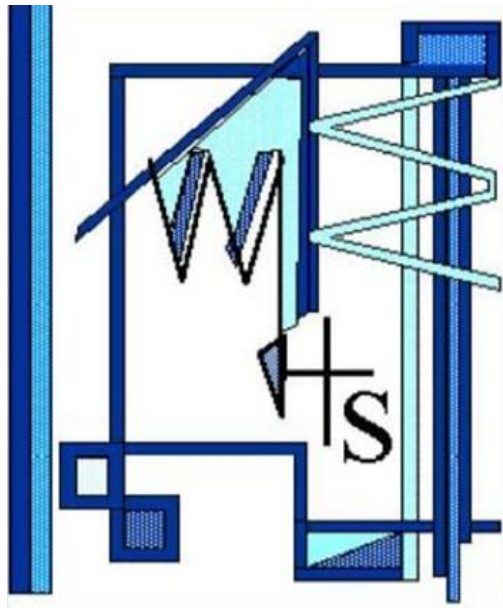


Woodfarm High School



Standards and Quality Report

Session 2022/23



The Standards and Quality Report – key purposes:

- to report on our progress in implementing priorities listed in the school improvement plan
- to indicate the progress made in meeting agreed actions in appropriate areas
- to provide an evaluative summary of the quality of the work across a range of areas in the school
- to highlight strengths and identify priorities for next year



Background Information:

Woodfarm High School is situated in the Thornliebank area of East Renfrewshire, to the South-West of Glasgow. Our school roll averages out annually at around 700, with a very high stay-on rate. We have approximately 70 staff: teaching and non-teaching, who are all committed to making Woodfarm High School a safe and welcoming environment for our pupils. The Senior Leadership Team consists of the Head Teacher and three 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.



WOODFARM HIGH SCHOOL

Higher Standards, Higher Expectations, Greater Opportunity



Our school aims:

Our shared vision is simple – Woodfarm: the school that PREPARES our pupils for life; our values being: Partnership; Respect; Equality; Participation; Ambition; Responsibility; Excellence; and Skills. Leadership is promoted at all levels in Woodfarm 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%.

We consistently aim 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; we balance our strong reputation for academic attainment with involvement in the life and work of the school and wider community.

As a Rights Respecting *School Gold Award* recipient from UNICEF UK, which was re-accredited in March 2022 in recognition of our commitment to Rights Respecting School values, we also encourage attitudes of responsibility, self-discipline and initiative in our pupils, along with tolerance and respect for others. These core values are essential to support and encourage the varied and lively community ethos in Woodfarm High School where inclusion, respect and tolerance are key. We are proud of our Pupil Parliament structure and the ways in which our young people shape our school vision and values. We hold a Gold Award from Sport Scotland in recognition of our extensive provision and commitment to extra-curricular activities and pupil participation in the National agenda of health and well-being. We are also proud of our Digital Wellbeing (CR-IS Award) success- we are the 1st East Renfrewshire secondary school to receive this award. March 2023 Woodfarm became the first school in East Renfrewshire to receive the Silver SCQF, testimony to the varied pathways and strong partnerships, which benefit Woodfarm pupils.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Our main priorities for 2022/2023 – did we meet them?

- **To raise attainment levels through:**
 - Improving the quality and consistency of learning and teaching (focus on questioning and feedback)
 - self-evaluation for self-improvement
- **to raise attainment and recognise achievement**
- **To further enhance support for pupils through:**
 - Health and wellbeing positive mental health strategies
 - Promoting Positive Relationships
- **To ensure a culture of leadership across the school through:**
 - Leadership
 - Pupil participation and engagement

| | Targets 2022 – 2023 | HGIOS Quality Indicators | National Improvement Framework Drivers | SHANARRI Indicators |
|----------|--|---|--|--|
| Target 1 | Improving the quality and consistency of Learning and Teaching for all | 1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 2.7, 3.2 | Pupil Progress; Performance Information; Teacher Professionalism; School Improvement Curriculum and Assessment | Achieving, Included, Responsible |
| Target 2 | Raising Attainment, Recognising Achievement | 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 2.5 2.6, 2.7, 3.1, 3.2 | Pupil Progress; Teacher Professionalism; School Leadership Curriculum and Assessment | Achieving, Respected, Responsible, Included |
| Target 3 | Safeguarding and supporting pupils | 1.1, 1.3, 1.5, 2.2, 2.4 2.5, 2.6, 2.7, 3.1, 3.2 | School Leadership; School Improvement; Teacher Professionalism; Parental Engagement | Safe, Healthy, Nurtured, Respected |
| Target 4 | Developing leadership | 1.1, 1.2, 1.3, 1.4 2.1, 2.2,, 2.7 3.1, 3.2, 3.3 | Pupil Progress; School Leadership; School Improvement | Included, Respected Responsible |



Methods of Gathering Evidence:

Each session, Woodfarm High School staff undertake considerable formal self-evaluation through class visits, focus groups involving key stakeholders and a variety of surveys using guidelines in “How Good is our School? 4” (HGIOS? 4). This session (2022-2023) we participated in a successful authority led Cluster Collaborative Improvement Visit, with a particular focus on QIs 2.1 and 2.4 in Woodfarm. Additionally, our school focus this session has been on Quality Indicators:

- 1.2 (Leadership of Learning)
- 2.3 (Learning, Teaching and Assessment)
- 3.1 (Ensuring Wellbeing, Equality and Inclusion)

In Woodfarm, we endeavour to ensure all staff, pupils, parents and other stakeholders are involved throughout the year in our self-evaluation process. Effective processes are also in place throughout the school year to gather information on all learner achievements, both academic and in the wider life of the school. Celebrating pupil achievement outside of school also remains a focus under QI’s 3.1 and 3.2 and systems are in place to collect and promote pupil achievement information.

Moderation and Verification events within departments and in partnership with our Cluster and other ERC schools have ensured that standards are upheld in all curricular areas. Relevant and effective professional learning includes: renewed local authority training in moderation and assessment; leadership opportunities within Faculties and across the school; membership of whole school committees and staff led sessions for peers have provided a Career Long Professional Learning (CLPL) programme working to improve learners’ experiences. We have continued to work to promote and further Cluster priorities – including effective feedback in classrooms, throughout this session.

Furthermore, Woodfarm participated in the East Renfrewshire programme of Collaborative Improvement Visits allowing staff from each of the 7 secondary schools to share practice and learn from each other through planned lesson observations. The focus this session was Health & Wellbeing and Science. Structured discussion with colleagues across the authority, as well as comprehensive gathering of stakeholder views, led to positive collaboration across all ERC schools in these Faculties.

There are many other formal ways in which evidence is gathered, for example through meetings of the Senior Leadership Team; the Extended Leadership Team; the Parliament and Pupil Leadership Team; regular Faculty and staff meetings; rigorous and systematic monitoring of pupil work, reports, attendance and observations of classroom lessons and activities with particular focus on the learners’ experiences.



S1 D+T and Graphics projects



HWB partnership activities





WHAT DID THE SCHOOL ACHIEVE IN 2022/23?

Improving Learning and Teaching for all through Curriculum for Excellence

SIP Aims: Everyone Attaining (Learning, Teaching and assessment); Excellent Experiences (skills) (1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3)

How are we doing?

There are very strong, positive relationships between pupils and teachers across Woodfarm High School. Faculties deliver well planned courses which support learners through the use of varied teaching strategies, methodologies and suitable resources. In many subjects, resources, timelines and assessment approaches have been adapted in the BGE to reflect greater variety and thus allow benchmarking evidence to be captured in ways to suit all learners.

