folios which has challenged them to produce work of a higher standard. The impact of this is that learners are able to apply their learning in a greater range of contexts, beyond WFHS, thus making their learning experiences deeper and more relevant. The standard of folios produced in the Senior Phase was also of a higher standard and should contribute to an increase in attainment.

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. A digital school event delivered by industry experts BIMA 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. All pupils involved stated that the day was motivational and highly engaging. 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 pupils 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 manage their time and workload better.

Learning Visits:

In all Faculties, staff develop their practice by carrying out an internal and external learning visit. Feedback from staff is then shared at Faculty meetings to promote a collaborative culture for professional development. A wide range of appropriate and engaging teaching approaches was observed during all Faculty

Learning Visits. Instructions were clear in all of the lessons observed and teachers consistently utilised a range of questioning techniques including random questioning, thinking time, think/pair/share. All lessons employed active learning strategies and included effective use of digital, web-based resources were to make learning real and relevant in all observed lessons. Almost all lessons observed had an upbeat, positive and inclusive atmosphere.

Pupil consultations are embedded into an SMT QA calendar, as well as specific foci in learning visits. In session 219/20, an analysis of S2 teacher judgement statistics showed a 'dip' in attainment in S2. For this reason, SMT visits focussed particularly on pace and challenge. SMT also wanted to gather evidence that all pupils experienced the opportunity in the BGE to progress in subjects not being studied in S3. This new SMT calendar began in earnest but schools were shut in March 2020 before precise next steps and development needs could be identified specifically and presented to staff.

Effective use of assessment

Much has been embedded this session to support the assessment of learners, for example:

S1 and S2 BGE assessment booklets - in BIT, knowledge and understanding of the Level 2, 3 and 4 Education Scotland benchmarks are assessed using new booklets. This ensures that assessments are reliable and ensure Teacher Judgement is based on accurate and robust assessment tools. Also, pupil-friendly Assessment Checklists were piloted in S1 Drama. These were designed to share with pupils how their knowledge and skills development would be covered, assessed and tracked through each topic. A broad range of assessment approaches/tasks are included to help learners understand the value and purpose in each activity, whilst giving learners a number of different ways to be successful in different contexts. These Checklists provided a way for teachers to give individualised feedback, for learners to self-assess and as a tool for target setting. Almost all pupils were identified that this helped them understand how their work was assessed and how they were progressing in Drama. This will be introduced across the subject in 2020-2021.

Learning conversations are evident in the learning experience with most young people confidently articulating how these opportunities are supporting them in improving their learning next steps recorded and used to support improvement. Some work is required to ensure consistency across the school in this area.

Higher-order questioning techniques – full participation during class discussion has been a particular focus; as noted particularly in TLC professional enquiries.

Feedback - In almost all curricular areas, feedback is given in a timely well-structured manner, and is an area of strength highlighted in recent BGE questionnaires in PE. Senior Phase internal databases provides staff with up to date factual data which has enabled the delivery accurate and specific feedback on how learners can develop their knowledge and understanding of the courses they are studying. Feedback sheets follow assessments and prelims in almost all Faculties. These help to plan and identify next steps which are then shared in full reports to parents/carers.

Use of Command Words – posters created have been agreed for standard use in the BIT Faculty and certificated courses across the HWB faculty have adopted command word structures. This has enabled learners to become more confident when providing answers to extended response questions.

Building on previous knowledge and ability – a gradual assessment approach aimed at peak performance is evident across the HWB Faculty. All S5/6 courses across the faculty follow a gradual build up approach to their final assessment to ensure peak performance at the optimal time, for example in Higher PE, Cake Craft and Dance learners will be assessed through question papers in November, January and March, with the difficulty of the question paper increasing at each sitting. The English Faculty adopt a similar approach to the assessment of reading skills in particular and considerable success in pupil confidence and in the accuracy of estimates has been noted. The Social Subjects Faculty have undertaken a complete restructuring of the assessment strategy in the BGE. This year, all S1 assessments have been redeveloped to ensure a more coherent link to the underpinning Es and Os/Benchmarks. Pupils now have a more varied assessment experience in Social Subjects, with more opportunities for achievement. Staff are now able to draw upon a wider selection of assessment data from which to provide feedback and make level judgements. Additionally, a range of innovative, team based approaches have been introduced in Music to facilitate the revision and assessment of theory. The impact of this has been increased pupil engagement in revision activities and increased attainment in S1 & S2 assessments.

