

Woodfarm High School



Standards and Quality Report

Session 2023/24

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 creating 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 hold a Gold Award from Sport Scotland in recognition of our extensive provision and commitment to co-curricular activities and pupil participation in their maintenance of their health and wellbeing. We have been awarded Level 1 Visions Schools Accreditation for the work pupils have been doing to promote education on the Holocaust. We are also the proud owners of the Green Flag Award which recognises the work the school does in promoting sustainability.





Our main priorities for 2023/2024 – did we meet them?

Improving the quality and consistency of Learning and Teaching for all:

- Improve quality of teacher feedback
- Increased focus on effective questioning
- Increased pupil enjoyment
- Increased attainment
- Focus on skills and Career Standard Education

Raising attainment and recognising achievement:

- Update systems and processes for attainment Tracking and Monitoring
- Update systems and processes for recording of pupil achievement in and out of school
- Update systems and processes for celebrating achievement at all levels

To further enhance support for pupils through:

- Focus on attendance and engagement through Pupil Support
- Build resilience and increase awareness of positive mental health strategies
- Promoting Positive Relationships

To ensure a culture of leadership across the school through:

- Staff CLPL programme, promoting leadership at all levels
- Further increase pupil leadership opportunities in line with RRS

	Targets 2023 – 2024	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	Achieving, Included, Nurtured, 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; Parental Engagement; Performance Information	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 Improvement; Pupil Progress; 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	School Leadership; School Improvement; Teacher Professionalism	Included, Respected Responsible

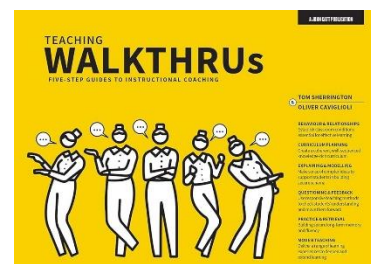
Methods of Gathering Evidence:

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 we have used information from key stakeholders to shape the movement towards a new Vision statement, Values held in high regard by these stakeholders and the Aim of Woodfarm High School.

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 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 faculty moderation events hosted by all secondary schools during inset day 4 and cluster working groups with a focus on effective questioning and feedback.

Throughout the session, and based on feedback from previous Collaborative Improvement Visits and our own self-evaluation, all teaching staff engaged in a WalkThru programme with a focus on improving learning, teaching and assessment. The programme focussed on set ‘clusters’ surrounding the key theme. Staff worked together in WalkThru Groups and paired up within these groups to provide coaching with another member of staff.



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 English and Design and Technology. 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 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.



WHAT DID THE SCHOOL ACHIEVE IN 2023/24?

Improving the quality and consistency of Learning and Teaching for all

How are we doing?

Within Woodfarm High School, there are very positive relationships fostered between staff and young people. Faculties plan and deliver courses and lessons centred around the individuals in their class. Pedagogy is varied and resources are scaffolded to support the progress of young people. In all subjects, resources, timelines and assessment approaches have been adapted in the Broad General Education (B.G.E.) to reflect greater variety and thus allow benchmarking evidence to be captured in ways to suit all learners.

This session, two faculties participated in East Renfrewshire Collaborative Improvement Visits: Design and Technology and English. By looking outwards, the process validated their own self-evaluation and was extremely useful in supporting development and recognising strengths of the faculties. Key strengths included:

- Teachers take time to get to know pupils as young people as well as learners, and high levels of trust and cooperation throughout lessons are evident.
- High quality feedback is provided as teachers circulate classes.
- Departmental tracking systems ensure that the progress of learners (including equity groups such as SIMD and FME) is closely tracked with appropriate interventions put in place as necessary and recorded on the SEEMiS intervention system.
- Teachers adopt an open door approach where pupils feel welcome to drop in for additional support.
- Pupils work cooperatively and are supported to provide feedback to peers on their learning and ways to improve.
- The wide range of additional STEM and other opportunities provided by staff, including Industrial Cadets, Young STEM Leaders and Young Enterprise, further enhance the skills based curriculum.

This was validated through pupil questionnaires in Design and Technology with the following results: Pupils find teachers to be approachable and supportive, with almost all (92% in pupil questionnaires) agreeing that there is a positive learning environment in their class. Almost all (94%) learners agree that they get help from their teacher when they need it, and almost all (90%) agree that the feedback they receive on their work helps them to improve their learning. Almost all (91%) learners agree they have opportunities to discuss their work with each other and most (84%) agree they have the opportunity to comment on one another's work. Most learners (88%) agree they have the opportunity to take part in extra-curricular activities run by these staff teams.

As a next step from last year, a comprehensive 3 year programme to further improve Learning and Teaching in Woodfarm began. This has taken the form of our WalkThru programme. Within triads across faculties, staff have been allocated a group of between 6-8 people. Within each group each person is paired with another to form a partnership of coach and mentee. Throughout the year the group met to discuss research centred around 'Feedback That Moves Forward', 'Set the Standards', 'Scaffolding' and 'Probing Questions'. Within pairs, staff then carried out an observed lesson with their coach with the WalkThru's ADAPT model at the centre of the process. Following the observation, coach and mentee

met to discuss the process, highlighting key strengths and discussing how it can be adapted for different classes and cohort of young people. At the end of year 1, staff then presented their findings to one another at our WalkThru Showcase in May.