Senior Leadership and Faculty Head Learning Visits, carried out throughout the session, demonstrate the impact of our focus on quality questioning and feedback in almost all Faculties—learning and teaching priorities which had been established in our Improvement Plan and as Cluster focus for 2022/23. INSET training inputs, reading and research have focussed on questioning and feedback. Faculty discussions and learning visits have promoted improvement in this area. Furthermore, the Cluster Conference was attended by Faculty representatives and information disseminated to staff in order to improve learning and teaching, for the benefit of pupils. Pupil led focus groups have also provided positive information. The majority of pupils enjoy their lessons and report active participation and appropriate challenge in their lessons. In Performing Arts, for example, staff award pupils more ownership of their learning and make sure it is matched to their interests. In a pupil voice survey, almost all (93%) Senior Phase pupils agreed that they had a say in how they were assessed in Music and/or Drama; almost all (99%) Senior Phase pupils agreed that their teacher has regular dialogue on how to improve their learning through learner conversations, written feedback and other methods. Excellent practice to be shared throughout our school.

In English, pupil focus group feedback has responded to the needs of pupils who have requested greater choice of texts and assessment approaches. Texts purchased to further diversify the curriculum and new units of work include further challenge and active learning tasks for pupils. Performing Arts are utilising resources which feature a wider range of ethnic backgrounds and exploring the experiences of a broader range of characters. Resources are now more inclusive.

In 2022/23, the Health and Wellbeing Faculty and Science Faculties participated in Faculty CIVs which validated their own self-evaluation. Staff make concerted efforts to look outwards and seek opportunities to further develop a flexible curriculum in PE through the introduction of courses such as: NPA Sports Development and Sport & Recreation; PDA Refereeing; NQ Dance; and the SQA Wellbeing Award was highlighted as a particular strength. HE staff regularly share good practice with colleagues across the council through authority working groups. Bespoke home learning activities issued to Higher PE, Higher Dance and N5 Dance helps learners to support their area of development. A Sports and Recreation course was introduced to the S3 curriculum; while S5 Sports Development learners delivered PE lessons to cluster primary and Isobel Mair learners, honing leadership skills. PE blocks have been



shortened to ensure a more meaningful choice for pupils, who can concentrate on their preferred 3 activities.

A nurturing learning environment was noted particularly in Science. Teachers take time to get to know pupils as individuals and high levels of trust and co-operation throughout lessons are evident. High quality feedback is provided as teachers circulate classes. Well-planned learning conversations, linked to Faculty assessment calendars, lead to next steps in learning being negotiated and understood in the Science Faculty. Inquiry-based Learning allows students to investigate scientific phenomena through hands-on experiments, allowing them to develop critical thinking and problem-solving skills. Collaborative Projects foster teamwork, communication, and the exchange of ideas. 98% of S1/2 pupils who completed an evaluation reported that they have found their time in Science both positive and enjoyable.



Collaborative working in Science

The use of digital tools, simulations, and interactive resources enhances students' understanding and engagement with scientific concepts. Additionally, in Design and Technology, almost all pupils agreed that their teacher talks to them regularly about how to improve their learning. All pupils have the opportunity to discuss one another's work. By becoming active participants in subject specific Escape Rooms and engaging in revision games such as Connect 4 and Tetris, National 5 and Higher Graphics learners have deepened their understanding and increased their knowledge ahead of their final SQA exam. Woodfarm's STEAM Innovations Principal Teacher has written the NPA Architecture course in line with guidance from SQA and supported by industry professionals at the City of Glasgow College and BE-ST (Formerly Construction Scotland). Working closely with staff in Brazil, the British Council and Google UK to devise a programme for educational partnership across multiple curricular areas, Woodfarm's STEAM partnership with Honorina de Carvalho, Brazil continues to develop. Pupils' work has been showcased and used as benchmark evidence by the SQA. Additionally, D&T, Maths and Science Faculties have worked collaboratively to re-launch the Cluster STEM Challenge to strengthen learners' experiences at key points of transition, which provided an enjoyable and highly engaging event for our P7 transition pupils.

The Maths Faculty are also improving links to skills based learning in the BGE, as well as building on the success of newly introduced Applications of Mathematics courses. Flipped learning has been introduced in AH maths to capitalise on pupils leading learning and approaches are to be considered for Higher in 2023/24. In the BGE, links to statistics and Excel are being incorporated to reflect skills based learning. Some S4 pupils were dual presented at both N5 Mathematics and Applications of Mathematics. It is hoped that this will encourage those who are not inclined to follow a STEAM related career to remain within the department and opt to study Higher Applications of Mathematics. A group of S6 learners worked with our S6 Maths Ambassadors on a series of problem-solving tasks. Pupil feedback was overwhelmingly positive following Maths Week Scotland activities centring around - 'The Beauty of Maths'.



Above: 'The Beauty of Maths'; below: BIT in partnership with the Maths Faculty deliver an IDL in the form of Money Week – Highlighting the importance of budgeting and securing online financial data.



Furthermore, there has been an increased emphasis on Developing the Young Workforce within Woodfarm, including partnership working with businesses to enrich and support the delivery of the curriculum. For example, the 'Future Chef' programme – has fostered partnerships with City of Glasgow College, as well as the head chefs at the Grosvenor Hotel and Cameron House. HWB partnerships have been developed with Newlands Tennis club, Energy Fitness, Pure Gym and Nuffield Health. Feedback shows that learners have very much enjoyed learning in a work place environment. Skills education was further consolidated within the successful delivery of S1-S3 DYW Days, with S2 experiences input from Army and Navy. Pupils were encouraged to reflect upon and utilise the Skills for Learning, Life and Work they have developed throughout the school year, participating a range of skills-based tasks. Targetted BGE pupils visited our partners Celeros Flow Technology to learn about careers in Engineering and apprenticeship opportunities available. Flexible work placements, in-person and virtual work experience, FA apprenticeships, NPA's, Duke of Edinburgh Awards and input from Young Enterprise Scotland all develop Skills for Learning, Life and Work successfully in Woodfarm. Woodfarm is the only school in East Renfrewshire Council to achieve Silver SCQF status, showing that the pathways offered and encouraged are extensive.



Woodfarm continues to implement the Digital Learning and Teaching Strategy for Scotland. A focus on continuing to utilise strategies in relation to digital resources has been a key priority and is regularly audited and pupil voice considered. D+T Digital Learning tools such as GimKit, Quizlet, Jam Board, Canva, Class Dojo and Near Pod have promoted active learning within a digital context. A BIT Faculty aim is to focus on Digital Literacy, educating pupils on the digital world and ensuring that they are responsible digital citizens. The Faculty has also ensured that Safer Internet Day is promoted. The Education Development Trust delivered an event suitable for S1 pupils. As the school had recently (2022) achieved the CRIS Award, it was appropriate to have an event with a focus on Cyber Security and Artificial Intelligence to further develop pupil understanding of ICT issues. As a result, each pupil received an Industrial Cadet Challenger Award. The Modern Languages Faculty have recently subscribed to www.languagegym.com to offer a more varied digital learning platform to our S3 and S4 learners. This will allow staff to provide short listening tasks as homework as well as drill vocabulary and grammar points in a more engaging way through games.

EDTUK Industrial Cadet Challenger Event



Again, the Social Subjects Faculty worked with outside agencies and partners, in particular Vision Schools Scotland in order to gain a Level 1 award and enhance the learning experience of pupils at all levels. Woodfarm is one of three schools nationwide selected to take part in the Jane Haining Project to commemorate Holocaust victims and educate pupils. The BGE Social Subjects curriculum featured new 12 week rotations, which reduced class sizes and allowed for a subject specialist to deliver each part of the course. This has allowed for greater choice and pupils are more engaged in their learning as a result. In a pupil survey conducted with the whole of S2, 92% of respondents preferred the rotation system rather than single teacher delivery. Two newly developed S1/2 core RME units, 'Values' and 'Ideas', increase the quality of learning and teaching in core RME lessons. In Modern Studies, due to pupil demand, Woodfarm successfully delivered Advanced Higher Modern Studies for the first time.