BGE moderation of Teacher Judgements – In addition to the ERC and Cluster moderation events, the implementation of moderation exercises to determine teacher judgements across the Technology and BIT Faculties has led to increased understanding and greater consistency amongst staff. A collegiate and

collaborative approach to moderation and BGE benchmarking has led to a shared understanding of standards. As a result, all staff feel more confident in making assessment judgements. This is evidenced within the analysis of S2 Teacher Judgement data. Data extracted from whole school BGE Moderation analysis of TJs in Social Subjects indicates that the accuracy of teacher judgements has improved compared to previous years and a higher percentage of pupils are engaging with fourth level work in S2 which is aligned with the revised school gradient of learning. Moderation meetings are embedded at regular and frequent intervals on the faculty calendar to provide staff with opportunity to plan new assessments, agree upon success criteria and cross-mark pupil work to ensure consistency across all subjects. Modern Languages have organised moderation sessions in National 5 writing and talking standards for staff this session. This has resulted in robust team moderation of skills and improved confidence of practitioners in marking assessments for National Qualifications. The ML team conducts regular moderation of regular BGE summative assessments, including differentiated assessment in S1/2. The team moderation sessions have resulted in a greater confidence in making assessment judgements. This session there was a focus on Paper 1 of Higher and a moderation workshop was run for teachers which revisited standards. This in turn led to a more strategic approach to teaching close reading skills to pupils so that they could engage fully with the standards. Teaching approaches where RUAE questions were broken down using SQA marking criteria, helped pupils with error analysis and allowed them insight into how the SQA mark. In particular it allowed them to see the ways in which marks are allocated. Pupils responded well to this more visual approach and grade improvement was evident as a result.

Baseline assessments - the introduction of these in Technology provides a key starting point from which to measure pupil progress.

Summative assessment - In Science following Faculty review, the key S2 exam assessment was aligned to CfE benchmark statements and understanding of knowledge questions were more challenging to improve the range of pupil outcomes and improve rigour to support the S2 options process. New S3 assessment tools have been designed across the Faculty to support teacher judgements at the end of the BGE, whilst also meeting the needs of N4 Assessment outcomes. These provide reliable assessment evidence of the most appropriate pathways through National Qualifications for each individual, while increasing the attainment. From pupil feedback gathered in September, assessment timelines were produced for Higher and Adv. Higher subjects to support learner time management- with all key assessments and course work elements included. Pupil attendance for all assessments improved and pupil feedback was positive.

Further Curriculum planning was undertaken in both Music and Drama to allow pupils to be presented for NQs in a way that was bespoke to their individual needs. This included an individual learner studying Higher Music in one timetabled period per week with the class, then individual check-in tutorials at other points in the week, and a learner undertaking "Crash" Advanced Higher Drama without a record of prior attainment in the subject. In both cases this approach recognised the achievement and skills of these young people developed outside of school and supported them in a relevant and meaningful way.

The impact of this is that the learners were able to engage in learning at an appropriate level for them and allow them access to academic recognition. This appears to have been successful with both Learners being on track to achieve an A in the subject.

Furthermore, Faculty calendars containing assessment dates and topic change dates published on school website for parents and pupils to see, as well as key assessment dates published on Show My Homework for pupils to organise their study regime and to keep parents informed. BGE timelines for almost all subjects are available on the school website and reflect the current Education Scotland benchmarks.

Planning, tracking and monitoring

Significant work has gone into further developing the BGE and Senior Phase results databases this session. The faculty databases incorporate key data from school database compiled by PT Attainment, such as SIMD, gender and ethnicity to allow staff to view results alongside potential barriers to attainment. Inputs are regularly made by staff, allowing the faculty head a complete overview of pupil progress. This facilitates early intervention and analysis. The BGE results database in particular has been completely redeveloped to reflect the overhaul of our assessment approach in the BGE this year. The database automatically calculates pupil levels based on the achieved Es and Os inputted, giving a consistent level judgement for every pupil based on assessment evidence.

School and internal databases allow Faculty Heads to adopt timely and specific interventions with underperforming learners. Many Faculties adapt their tracking databases to focus on specifics, such as Maths, which now includes data on the following: prior attainment in subject e.g. N5 A / N5 C or Crash Higher pupil; whole school target e.g. 5 Higher candidate; Parents are notified immediately if underachievement is a risk and next steps are clearly outlined; with personalised support as detailed in QI 2.4 provided for those who require it. Timescales for all Faculties are established at the start of each session in WFHS with staff having a clear understanding of the moderation focus for that term. The moderation focus is appropriately timed to address live course work for ERC and internal moderation. Possible differentiated tasks are based on learners' needs. This session pupils were involved in planning their learning in particular relation to the work done with the pupil parliament. The Learning and Teaching parliament group were heavily involved in relaying the work of the TLC, in particular the quality of teaching, by explaining what practitioner enquiry is to all pupils at the start of the year and by providing filmed evidence of the work teachers were carrying out; making it more pupil-friendly.

This session, Insight training commenced for the whole teaching staff in order to allow them to Identify target groups from, for example, current S1 into S2 for bilingual support and intensive literacy programme in line with the school Literacy strategy.

Targeted supported study sessions were offered for distinct groups as a result of early tracking indications. For example, in Science, early target groups were established in faculty for all N5, Higher and Advanced Higher subjects with weekly supported study by invitation and Faculty Head follow up with parental contact, leading to high weekly attendance in all areas. In preparation for the November S4 Nat 5 prelims, Saturday morning sessions were held to support those pupils at risk of not achieving and 26 of the 27 pupils invited attended the 2hour session. Further additional masterclasses for Nat 5 and Higher pupils were planned in the run up to the final exams, with impact to be confirmed. In addition to exam style monthly ink exercises introduced for N5 learners in Modern Languages, progress jotters will focus on writing/talking skills preparation from S3 and also allow N5 learners to track the development of their exam skills. Bespoke individual study sessions to support Urdu learners, particularly in skill of writing, were planned. Masterclasses to focus on skills for N5 writing exam and the H French exam were interrupted by lockdown; as were Easter school sessions in N5 & H French. Additionally, all staff have increased their use of school and faculty databases to track their students and conduct supplementary learner conversations where required.

Teacher Learning Communities

After the success of last year's pilot TLC, 8 hours from the WTA agreement were allocated to TLCs, replacing whole school meetings. A Learning Hub was also created to provide staff with materials for professional reading and research. Throughout the year staff regularly accessed and updated the library by donating their own books, thus ensuring more varied discussions and access to materials colleagues found beneficial; opening minds to new ideas.

Pupils were immediately involved in TLCs via a survey carried out by the Pupil Parliament, asking for their views on what they would like to see more of in lessons. These responses were shared with staff via the Hub. Most staff were influenced by these requests and many enquires focused on pupils leading learning, study skills and collaborative working. Practitioner enquiry therefore centred on devising lessons that were appropriately challenging and enjoyable, using skilled questioning to regularly enable higher-order thinking skills in all learners. Enquiries on Flipped Classroom, Error Analysis and Higher order thinking skills in particular encouraged learners to take on leadership roles in class and to take increasing responsibility as they become more independent in their learning.

Approaches were successful, as highlighted in the Learning and Engagement section earlier in QI 2.3.

Similar to last session, 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.

All staff had access to findings from other groups. Most staff said that they had found the presentations interesting and had adapted elements into their own lessons. A Learning Conference was also set up for the May In-service day to showcase enquiries that had been particularly successful. This will be rescheduled

next year and is particularly important as survey responses from staff in April highlighted that as well as the folder they would have liked to have seen some enquiries in more detail, which was the intention of the Learning Conference.

The Learning and Teaching parliament group were heavily involved in relaying the work of the TLC, in particular the quality of teaching, by explaining what practitioner enquiry is to all pupils at the start of the year and by providing filmed evidence of the work teachers were carrying out. One teacher was filmed discussing the impact of his enquiry via a rap to make this concept more pupil-friendly, followed by one teacher explaining the impact his enquiry had had on study skills at Higher. To further showcase this to pupils, one teacher was filmed discussing her planning sheet and methodology, followed by an observation of the strategy in a lesson and concluding with an interview involving the teacher and three pupils in her class discussing the successes achieved.

It was our intention 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 this year and devise next steps. The TLCs are a major strength in WFHS in improving the quality of teaching and, as has been outlined, pupil voice has a key role in determining what needs to change, why it needs to change and what the impact of the change has been.