This session, our Young Leaders of Learners have considered HGIOURs theme 4, to try to establish what else could be done to strengthen and augment the experiences of our pupils. This group is looking forward to their reciprocal visit to our partner school in order to benefit from shared experience. Almost all parents have stated that pupil reports are helpful and that interviews with teachers are very helpful. Again, our family Learning sessions and ESOL inputs have been well attended and have improved relationships with 'hard to reach' families,



putting them in touch with services and welcoming them to Woodfarm, for the benefit of pupils overall.

How do we know?

- Departmental Quality Assurance related to 'How Good Is Our School? (4) guidance
- Peer, FH and SLT Learning Visits;
- Visits to other ERC secondary schools as part of the Collaborative Improvement Visits; Partnership working and feedback including moderation activities with other ERC schools and SQA Understanding Standards events
- Minutes of SLT, ELT and Faculty Meetings;
- Subject outlines and overviews;
- Records of progress and reports; Faculty, whole school and Insight tracking.
-

What are we going to do now?

- Introduce a comprehensive 3 year programme to further improve Learning and Teaching in Woodfarm. We will work towards achieving a consistently high quality of learning and teaching across the school and in supporting learners to attain their full potential; by engaging pupils actively in their learning to help them develop as independent, active and enterprising learners;
- Provide opportunities for peer learning visits and further identify excellent practice in aspects of learning and teaching;
- Create and pilot a new approach to reading for pleasure; working with Education Scotland to finalise plans. The English Faculty hope to achieve a Scottish Book Trust Reading schools award
- Work alongside the Woodfarm Cluster Improvement Plan with a focus on differentiation, to further ensure that all staff meet the needs of each learner;
- Work to expand and enhance our curriculum. Specific targets for 2023-2024 include: completing the Level 6 Statistics qualification as part of the Higher Applications course; replace summative assessment in the S2 timeline and replace with a two week assessed project task in mathematics to develop subject specific alternative assessment models; continue to develop DYW and STEAM as Woodfarm priorities;
- Embed approaches to DYW to ensure that pupils have a clear understanding that skills for work are an integral aspect of their learning; Continue to investigate opportunities to embed employability skills within the formal school curriculum. The SCQF Level 5 Barista Course will run in Woodfarm HS next session, thus developing skills for life, learning and work;
- Provide further opportunities for Outdoor and 'real life' learning - the Social Subjects Faculty will aim to offer a full day excursion for BGE pupils in each subject in June 2024 to consolidate the knowledge and skills gained through the topics studied in S1/2; as will BIT in for example, the DYW visit to Edinburgh Zoo; .
- Focus on employing creative approaches to assessment and evidence gathering.
- Continue whole-school pupil evaluation of experiences of learning and teaching through Young Leaders of Learning and the Pupil Council;
- revisit faculty homework policies to ensure that pupils are offered a consistent experience across the school.



WHAT DID THE SCHOOL ACHIEVE IN 2022/23?

Raising Attainment and Recognising Achievement (3.1, 3.2, 3.3)

SIP Aims: Everyone Achieving (pupil participation); Excellent Experiences (Equity and Equality)

How are we doing?

A wide range and number of additional examination support classes including: Master Classes, Easter School and Saturday morning classes were attended by Senior pupils and offered by all faculties.

S3 PSHE classes were given instruction in Study Skills in preparation for assessment. S5 pupils who attained top grades in S4 assisted in mentoring and advising this sessions S4 pupils in study skills sharing their own strategies and techniques. Evening sessions for parents looking to assist their children with their studies were delivered by SLT and the Principal Teacher of Maximising Potential and proved to be a successful way to build the confidence of parents in supporting their children as well as strengthening relationships between parents and the school.

Early intervention is a Woodfarm priority; strategies are robust and increase pupil attainment. Analysis of results, additional prelims and motivational group work for targeted pupils has resulted in greater success, for example, through the creation of two small nurture classes to target support and the continued focus on Reading in English. Our rigorous approach to increasing the number of pupils presented at National 5 in S4 in terms of 5+, 8+ and 9+ National 5s will also prove to be beneficial for pupils. Once again, Faculty Heads undertook subject analysis with DHTs in line with the principles of 'Getting it Right for Every Child' to reflect on current practice and identify further strategies to support learners' attainment.

Subject pathways and choices open to pupils are increasing, with N5 Psychology and the introduction of Advanced Higher Modern Studies, as well as Applications of Mathematics courses.

Culture Week, which took place in March 2023 in line with our values of inclusion, diversity and tolerance, incorporated a showcase and opportunities for our pupils and families to learn from one another. We celebrated the diverse cultural history of our Woodfarm Community through cultural dress, food and music. In response to pupil voice, we continue to raise awareness around many aspects of equality such as Black History Month, LGBT History and Pride months. As part of the Equalities Parliament LGBT+ pupils and allies met every week this session to provide a safe, supportive and creative space. 'Wear it Purple' day in school raised money which was donated to LGBT Youth Scotland, and one pupil worked independently to gain funding to support the rights of LGBT+ people in the school community from a local trust based in Thornliebank. A three-week course LGBT+ interdisciplinary learning unit was introduced this session in response to the Scottish Government's commitment to ensuring lesbian, gay, bisexual and transgender inclusive education. Pupils enjoyed a high quality learning experience that culminated in a 'mini-Pride' event which was endorsed by two serving MSPs and a member of the Scottish Government via video message.

The recent Woodfarm Cluster CIV concluded that : 'There is a welcoming and supportive ethos which permeates all aspects of the school's work and exemplifies the school's commitment to young people's rights through warm, respectful relationships. The school values are clearly evident in the everyday life of the setting. Staff work very well as a team



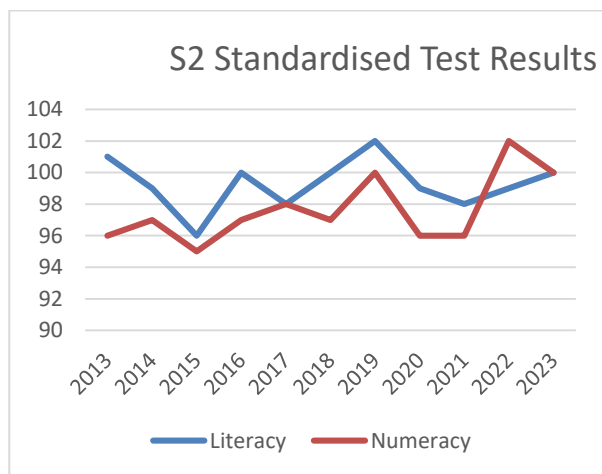
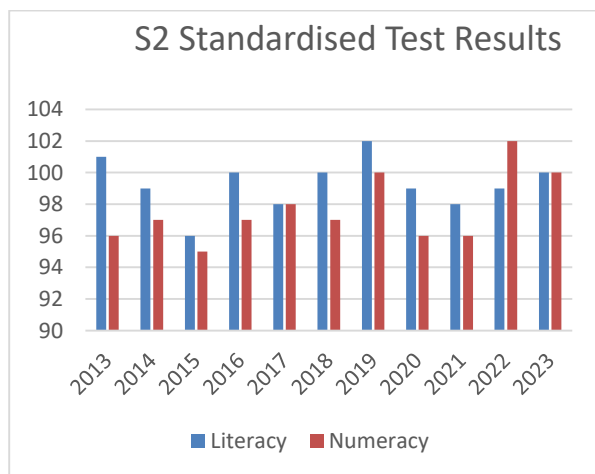
and there are strong relationships, encouraging a positive, collegiate attitude to learning and to achieving improved outcomes for all learners. As such, the school’s approach to supporting wellbeing, inclusion and equality is a significant strength’.