Learning Ambassadors

Following the successful pilot year of the Learning Champions in 2018-19, the programme was expanded for session 2019-20 and the re-branded Learning Ambassadors were incorporated into the Pupil Parliament as a fully-fledged committee. Widening the scope of the committee, the original group became mentors for two new Learning Ambassador groups, each made up of twelve S1 and S2 pupils. This was intended to further develop the leadership skills of the pupils involved and improve the sustainability of the project long-term. These groups were created through a blended approach; some pupils volunteered to participate, and others were invited. This ensured that the membership of the committee represents the diversity of the school community’s demographics and promoted inclusion and equality. Additional staff members joined the programme to help deliver training and facilitate evidence-gathering activities.

In September 2019, the Learning Ambassadors delivered a seminar at the Scottish Learning Festival to share their advances in pupil-led self-evaluation for self-improvement. The well-attended session demonstrated the success of the programme; the pupils received excellent feedback for their confident, well thought out presentation, highlighting the positive impact on the skills of the young people involved, and the interest the session generated indicated the extent to which Woodfarm’s approach is perceived as sector leading amongst our colleagues nationally. This is emphasised by the school’s recent invitation to participate in an EHRC study on rights-based educational approaches; Woodfarm was selected as an example of good practice and pupils and staff contributed to their evidence-gathering.

Feedback from the 2018-19 classroom observations was shared in a whole staff meeting, led by pupils representing the Learning Ambassadors. The lesson observations, for example, found that there was an inconsistent approach to learning intentions and success criteria across the school and as a result, CLPL was arranged for an in-service day. As a result of it being highlighted through the observations that not all staff welcomed pupils to their classroom individually, a “meet and greet week” was held in the Autumn term. The impact of this was that all pupils focus grouped noted the consistency of staff welcoming pupils to class was increased and relationships consequently had improved.

Training for the new Learning Ambassadors was carried out throughout the year. Each group selected a theme, ‘Relationships’ and Health & Wellbeing’ from HGIOURS Pt.2. Staff were invited to participate in these training sessions, further embedding Woodfarm’s partnership approach to professional learning; for example, the Head Teacher joined the group during their session on recording observations. Plans were in place to carry out learning observations across a range of faculties, with a focus on the delivery of HWB outcomes in different contexts, and to observe relationships in the classroom. The group had also liaised with the Health & Wellbeing faculty to discuss alternative evidence gathering activities, in order to devise a coherent and comprehensive plan for their evaluations.

During the Spring term, the Learning Ambassadors visited faculty meetings to gather evidence on how faculties around the school use the pupil voice to inform their learning & teaching. Their plan was to audit and assess the impact of pupil voice work at a faculty level and to gather examples of good practice to share across the school. This work will be completed when practicable.

The original Learning Ambassador group planned to expand their remit to include evidence gathering from other centres. To this end, a partnership was agreed with Kirkintilloch High School in East Dunbartonshire where the Learning Ambassadors would carry out learning observations as part of an external visit to share good practice, and this will be revisited when feasible as a key next step.

Next Steps

- Further progression in IT is necessary, eg training for the Parent portal for reporting, and a school app to develop digital learning.
- Differentiation – there is inconsistency across Faculties and a few specific Faculties need to update their approach.
- Learning conversations – consistency across Faculties must be established.
- The Numeracy and Literacy committees becoming pupil parliament groups would be a positive step, as pupil input and their ideas on promoting numeracy and literacy across them curriculum would be helpful.
- Further pupil consultation regarding inclusion of topics in PSHE lessons, eg: DVLA; driving theory test; target group of 5 Higher pupils; mortgages and loans as well as UCAS. Pupil enjoyment of PSHE is variable, so further Quality Assurance of lessons, pupil voice information and jotter checks from all year groups, will be beneficial.
- In terms of DYW, more speakers visiting the school to boost employability knowledge and skills would be useful
- Learning ambassadors- some further progress could be made as learners are not yet fully involved in planning learning across the school but further plans are in place. Parents attending lessons across the school will be the next stage.

How good are we at ensuring the best possible outcomes for all our children / learners? (year 2 school focus for 2019-20 was QI 3.2) Evaluation: Excellent	
NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	School Priorities 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)
NIF Driver(s) Assessment of children's progress School Improvement Performance information	Local Improvement Plan – Expected Outcome / Impact 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.