S3 Scottish National Standardised Assessment average scores continue to outperform national norms. Particular highlights are in the percentage of males in Bands 11 and 12 increasing by 10%, pupils with additional support needs’ results increasing by 12% in Writing and 26% higher than two years ago, pupils in SIMD 1 and 2 Numeracy results increasing by 38% and Writing by 13%. In Bands 7 and 8, the following categories have zero pupils achieving these bands: Writing – Females, Numeracy – English as an Additional Language, Writing – English as an Additional Language, Numeracy – Pupils in SIMD 1 and 2 and Writing – Pupils in SIMD 1 and 2.

Mathematics and English ERC Standardised Test scores are 100 and 100 respectively. By the end of S3, 100% of pupils had achieved the National Standard of Level 3 Numeracy and 99% had achieved Level 3 Literacy (reading, writing and talking and listening). At Level 4, 80% have achieved this level in Numeracy and 87% in Reading, 86% in Writing and 85% in Talking & Listening.

Standardised Test Scores for 2023:

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-----------------|------|------|------|------|------|------|------|------|------|------|
| Literacy | 99 | 96 | 100 | 98 | 100 | 102 | 99 | 98 | 99 | 100 |
| Numeracy | 97 | 95 | 97 | 98 | 97 | 100 | 96 | 96 | 102 | 100 |



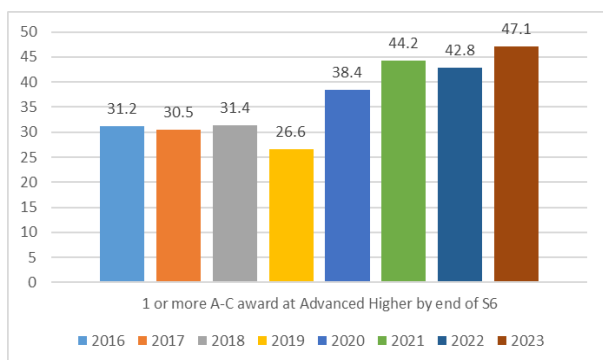
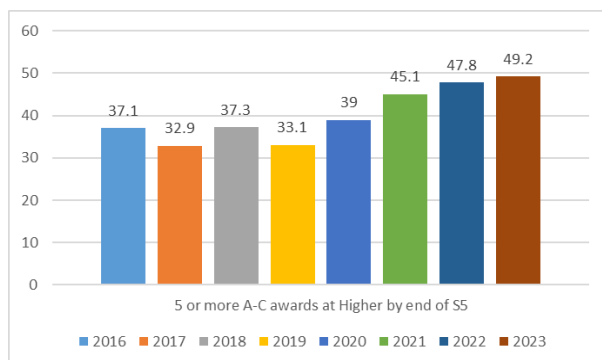
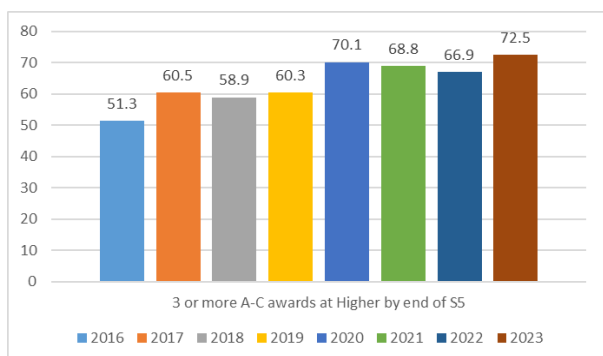
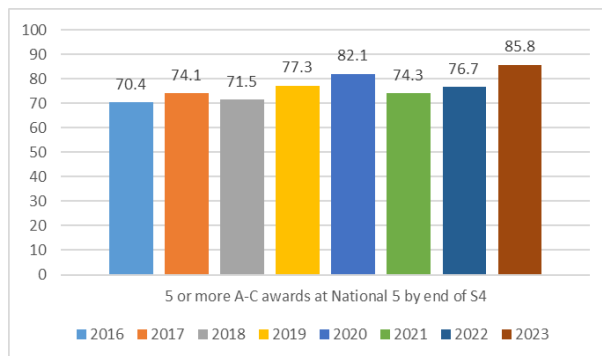
Thorough analysis of Standardised Tests and comparison with Teacher Judgements have prompted further discussion and target setting for identified groups of pupils, as have the results of recent SNSAs for S3 pupils.



Examination Performance, S4 and S5/S6

The S4 and S5/6 performance is expressed as percentages of the relevant S4 roll. SCQF Level 5 is equivalent to National 5; Level 6 to Higher and level 7 to Advanced Higher.

| Awards (as a % of relevant S4 cohort) | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|------|------|------|------|------|------|------|------|
| 5 or more A-C awards at National 5 by end of S4 | 70.4 | 74.1 | 71.5 | 77.3 | 82.1 | 74.3 | 76.7 | 85.8 |
| 3 or more A-C awards at Higher by end of S5 | 51.3 | 60.5 | 58.9 | 60.3 | 70.1 | 68.8 | 66.9 | 72.5 |
| 5 or more A-C awards at Higher by end of S5 | 37.1 | 32.9 | 37.3 | 33.1 | 39 | 45.1 | 47.8 | 49.2 |
| 1 or more A-C award at Advanced Higher by end of S6 | 31.2 | 30.5 | 31.4 | 26.6 | 38.4 | 44.2 | 42.8 | 47.1 |



The high standards of school uniform following the *Dressing for Excellence* Guidelines from the Authority continue to support high achievement and attainment and affirms the school's ethos of high expectation.



Woodfarm High School has a high positive leaver destination percentage, well above the National Average. This session's percentage is consistent with last session's and again is higher than our virtual comparator.

| | 2019/20 | 2020/21 | 2021/22 | 2021/22 Virtual | | 2021/22 ERC |
|-----------------------|---------|---------|---------|--------------------|------|----------------|
| Positive Destinations | 96.9 | 97.5 | 98.6 | 97 | +1.6 | 98.5 |

How do we know?

- SQA and ERC results analysis
- Collaborative Improvement Visits (Faculty and Cluster)
- SLT and Faculty Learning visits
- Pupil reports
- SLT and Link meeting minutes
- Pupil and parent evaluations and focus groups, including Young Leaders of Learning
- Qualitative feedback following initiatives such as the Family Learning programme and "Meet the DHT" events

What are we going to do now?

- Continue to target attainment of all pupils including the lowest performing 20% and pupils in areas of deprivation, providing bespoke interventions for learners;
- Further improve whole school tracking and monitoring of pupils, the use of assessment data and Insight to plan for improvement;
- Target resources to continue improving attainment in specific curriculum areas as identified in the School Improvement Plan;
- Seek further opportunities for partnership working particularly in relation to DYW; continue to target and recommend young people for these initiatives and seek further opportunities by looking outwards to support the development of skills;
- Sustain the Family Learning Programme;
- Improve variety of learning and teaching strategies in all Faculties, with a focus on differentiation within our lessons;
- Continue to address uptake and raise attainment across all subjects at all levels;
- Expand the variety of courses offered whilst maintaining ambition for all;
- Introduce of a whole school Prizegiving in 2023/24 to celebrate the success and achievements of young people within the school;
- Audit provision and consistency of approach towards home learning across the school; work to ensure greater impact of homework/home learning;
- Continue to support our young people to develop skills work by ensuring that they remain on the learning pathway best suited to them;
- Expand upon the work we have been doing with cluster primaries to give staff the opportunity to lead both maths-specific and STEAM workshops throughout the year.



Recognising Other Achievements (3.2)

Woodfarm pupils participate in many types of extra curricular activities, charitable initiatives and volunteering opportunities within Faculties, S6 Committees and through Pupil Parliament. Opportunities such as Industrial Cadets, Photography, Lego and Scalectrix Clubs, as well as Debating, Duke of Edinburgh and Science club are among just some of those on offer.

Furthermore, Faculties offer a range of extra curricular opportunities to young people at all levels including; theatre trips, music events, outdoor field work activities, and the chance to spectate at and participate in various sporting events. This session, HWB staff have again been able to offer clubs for P6 and 7 in our cluster primary schools, strengthening our P7 to S1 transition programme and increasing pupil ownership of their school and enjoyment in their learning.

Some staff have also supported and encouraged pupils in their performing beyond the classroom. For example, to help give learning in Performing Arts more context and to promote opportunities within the creative industries; designers from the Tron Theatre delivered two practical workshops to S3 Drama classes to enhance their experiences. S5/6 pupils are involved in their Tron Ambassadors programme that helps young people shape the direction of the theatre company so that it meets the needs of young people.



Our pupils performing at Thornliebank Annual Guilds together meeting (left) and participating in a workshop led by the Tron Theatre (right)



In D+T, Art staff and pupils worked collaboratively with East Renfrewshire 'Remembering Together' artist in residence Donna Rutherford in November. Levels of pupil engagement were high and pupil feedback was very positive. One of the S6 pupils used some of the work produced in her Art School application.

The EDT Challenger Award events have industry sponsored funding secured for the next two years, providing rolling certification from P7 up to S3. Almost all S1, S2, S3 & S4 pupils at Woodfarm are now certified at ICC level. Pupils taking part in the Industrial Cadet Gold programme have won the teamwork award at the Gold National Final, gained a Young STEM Leader Award resulting in 4 SCQF credit points at level 6 each. They have gained approval for further sponsorship each year for Thales as the next group of Cadets move up.

Additionally, a group of pupils took part in The Young Enterprise Scotland programme, and were successful, achieving a level 6 qualification at Glasgow Kelvin College and undertaking a Strathclyde University Business Exam.





Pupils who came first in the duet category at the ERC Dance Competition and the Woodfarm Girls' Football Team

Celebrating Achievement Boards continue to be updated in faculty areas throughout the school, promoting and celebrating pupil successes in curricular areas. This has included displaying certificates from ABRSM Exams, concerts and performances. Many staff routinely use Twitter to congratulate pupils on their successes. Social Subjects have developed their Pupil of the Month Award by increasing the quality of the certificates and by creating a new interactive PowerPoint presentation which is used to announce the winners and allow pupils to select a random prize. This has increased the profile of the award system with pupils and staff. 'Legendary Learners' continues to be well received by pupils in the English Faculty.

The Maths Faculty have embedded Numeracy Ninjas in all S1 classes and Numeracy League in all S2 classes. Additionally, a number of S1/2 pupils participated in the UKMT Junior Challenge: learners tackled a gruelling 60 minutes of problem-solving questions applying their algebraic, geometric and arithmetic skills along with competent mathematical judgement and intuition. Overall, Woodfarm pupils performed exceptionally well with 5 gold, 8 silver and 14 bronze awards.



A team of S3 and S4 pupils represented Woodfarm at the East Renfrewshire heats for the national Enterprising Maths

A number of Woodfarm pupils are experiencing success outside of school, something which is highlighted and celebrated. From football to athletics; to music, drama and cooking, Woodfarm pupils continue to demonstrate their skills on a local and national stage. As per last year, we were able to identify a range of candidates suitable for nomination for this year's Convener's Award for Outstanding Achievement, among them an S5 pupil for Scotland U18 Tennis, an S6 for Scotland U18 Water Polo and an S4 pupil- the Springboard Young Chef Competition Runner Up, who was mentored by David Lilley of Cameron House. She was also shortlisted (in the final 3) for the Scottish Student Chef of the year at the School Food Awards. Another senior pupil claimed individual bronze and led the Giffnock North U15 team to the Cross Country Gold. Another won bronze at the Scottish Cycling National Championships. In athletics, a pupil competed at the Scottish schools XC event last year. His excellent performance (4th) led to him being selected to run for Scotland in Wales at SIAB XC International. Another pupil captained his GHA Rugby team and scored 2 tries to win the U16 National Cup on March 25th. He led the team to a fantastic victory.



The outstanding achievements of several of our pupils in session 2022-23



Four musicians who entered Scottish Young Musicians' "Young Musician of the Year" Competition and the winner for the ERC round for instrumentalists. She also gained second place performing Chopin Mazurka Op. 17 No. 4 in the Romantic piano genre at the Glasgow Music Festival 2023.



WHAT DID THE SCHOOL ACHIEVE IN 2022/23?

Safeguarding and supporting pupils (2.1 and 2.4)

How are we doing?

The Cluster CIV report, compiled in November 2022, outlines the very good practice in evidence within Woodfarm High School in relation to the support provided for pupils. This session, collaborative discussion at new 'year group' meetings has allowed for further communication and the sharing of strategies between SLT and the PTPSs, as well as for the planning of provision of targeted support for FME, SIMD and other key equity groups of learners. Our Joint Support Team has been the focus of those seeking to improve their practice and showcases the thorough approach that Woodfarm adopts towards supporting pupils. The Support Strategy Group (SSG) meet regularly to plan for further improvement. The implementation of new Attendance and Latecoming Policy and the Redevelopment of our Learning Centre, Support Base and Nurture Spaces has allowed more pupils greater access to staff and resources when required. SSG weekly meetings have resulted in discussion of further strategies to improve Woodfarm's provision.

Closer monitoring of pupil progress has been a benefit of the new Promoting Positive Relationships Policy. Teachers have engaged with training and use it as a tool to motivate learners and build strong relationships, giving teacher autonomy within the system. Almost all staff are now confident in the use of the system and are embedding this in their classroom routines. They also utilise referral system and use this effectively to share information, including wellbeing concerns, about our young people.

The Pupil Support team have undertaken specific thematic areas such as anti-bullying, mental health, social media etc within the PSHE curriculum and developed a new PSHE curriculum calendar resulting in improved learning and teaching in PSHE. A particular focus on developing high quality feedback and effective questioning in PSHE using digital learning, has been evident. The PSHE programme has been evaluated and updated to ensure emphasis on promoting resilience and positive mental health as well as a renewed focus on careers.

Opportunities for pupils to become Mentors in Violence Prevention (MVP), allowed S4 pupils to deliver lessons to our S1 PSHE classes, thus promoting the supportive strategies this programme endorses. Staff have undertaken CLPL activities or training to support young people with wellbeing including: Scottish Mental Health First Aid training; Self-Harm training; Mentors against Violence training and LGBTQ+ Awareness. 100% of Woodfarm high School staff said they knew how to respond to a Child Protection concern.

Several classrooms, specifically in Modern Languages and Social Subjects, are used as 'safe spaces' at lunch and interval, with many teachers actively seeking out ways to support pupils beyond their classroom.

Staff work collaboratively with with ERC partners and Adult Learning Services to provide support, including Hemat Gryyfe, CLD, the Council's new EBSA and ESOL support, for the benefit of pupils. The Maths and English Faculties supported pupils' learning at home by delivering sessions to parents and carers on common language and methodologies. A small number of our S1 pupils also participated in a 6-week intensive numeracy and literacy



programme, which led to increased levels of confidence, according to pupil feedback. In Performing Arts, video examples of music have been created to support pupils who learn better by ear or doing than through looking at written sheet music. Scripts have been scanned and added to Google classroom for young people who find it difficult to manage resources.