S2 Standardised Test (ST) Scores 2019-20

120 pupils in cohort	118 pupils sat ST
female x 56, male x 62	white x 68, OE x 50
ERC x 81, Other LA x 37	FME 13
ERC PS x 97, Other PS x 21*	ERC PS x 97, Other PS x 21*

SIMD Deciles: 1-3 x 22, 4-7 x 33, 8-10 x 63

* Other PS:

- 17.8% did not attend an ERC primary, a drop of 12.5% from last year
- ten pupils now living in ERC did not attend an ERC primary
- pupils who did not attend an ERC primary were allowed to sit the P7 STs in S1

Average Standardised Test Scores (data includes all pupils including those with support)

	2017	2018	2019
English	100	102	99
Maths	97	100	96

P7/S1 to S2		P7 to S2		S1 to S2	
All	S2	P7	S2	S1	S2
97	99	98	99	88	95
97	96	100	97	81	93

P7/S1 to S2

Both English and Maths average scores have dropped from last year but are in keeping with 2017. As with previous years there is a marked difference in attainment between ERC primary pupil's P7 and non ERC primary pupils S1 ST averages – English 10 points and Maths 19. It is therefore pleasing to see the gap for both fall to 4 points by S2 ST, the lowest gap to date and is reflective of new strategies in targeting this group of pupils, for example introduction of

number partners. The Maths statistic shows that there was a drop from P7 to S2 of 3 points, however the average score of this group of pupils in P5 was 95 therefore S2 shows a 2 point increase from this. Concerns around P7 Maths scores were discussed at the time as a cluster. As with previous years English and Maths were asked to provide feedback on pupils whose ST had showed a downward trend from P5 to S2.

Whilst we see variations between cohorts in terms of the percentage of pupils in Q1 the top quartile ($ST \geq 122$) and Q4 the bottom quartile ($ST \leq 88$), this year's Q1 percentage for Maths is in keeping with the past 3 year's average, and English is 3% higher. However both English and Maths seen an increase in the percentage of pupils in Q4 of 3% and 5% respectively.

In terms of raw scores, most of the secondary schools in the authority seen a drop in the English raw scores but it was disappointing to see that Maths was only one of two schools whose raw score dropped (HT presentation slides 6 and 7), and this is reflected in the Maths analysis throughout this report.

Local Authority	English Ave			Maths		
	2017	2018	2019	2017	2018	2019
ERC (69%)	103	105	101	100	103	97
Other LA (31%)	97	98	93	95	96	93
ERC v Other	6	7	8	5	7	4

Average ST scores for English and Maths in both categories are our lowest since 2016. ERC pupils continue to outperform other LA pupils with the average point gap for English (8) and Maths (4) are in keeping with previous years. It should however be noted that lower average ST scores for other LA pupils will also be linked to SIMD, as all twelve SIMD decile 1 & 2 pupils live out-with ERC.

When comparing quartile percentages as expected there is a higher percentage of other LA pupils in the Q4 but it is disappointing that this has risen to 38% for both English and Maths this year.

Gender	English			Maths		
	2017	2018	2019	2017	2018	2019
Female (47%)	104	105	102	99	101	96
Male (53%)	98	98	96	97	98	96
F v M	6	7	6	2	3	0

Females continue to outperform males in English. Maths, which normally has a smaller gap, has identical scores this year, however this is partly contributed to by the drop in the average score for girls,

- o English: it is pleasing to see 23% of males in Q1, our highest to date and 2% higher than females. However there are double the percentage of males than females in Q4, continuing the pattern from previous years.
- o Although the percentage of girls in Q1 remains consistent, for the first time in the last 4 years there are over a third of females in Q4, 7% higher than males.

Ethnicity	English			Maths		
	2017	2018	2019	2017	2018	2019
White (58%)	104	104	102	99	101	99
OE (42%)	96	97	94	96	95	92

White pupils continue to outperform other ethnicity pupils in both English and Maths.

- o English: last year's increase in OE pupils in Q1 was maintained, however there was an increase to 40% in Q4 for this group of pupils.
- o Maths: there has been an increase again in the percentage of OE pupils in Q1, however a third still remain in Q4.

Whilst we have the biggest English ethnicity gap in the authority (HT presentation slide 22), it is to be noted that we have almost double the percentage of OE than the ERC average. This percentage gap is even higher for Asian Pakistani pupils who on average across ERC performed 3 points lower (HT slide 23).

Databases will now be updated to identify Asian Pakistani pupils to enable us to track and support this group of pupils separately.

FME

English		
2017	2018	2019
No (89%)	102	103
Yes (11%)	90	88
No v Yes	12	11

Maths		
2017	2018	2019
99	101	97
90	89	86
9	12	11

Note: data includes 3 pupils recorded as FME following September Census.

The gap in the average ST scores for English and Maths remains consistent with last year.

No FME pupils are in Q1 for English or Maths with 62% and 54% respectively being in Q4.

Further analysis shows 6 of the 13 FME pupils are in Q4 for both English and Maths. These pupils will need targeted support to maximise their National 5 presentations in S4.

SIMD (2016 codes)

English		
2017	2018	2019
SIMD 1 to 3 (19%)	96	98
SIMD 4 to 7 (28%)	97	94
SIMD 8 to 10 (53%)	105	108

Maths		
2017	2018	2019
95	95	92
94	93	93
102	105	99

Last year we were concerned that our SIMD 4 to 7 pupils were not showing the same positive trends as the other two groups yet it is this group that has remained constant this year when the others have dropped. However it is disappointing to see that this group had the second lowest Maths ST score in the authority, as did our SIMD 8 to 10 group (HT slide 28). When analysing average SIMD against average ST score it is pleasing to see that English was one of the two schools who performed above the ERC line of best fit (HT slide 10). However Maths were below the ERC line of best fit (slide 12). It is interesting to note from these slides that the ERC gap between SIMD 1 and 10 for English is 8 points and for Maths 23. When comparing to other secondary schools, we have the same average SIMD as Eastwood yet they outperform us in both English and Maths, however whilst we have the same percentage in SIMD 8 to 10, we have more than double the percentage of pupils in SIMD 1 to 3.

In terms of quartiles it is pleasing to see the rise from 10% to 23% in Q1 for English and 14% to 18% in Maths. It is however disappointing to see a rise to 45% (10 out of 22 pupils) in Q4 of SIMD 1 to 3 pupils in both English and Maths, which are normally in the low 30s. Eight of these pupils are in Q4 for both English and Maths, with only one being FME.

Standardised Tests v November Teacher Judgment

English	1A	2M	2W	2A	3M	3W	3A	4M	4W	4A	Total
Q1						2	4	13	6	1	26
Q2						1	12	10			23
Q3				1	1	22	12	4			40
Q4			4	4	6	12	2				28

Maths	1A	2M	2W	2A	3M	3W	3A	4M	4W	4A	Total
Q1							3	17			20
Q2						1	11	10			22
Q3				1	6	4	29				40
Q4	1	2	5	5	17	2	3				36

As with previous years Maths and English were asked to look at any outliers (highlighted above). Feedback was received for all pupils - comments include:

- On reflection the TJ was underestimated, however the pupil did move up in the January report.
- Pupil underperformed on the day and the TJ was verified following further moderation of evidence.

Attainment input in September 2020

Further Faculty input, SQA results:

WFHS enjoyed other notable successes in the SQA 2019 exams. For example, August 2019 saw the number of N5 candidates achieving As in Performing Arts increasing by 31% in Music and an increase of 13% in Drama. There was also a marked improvement in the number of pupils achieving As in Higher Drama. An increase 60% on 2018 and 18% on 2017. This gave WFHS the highest percentage of S5 Higher Drama As in ERC. Average component marks were well above the national average in all aspects of the NQ Music courses at all levels (N5/H/AH) PE remains one of the highest performing departments in the country. Higher question paper average for Woodfarm in 2019 was 26/60, ERC average was 21/60 and national average was 18/60. The only 'A' band 1 Dance candidate within the authority was an S5 pupil at WFHS and Hospitality enjoyed their highest Practical Cookery marks in over 5 years.

The Social Subjects Faculty has made a positive contribution to the school's objective of closing the poverty-related and gender-related attainment gap. In History, 5 pupils in SIMD 1-4 achieved 4 A grades and 1 C grade. Boys outperformed girls in terms of A grades and overall results at N5: of 28 girls presented, 19 achieved an A – 67%; of 18 boys presented 14 achieved an A – 77%. SIMD 1-5 pupils outperformed those in 6-10 in A grades at Higher. Boys outperformed girls in A grades at Higher. All of this data is at odds with national trends. In Modern Studies, results were outstanding: 100% of N5 A candidates transferred to an A at Higher, and the only N5 C achieved a Higher B, which is far in excess of the authority average. In RMPS, 100% of SIMD 1-2 pupils passed. For Higher, 14 out of 19 pupils achieved their highest UCAS point tariff in RMPS (4 other pupils had an AH award with worth more UCAS points but Higher RMPS remained their top/tied top grade at Higher). 10 out of 13 pupils achieved their highest/tied UCAS point tariff in Geography. For 2

pupils, Geography was the only A-C result gained. 81% of the S4 cohort sat N5 in social subjects, with 97% passing overall and 64% gaining an A. 100% of S5 candidates passed in their Social Subjects Higher, with 61% gaining an A. In AH History, three quarters of pupils scored close to full marks (with one pupil scoring full marks – a first in Scotland for this topic of study) in the dissertation.