All Faculties offer Supported Study not only to our S4-S6 pupils through a formalised programme of sessions, but many also offer support with homework and assessment revision to BGE pupils. In Maths, these sessions were run by S6 Ambassadors.



Family Learning sessions for pupils and parents in Woodfarm High School



How do we know?

- Discussion at Year Group Meetings
- Participation in wider life of the school
- Feedback from ERC Collaborative Improvement Visit and partner feedback
- SSG discussion throughout the year (see SSG minutes)
- PSHE Subject group
- Pupil Voice/focus groups
- Feedback and positive engagements from Family Learning Sessions

What are we going to do now?

- Remove barriers to learning – EAL, SIMD, Refugees, Asylum seekers via different support groups, 1-1 sessions, collaborative working with partner agencies;
- Promote Strategies to identify hidden poverty (FME);
- Bridge the gap for pupils with interrupted learning – further sessions in the Learning Centre
- Review and evaluate pupil voice, increase involvement of partner agencies in the delivery of PSHE; continue to incorporate active and digital learning in PSHE lessons
- Year 3 roll out of MVP
- Consider the effectiveness of the frequency of parent consultation and streamline this. Families have fed back that there is too much at times.



WHAT DID THE SCHOOL ACHIEVE IN 2022/23?

Developing Leadership Opportunities (1.1, 1.2)

SIP Aim: Everyone Achieving (leadership); Everyone Attaining (self-evaluation for self-improvement)

How are we doing?

Leadership opportunities - Staff

Principal Teacher Development roles have again allowed for opportunities to lead and manage whole school developments such as Family Learning, DYW and STEAM. The 'Improving Our Classrooms' programme and the related continued study for Masters in Education have also encouraged staff to take a lead in improving experiences for pupils at Woodfarm. Staff have been given various opportunities to lead and manage curricular change and development within their Faculty, but also within the wider school community. An aspiring PT pastoral group have been able to shadow and support current middle leaders in their roles, which has allowed staff to develop skills and approaches.

Peer visits to share good practice across Faculties have been encouraged, with impact noted. In addition, CLPL visits, within and outwith ERC, to other schools and higher education institutions have increased opportunities for leadership and further innovation within our own setting.

Some staff participated in Cluster Working Groups to share good practice and disseminate this information to their colleagues. The Cluster working group on effective questioning and feedback culminated in a showcase in May, where 4 staff delivered INSET and representatives from all faculties attended inputs from primary colleagues. An ERC Cluster Conference on Assessment and Moderation has provided refresher training for Senior and Middle Leaders, which later in 2023 will culminate in a better understanding of benchmarking and approaches to formative assessment.

Furthermore, staff were invited to sign up as Pupil Parliament committee leads, which has built capacity in terms of leadership and areas highlighted for improvement across the school. An NQT led the Young Carers Action Day initiative in the school this session, as well as leading in DoE. All of these opportunities have benefitted our pupils and staff.

Technical and Mathematics teachers also volunteered to deliver Maths and Technology content to all 3 cluster primaries in response to requirements of the STEAM audit and to assist Braidbar primary with their STEM week. STEM opportunities for pupils were extra curricular to begin with (scalextric for schools, Formula 24, EDT Industrial Cadets and Young Engineers) but these pursuits have increasingly required the involvement of other STEAM staff and ambassadors where subject specific context is required.

Leadership opportunities – Pupils

'Young people are progressing and developing very well in the school and are benefitting from the many varied experiences which staff and partners are providing for them. They share and demonstrate the school's values and are encouraged to offer their views and take on a range of leadership responsibilities. These opportunities are directly impacting on their



skills development resulting in their growing confidence in using their voice to affect change. Pupil voice across the school is strong. Almost all learners state that they have opportunities to participate in school committees and groups. Some pupils have undertaken leadership opportunities throughout the session through the Pupil Parliament, which meets regularly to discuss school issues and form action plans'. ERC Cluster CIV Report 2022

S6 pupils lead the Gaming Club for S1/S2 pupils; act as Sports Ambassadors in the HWB Faculty and as buddies across the school. Performing Arts Ambassadors assist in BGE classes and S3 pupils have been involved in creating videos to showcase each subject offered in the BIT Faculty to assist S2 pupils with their option choices. MyWOW Ambassadors have been reinstated. In our Learning Centre, a new pupil led autism group was led by S6 pupils. Other opportunities for young people include becoming extra curricular club leaders, for example in Art and in English this session, where ambassadors contributed to several events and filmed book recommendations for World Book Day.

The Equalities branch of the pupil parliament led the development of an S2 LGBT IDL. Initiatives to mark Pride and LGBT History Month were completely pupil-conceived and pupil-led, with Faculties offering related lessons in tandem with these events at this time, to further promote the diverse nature of our school and the value we place on respect for one another. The newly formed anti-racist club joined with this branch of the parliament to launch an even bigger 'Culture Week' – which comprised a fashion show, a charity event featuring teas around the world, and a cultural showcase which was also open to parents.

The S3 Junior House Captains once again updated the school in terms of news and achievements through Woodfarm TV and encouraged recording and celebration of achievements and house points. Members of the Participation and Achievements Committee sought funds for a proposed House Reward. Pupils and staff examined several options and the most viable, a trip to the cinema was decided upon. House Captains created posters and used Woodfarm TV to promote the trip as a reward for the winning house.

The school's monthly food collection initiative has been enhanced this year by the involvement of S1 pupils, the S1 Adventure Group and the Nurture Group; all of whom have benefited from the chance to develop leadership skills.

Pupil voice is welcomed and acted upon in Woodfarm – for example, in HWB, BGE learners reported that they would like to experience all activities on offer within the S1/2 course programme and that the current block duration was too long. As a result, shorter blocks have improved learner motivation and has energised staff due to the shared ownership of curriculum design.

Our Young leaders of Learning have also made inroads in terms of training and reciprocal visits to consider HGIORs with a neighbouring school, giving them an insight and skills to build on in terms of the articulation of ideas and planning school improvements.



How do we know?

- Continuing high level of engagement in our Aspiring Pastoral Programme and interest in PT Development Posts;
- Minutes of Faculty and SLT Meetings;
- 'Celebrating Achievement' Faculty boards and displays;
- Pupil engagement with leadership opportunities
- Committees and input from staff
- An increase in allocation of merits compared to previous years using house tokens.
- Feedback on MVP programme
- Pupil evaluations and feedback
- Feedback from the ERC Collaborative Improvement Visit

What are we going to do now?

- Target the areas of excellence highlighted in the Cluster CIV and through Quality Assurance. Encourage further peer visits in tandem with the new approach to Learning and Teaching;
- Expand the role of MyWOW Ambassadors, introduce subject ambassadors and extended peer mentoring in Faculties across the school;
- Give more opportunities for pupils to lead their own learning;
- continue to promote staff leadership opportunities
- Continue the roll out of MVP; as well as the Pupil led Girls Autism Group in sessions 2023; and 'bilingual buddies';
- Pupil leadership opportunities in the Pupil Parliament will be embedded more into whole school structures e.g. by linking with S5 pupils to allow greater experience in dealing with younger pupils and representing their voice;
- The Rights Respecting Steering group will be active in promoting rights across the school by presenting at assemblies, delivering staff refresher training and developing PSHE lessons to improve pupil knowledge;
- Year 3 roll out of MVP;
- Action Research Projects for Year 2 of Towards Pupil Support programme;
- Further roll out of Peer Mentoring System.



Summary of Progress

Leadership and Management

"How good is our leadership and approach to improvement?"