The English faculty are particularly proud of S6 Higher Pass rate improved this session (9% increase). Of the S6 year group who left in 2019, 80% left with Higher English. Given the % of EAL learners in the school, this statistic is commendable. The rate of N5 presentations in S4 continues to be the highest in WFHS, with the pass rate at 98%

BIT also displays excellent rates of attainment for pupils. In N5 Administration & IT, 70% of WFHS pupils gain an 'A' pass, against the national 30%. The Higher pass rate is 92%, whereas nationally it is 78%. Business Management boasts similar very strong statistics, as does Computing Science, where 88% of candidates pass N5 against the national 74% and A passes at 45% against the national 23%.

Achievements

Achievements Database / promotion

The achievements database continues to be developed and this session has seen the alteration in the user interface to make it easier for staff to enter achievement data. In addition, we introduced a dialogue which enables staff to view achievements statistics across a range of options. These include viewing the achievements data by date range, year group, house group, gender and ethnicity. Additional features were added at the request of Pupil Support Staff to track engagements of Care Experienced pupils. This should help to identify pupils or groups of pupils who are not engaging in wider achievement and permit the school to intervene to support them.

Charts and graphs are also available to users to permit ease of presentation / understanding of the achievements data. The achievements database and statistics features were demonstrated to a representative from Education Scotland in February 2020.

Having surveyed pupils last term, we intend to survey staff in the coming session to establish how we can better motivate staff to fully engage with the database, house system and to report their own achievements. The latter would certainly encourage pupils if they saw their own teachers actively involved. An increase in staff tweeting achievements after entering them into the database has been observed but we need more staff to adopt this method of entering and simultaneously tweeting achievements.

Staff from all faculties are now tweeting achievements through the one twitter account which is a more effective means of promoting the school's successes. Faculties celebrate pupil achievements regularly on pupil achievements boards across the school. BIT faculty recently introduced 'Frames of Fame' to celebrate pupil achievements within the faculty. Monitor frames are used to enclose images of pupils with details of their achievement which provides an innovative and topical way to celebrate our young people.

Award Ceremonies

Following on from the successful introduction of a pupil showcase during the Awards Ceremony last year (Bauhaus Fashion Show), we planned to continue in this vein by introducing an opportunity for our Dance Show participants to showcase their talents at this year's awards. Plans were well advanced and, although we were not able to proceed this year, we intend to add this to our event next session.

Alternative BGE Award: As stated, the BGE Awards Ceremony had to be cancelled this session due to the Covid 19 outbreak. As we had already received all the data from faculties we were able to send out pupil awards certificates in electronic form. Pupils were notified through SMHW and social media to check to see if they had won. This provided continuity in celebrating the achievements of our young people in the BGE.

Convener's Award

As with the BGE Awards, this year's event had to be cancelled. We liaised with ERC to facilitate an online celebration of our pupil's achievements via the authority's social media platforms and publicised the winners through our own social media.

Additional Awards

This year saw one of our pupils put forward for consideration for a Young Scot Award for his voluntary work in the community. We will continue to look at other possible awards to ensure our pupil achievements are fully recognised.

Promotion of Saltire Awards in S5/6 and raising awareness of what constitutes volunteering in PSHE and assemblies resulted in an increased number of pupils registering and receiving Saltire awards. Pupils are adding to their volunteering achievements but need to be encouraged to report voluntary work to the school. We also need to ensure that they register their Saltire Awards through the school and not Saltire directly as we will not be made aware of this. This will have continued emphasis next session.

Pupils have been successful in other areas such as achieving 3rd in the Advanced Higher French speaking competition "Parlons Français", achieving Asdan awards through Personal Development and senior pupils have demonstrated progression through Doe from Bronze to Silver.

Pupils continue to develop their talents in external organisations such as the scouting movement and examples of awards attained include the Chief Scout's Gold Award.

Continued effort will be made to encourage pupils to report their achievements from external organisations.