How Good is our School? Quality Indicators: 1.1, 1.2 and 1.3

NIF Drivers for Improvement: School Leadership, Teacher Professionalism, School Improvement

The Science and Health and Wellbeing Faculties both participated in the East Renfrewshire Collaborative Improvement Visit Programme to validate their own self-evaluation; colleagues from other ERC schools visited and shared practice. The visits were reciprocated. Their findings are further explained in the full body of this report.

Self-evaluation procedures continue to be revised and updated this session in line with 'How Good is Our School? 4'; the working group established in June 2022 to re-consider quality assurance and self-evaluation and our overall approach in Woodfarm has worked to draft a policy and are looking strategically at next steps regarding the sharing of good practice and overarching themes across the curriculum. We use a wide range of approaches to ensure all stakeholders are actively involved in our on-going self-evaluation, from focus groups and surveys, to learning and peer visits.

Moderation and Verification activities in the Senior Phase have been successful. Faculty concordance with standards are also assured in SQA verification exercises. At local authority level regarding the BGE, all PTs and DHTs attended refresher training on moderation. This will be cascaded to all staff to further ensure that we produce positive and robust Teacher Judgments.

Leadership is strong at all levels, with a variety of pupil leadership. CLPL programmes for staff interested in taking forward Leadership opportunities are in place through working within the Parliament and/or within faculties, the Cluster, potential Masters level learning and 'Improving Our Classrooms' programme. Furthermore, the school will move forward with 10 key staff leading TLC meetings in order to upskill the entire staff in learning and teaching approaches.

Woodfarm High School Evaluation: Good

How do we know?

- Whole School and Faculty Quality Assurance;
- Minutes of FMs, ELT, SLT and Parliament meetings;
- Collated views of staff, parents and pupils;
- Findings of Faculty and Cluster ERC Collaborative Improvement Visits.

What are we going to do now?

- Continue to evaluate and promote school self-evaluation procedures in line with 'How Good Is Our School? (4)' in line with the new QA policy;



Learning Provision

"How good is the quality of care and education we offer?"

How Good is our School? 4 Quality Indicators: 2.1, 2.2, 2.3, 2.4

NIF Drivers for Improvement: Performance Information, Assessment of Child's Progress, School Improvement.

Attainment continues to improve for almost for all in both the Broad General Education and the Senior Phase. Staff, partners, pupils and parents continue to work together to ensure the curriculum model meets the needs of all stakeholders. A fuller description of adjustments which have been made to courses delivered features in the full version of the S+Q report.

Bespoke learning pathways and intervention strategies are utilised where required. Very good partnership working with universities and employers (especially in the STEAM sector) ensures that the curriculum is current and embeds the skills for life, work and learning.

Arrangements in school for support, including curricular guidance, are very good. Evaluations consistently show that both parents and pupils view the school as a safe and inclusive environment.

Staff and pupil training in Mentors in Violence Prevention (MVP) and bespoke intervention groups providing direction in terms of self-esteem, mental health and exam stress. Inputs from the council's CLD service are ensuring a positive impact. The implementation of new Attendance and Latecoming Policy, year group and equity group meetings and the redevelopment of our Learning Centre, Support Base and Nurture Spaces has allowed more pupils greater access to staff and resources when required. Pupil Support Assistants work very well with pupils who for a variety of reasons need extra support.

The Promoting Positive Relationships policy is successfully supporting pupils and staff within Woodfarm. Additionally, there is very effective communication between class teachers and Pupil Support teachers, as well as a clear system in place for the support of pupils, who know how to contact their Pupil Support teacher and have confidence in talking to them. There are also other arrangements in place for pupils who need support such as mentoring systems. The Joint Support Team deals promptly with referrals. Currently, pupils have regular access to support and advice from our Educational Psychologist, Campus Police Officer and Careers Adviser. There is very good communication between parents and Pupil Support Teachers/SLT in relation to pupils who require pastoral support.

School policies continue to be amended and updated to ensure inclusion and equality is embedded within them. School data is continuously monitored and analysed with reference to equality, fairness, additional support needs and disability.

Woodfarm High School Evaluation: Very Good



How do we know?

- Whole School and Faculty Quality Assurance;
- Minutes of FMs, ELT, SLT and Parliament meetings;
- Collated views of staff, parents and pupils.
- School performance information (EMIS, INSIGHT, School monitoring);
- School policies on Equality and Inclusion;
- Attendance and Behaviour Monitoring Data and its analysis

What are we going to do now?

- Continue to ensure that the school is fully committed to inclusion, including the embedding of the Positive Relationships Policy, and sustaining a sense of equality and fairness in all issues;
- Continue to actively promote positive mental health and provide support for young people and staff;
- Continue to develop the Nurture programme for targeted young people;
- Throughout the curriculum, the overarching themes of Literacy, Numeracy and Health and Wellbeing are highlighted. The provision of other entitlements such as DYW and skills will be audited as part of a whole school quality assurance approach.





Success and Achievements

"How good are we at ensuring the best possible outcomes for all our children/learners?"

How Good is our School? 4 Quality Indicators: 3.1, 3.2, 3.3

National Improvement framework Drivers for Improvement:

School Leadership, Assessment of Child's Progress, School Improvement, and Parental Engagement.

Relationships across the school community are consistently positive and high expectations of behaviour and performance are communicated and displayed. We celebrate achievement, attainment and diversity. Pupil achievements in and out of school are recognised through achievement boards, our school Twitter feed, Assemblies, and Awards ceremonies. Again, the Cluster Improvement Visit reinforced this as a strength.

A variety of assessment types are employed throughout the curriculum to ensure that high standards are maintained. Recent training on pedagogies regarding questioning, feedback and now differentiation will ensure success. These will be augmented following training for staff throughout 2023; ERC and Faculty moderation exercises will help with this. Success in various competitions, within and out with school, ensures that our young people are developing as confident individuals.

The extensive partnership working outlined in the full S+Q report, has ensured excellent experiences for our pupils. The Family Learning Programme has also allowed us to support a number of our 'harder to reach' parents and thus helped them to support their young people.

Woodfarm High School Evaluation: Very Good

How do we know?

- Collated views of staff, parents and pupils;
- Celebrating Achievement Boards; Twitter feed;
- Awards such as the SCQF Silver, secured;
- Sports achievements secured in a range of disciplines;
- Successful 'Developing the Young Workforce' Events;
- School attainment data and positive destination information

What are we going to do now?

- Continue to increase pupil participation levels in extra curricular activities;
- Review and update our curriculum and pedagogy in line with ERC and Scottish Government guidelines.



Pupil Equity Funding

How are we doing and how do we ensure excellence and equity?

Pupil Equity Funding was utilised in 4 key areas:

- To increase awareness of STEM and promote activities for all, but in particular for girls and young people from a BAME background. Continued from 2021-2022
- To increase opportunity for family learning with a view to engaging families in promoting attainment and achievement in our young people. Continued from 2021-2022
- To reduce the gap in Literacy and Numeracy for targeted groups of learners.
- To undertake bespoke provision for young people who are experiencing poverty related barriers to learning.

Targeted numeracy and literacy support work coordinated and implemented by the Learning Support department has allowed for our Lowest Performing 20% pupils in all year groups to benefit from additional support in this area. Targeting S4 and S5 pupils in receipt of FME and in lower SIMD as well as Lowest Performing 20% or identified as 'underachieving' in our internal tracking, we offered additional supported study, bespoke travel arrangements (young carers and young people experiencing extreme hardship) and targeted mentoring interventions to support these young people to achieve their potential. Additional interventions were put in place to allow school phobic young people, young people with extreme mental health issues, and young people disadvantaged by interrupted learning to achieve too.

Pupil Equity Funding in Woodfarm enabled the continuation of the temporary appointment of two Principal Teachers of Development. One with specific responsibilities for STEAM Innovations, and the other for Family Learning and Pupil Attainment. Our family learning programme was well received in 2021-22 and developed further this session to provide bespoke English as an additional language support to our families in collaboration with ERC Adult Learning. This has enabled some of our parents for whom English was a barrier, to assist their children with their school work and improved relations with the school in general. The Woodfarm Family Learning programme was delivered in person and included input from a wide range of partners. Topics such as: the importance of sleep, Metacognition and Study Skills involved parents, carers and responsible adults in our students school life builds ambition and helps form positive learning habits.

Our STEAM innovations programme is in its final year of the 2 year vision to grow STEAM subjects in Woodfarm by raising awareness, particularly amongst female and BAME students of the career links through wider STEAM subjects such as Graphic Communication, Computing, Design & Manufacture as well as continuing to strengthen positive links in Mathematics and the Sciences. The PT STEAM Innovations will continue to build links with further and higher education as well as partners in the business world in order to continue to work within the Woodfarm ethos of building the skills for life work and learning organically into our curriculum alongside our PT DYW.

Female pupil uptake in Design & Manufacture has increased this year, as has female pupil interest in STEAM extra curricular clubs. There is a significant ethnic minority presence in the new Industrial Cadets Silver group. External partners such as Smalpiece Trust, The Royal Navy and Thalys are interested in working with Woodfarm High School due to the diversity of pupils involved in STEAM.

Further education partners are now formally discussing the LGBTQIA accessibility issue and are consulting with our PT STEM. £2000 business funding was secured to implement The Industrial Cadet programme as our sponsor (Viridor) was looking for two teams of all female pupils to take part in the Bronze level award focusing on Eco-Architecture – a male dominated industry. Our participation resulted in success for these groups and a budding partnership with Viridor.



PEF funding in Woodfarm has been allocated and utilised in response to the voice of the young people it's intended to benefit. In 2022-2023, young people identified Uniform Poverty, Stationary Poverty and Food poverty as 3 areas of concern to them. In response to this, Woodfarm breakfast club was established and currently offers hot and cold breakfast from 8am to pupils in key equity groups. Take-up of the breakfast club provision has not been as successful as we intended and further work has to be done to remove the perceived stigma. In response, moving forward, the school budget will match the PEF funding allocation to open breakfast club to all young people to allow all learners to share breakfast with their friends where necessary.

The School uniform store is now ensuring all young people have access to clean, fresh uniform on a daily (as needed) basis. Thus eliminating any stigma or embarrassing situations. Efforts are being maintained to actively reduce the cost of school uniform whilst maintaining a gender neutral and culturally appropriate approach. In PE, the more expensive cotton polo shirt has been replaced with a cheaper and more appropriate dry-fit top or navy t-shirt.

Similarly, a stationery store has now been established alongside our "self-care" station in the Health suite where all young people can help themselves to any stationery they may need for their studies. The self care station provides necessary items (toothpaste, deoderant, shampoo etc) for young people to help themselves

How do we know?

- Pupil focus groups
- Pupil attainment tracking
- EMIS unit information
- Standardised tests
- Scottish National Standardised Assessment Data
- Parent focus groups and surveys
- Success in STEM initiatives
- Increase in option take up of wider STEM/STEAM subjects
- Attendance at Family Learning events

What are we going to do now?

- Continue to respond to pupil voice to implement personalised strategies for each learner in key equity groupings.
- Continue to respond to parent/carer feedback
- Continue to employ targeted intervention techniques to further improve attainment in Literacy and Numeracy and throughout the curriculum.



What is our capacity for continuous improvement?

There is very strong capacity for the school to improve. Woodfarm staff regularly share best practice with other schools and partners, such as Education Scotland and the SQA. The introduction of TLCs will ensure a collegiate approach in our bid to improve the consistency of learner experiences across the school. respond to pupil voice through pupil surveys in Faculties and by SLT, as well as focus groups and our Pupil Parliament. As ever, we intend to expand the range of pupils involved in the Parliament and in extra-curricular activities, with achievements celebrated, in order to strengthen our community. Our school continues to progress and sustain high standards for all pupils.

The Pupil Support Team ensure all pupils have the best possible experience both in terms of pastoral support and in their progress through the curriculum. We have also made further inroads in engaging parents through our Family Learning programme and will work to sustain this.

With pupils at the heart of everything we do, Woodfarm is a very good school. We were delighted to have this view further endorsed by the Cluster CIV in November 2022. We continue to strive for excellence in Learning and Teaching, pedagogy and pupil support by investing in people and establishing an ethos of collaboration and trust. Moving forward, we will ensure strategic planning involves all stakeholders and is focused on improvement identifying clear measures of success. Staff know the school context extremely well and all staff (100%) report that they use information and data effectively to identify and reduce inequalities in young people's outcomes. Further work in relation to the holistic value of all data will be shared to build the capacity of staff in engaging with a range of data and to improve outcomes for all learners.

National Improvement Framework Quality Indicators

| Quality Indicator | School self-evaluation | Inspection evaluation |
|---|------------------------|-----------------------|
| 1.3 Leadership of Change | Good | |
| 2.3 Learning, teaching and assessment | Good | |
| 3.1 Ensuring Wellbeing, equity and inclusion | Very Good | |
| 3.2 Securing children's progress/Raising attainment and achievement | Very Good | |



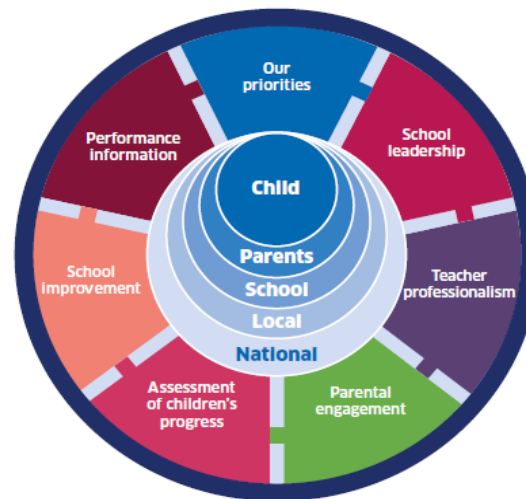
School Improvement Priorities - Outline Targets for session 2023/2024

| | | Quality Indicators | N.I.F. Drivers | SHANARRI Indicators |
|-------------|--|---|--|--|
| Target 1 | Improving the quality and consistency of Learning and Teaching for all | 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3 | Pupil Progress; Performance Information; Teacher Professionalism; School Improvement | Achieving, Included, Nurtured, Responsible |
| Target 2 | Raising Attainment, Recognising Achievement | 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3 | Pupil Progress; Parental Engagement; Performance Information | Safe, Healthy, Nurtured, Achieving, Respected, Responsible, Included |
| Target 3 | Safeguarding and Supporting Pupils | 2.1, 2.4, 2.6, 2.7 | School Improvement; Pupil Progress; Parental Engagement | Respected, Responsible, Included |
| Target 4 | Developing Leadership opportunities across the school | 1.1, 1.2, 1.3, 1.4, 2.7, 3.1 | School Leadership; School Improvement; Teacher Professionalism | |
| Maintenance | | | | |

Fig. 7: The quality indicators

| What is our capacity for improvement? | | |
|---|---|--|
| Leadership and management | Learning provision | Successes and achievements |
| How good is our leadership and approach to improvement? | How good is the quality of the care and education we offer? | How good are we at ensuring the best possible outcomes for all our learners? |
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.3 Increasing creativity and employability |
| 1.4 Leadership and management of staff | 2.4 Personalised support | |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

How Good is our School? 4th edition Quality Indicators



2017 National Improvement Framework and Improvement Plan for Scottish Education. Drivers for



Getting it Right for Every Child Wellbeing Wheel