This session also saw the school achieve a Rights Respecting Gold Award. Already awarded RRSA Level 2, the award highlights how well the school has embedded the principles of the UN Charter on the Rights of the Child.

House System

House captain attended almost all parent and information event this session to promote school achievements and the house system.

Captains also created short reminder video to encourage pupils and staff to make effective use of both tokens and loyalty cards to ensure achievements were acknowledged by staff on a day to day basis.

This resulted in greater awareness among pupils but only a small improvement in staff use. More needs to be done here to encourage staff to engage with the House System and make better use of the tokens and loyalty cards.

Rewards

Pupils from the pupil parliament carried out a survey to establish how pupils could be better motivated to be involved in the House System. They reported back that the rewards for winning the House Competition did not motivate pupils to become involved. The parliament representatives brought a proposal to the Head Teacher to substantially improve the House Reward and their proposal was accepted resulting in funds of £1000 being set aside for this purpose. It was not possible to organise the reward this session due to the Covid 19 outbreak but pupils are keen to organise a suitable reward for next session on return to school.

Eco Projects

To better reflect our emphasis on skills development and to make it more 'current', it was decided to alter the S1 Rapid Response event to give it an 'Eco Awareness' theme. This was inspired by activities carried out to achieve Crest certification and it is possible that our S1 pupils could also be certified through our Eco Project. S1 pupils, working in groups, were to be encouraged to design and create installations made solely from plastics to raise awareness of the risks and implications regarding how much plastic we as a school community use. Pupils would bring in household plastics to create their installations with the intention that, the plastics, when finished with, can be recycled resulting in a minimal waste footprint for the activity. The project linked to our Climate Justice Group who, having recently been involved in the Climate Ready Classroom initiative, were very keen to be actively involved / lead learning activities. This also ties in well to our Green Flag status. We are unable to pursue the project this session but intend to run it for S1 next session with the possibility of pupils receiving accreditation from Crest for their activities.

This would have built upon the inter-disciplinary project involving pupils from S1-S6 and staff from SfL, Science and Social Subjects. All participated in an

all-day workshop in December on ‘Climate Ready Classrooms’. The project was run by Keep Scotland Beautiful (Eco Schools) and Woodfarm was one of the first schools to participate. The Climate Ready Classrooms project prepares young people to join a national network of carbon literate ambassadors who plan and act on climate change issues within their own schools and communities. It is a one-day accredited Carbon Literacy training course for secondary schools which has been designed for young people aged 14–17 years. As a result, pupils had access to new learning and developed a greater awareness of climate issues.

Pupil of the month

Faculties continue to reward pupils for their achievements on a monthly and termly basis. Ongoing use of pupil of the month award across the Science Faculty is celebrated through class certificates and faculty wall displays all linked to the house points system- improving pupil engagement and motivation across all areas of the faculty. Pupil achievement tracking was linked to the 4 capacities of CfE in the BGE phase and to wider achievement and attainment in the senior phase. The BIT faculty has implemented an achievement system in which all staff nominate a learner from each year group. One learner per year group is chosen as the Frame of Famer for each month and the other learners who were selected are displayed as the Frame of Fame nominees for that month. The impact has taken into account pupil voice from the previous session in which young people wanted an improved system for recognising achievement. The majority of pupils are aware of the system and feedback from the wider school and community has been positive.

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 3 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.

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
2.1 Safe-guarding and child protection	Very Good	
2.4 Personalised Support	Very Good	
2.3 Learning, Teaching and Assessment	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Excellent	
3.2 Raising Attainment & Achievement	Excellent	

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"> b) Learning, Teaching & Assessment c) Self-evaluation for Self-improvement 	<p>To ensure a culture of professional enquiry and distributive leadership across the school through:</p> <ul style="list-style-type: none"> c) Leadership <p>To ensure all young people are participating the wider life of the school through:</p> <ul style="list-style-type: none"> d) Pupil Participation & Parental Engagement 	<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"> c) Skills and Learning Across Departments (SALAD) <p>To further enhance children's wellbeing outcomes through improved, progressive experiences through:</p> <ul style="list-style-type: none"> d) Equity & Equality

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

YEAR 3: 2020-2021	Curriculum Transitions Creativity and Employability	2.2 2.6 3.3	Ensuring Curriculum Design promotes learning pathways and assesses Skills for Learning, Life and Work Transitions provision to ensure smooth progression between pathways Increased creativity, digital and employability skills
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