Curricular Experiences

Within curriculum, an emphasis has been placed on the aims of our programmes, particularly within the B.G.E. A series of meetings took place with Faculty Heads in their triads to evaluate current models and how these should be updated moving forwards. As well as ensuring Experience's and Outcomes and achievement of Benchmarks are signposted, more work was done to ensure Skills for Learning, Life and Work, Metaskills and strong links to the United Nations Convention of the Rights of the Child were made, particularly around the Sustainable Development Goals.

- o **Self-management**- focusing, integrity, adapting, initiative
- o **Social intelligence**- communicating, feeling, collaborating, leading
- o **Innovation**-curiosity, creativity, sense-making, critical thinking

Meta Skill	Meta Skill Focus	CFE Level	BGE Unit	Learning Activity
Focusing	Sorting	Second level	Intro	Drawing a bar graph (with sweets)
	Attention	Third level	Intro	Planning an investigation
Integrity	Filtering	Third level	Biology	Testing a leaf for starch (no instruction version)
	Self-awareness			
Adapting	Self-control	Third level	Chemistry	Chemistry periodic assessment
	Ethics			
	Openess			
	Self-learning	Second level	Intro	"Self-evaluation" Assessment
Initiative	Adaptability	Third level	YSL 2	"Trial run" of leadership task
	Critical reflection			
	Resilience			
	Decision-making	Second level	YSL 2	YSL choice of leadership task
	Responsibility	Third level	Biology	Sampling our school
	Courage			
	Independent thinking	Second level	Chemistry	Elements compounds & mixtures
	Risk-taking			
Curiosity	Self- belief	Third level	Biology	Flower dissection
	Self-motivation			
	Enterprising			
	Observation			
Creativity	Information-sourcing			Any of the research tasks
	Problem-recognition			
	Questioning			
Sense-Making	Imagination	Second level	Biology	Butterfly adaptations
	Idea generation	Third level	Chemistry	"Create your own theory"
	Visualisation	Second level	Chemistry	Poster Task
	Maker mentality			Stop motion picture
Sense-Making	Pattern recognition			
	Hollistic thinking			
	Synthesis			
	Opportunity recognition			
	Analysis	Third level	Chemistry	Beach water investigation

Metaskills framework adapted in Science faculty to map the delivery and assessment of these throughout the S1 B.G.E. curriculum.

Faculties have highlighted this as a strength in their delivery of the curriculum and some considered ways in which this is embedded and monitored within their courses next session. Within Personal, Social, Health and Economic (P.S.H.E.) courses, personal skills profiles have been updated and implemented successfully with three checkpoint periods identified over the year. This has allowed young people, parents and staff to monitor progress of their skill development and allowed young people to identify skill development required for future pathways. Principal Teachers of Pupil Support each have an area of the curriculum in which

they are responsible for: this allows lessons to be developed in a progressive and coherent manner set at the appropriate pace and level of challenge.

Skills education was also consolidated within the successful delivery of B.G.E. Developing the Young Workforce activities. Throughout these activities pupils were encouraged to reflect upon and utilise Skills for Learning, Life and Work and how they have developed throughout the school year and put into practice participating in a range of skills-based tasks. We utilised our external partner organisations to give a context of the world of work and how these skills can be utilised post-school and beyond.



In a further bid to emphasise the real world application of maths, one of our S3 classes invited Nurse Dobbin from the NHS to work with them for a morning: using carbohydrate quantities and measured blood sugar levels, our S3 learners applied their numeracy skills to calculate how much insulin would be needed to be given in order for a diabetic patient to maintain a healthy lifestyle.



The 'Radical Readers' programme has resulted in more obvious pupil engagement in reading and supporting activities. The English faculty have trialled new ways of getting pupils to engage in reading including: Reading Cafes; video book reviews; a Christmas Jolabokenflood. Pupils have embraced the programme and in pupil focus groups the majority of pupils have enjoyed the varied learning experiences.





To maximise learner attainment, the Art & Design Department have revised their S3 Art & Design course to meet the outcomes required for learners to achieve a SQCF Level 5 NPA Drawing and SCQF Level 5 Art & Design by the end of S3. The skills based course was designed with the overarching goal of equipping learners with essential tools for decision-making and independent thinking, building both skills and self-belief. The course was designed as a workshop-based, active learning experience, where pupils engaged in hands-on activities and learned new skills, subsequently sharing their knowledge with peers.

Pupils feedback was positive and almost all young people enjoyed the revised course as it allowed them to have more autonomy in their work.

"I really enjoyed it, it was really different to what I was expecting"
"I didn't think I had done that much but when I looked at all the work together, I had produced loads!"
"It felt really natural and not like following a course, there was less pressure which was really good!"
"I really loved working with the mannequins and working 3D, it really help me visualise my ideas"

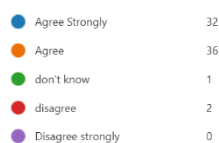
Staff has also observed the enhanced quality of work compared to previous S3 and S4 cohorts which should, in turn, lead to increase levels of attainment when this cohort of learners are presented in S4.

In line with their Faculty Improvement Plan, Performing Arts focused on providing high quality feedback in the B.G.E. This included the role out of a B.G.E. 'Checklist' in all S1 and S2 Drama classes, the introduction of "performance events" in Drama with individual written feedback and the introduction of the B.G.E. Tracker in all S1 and S2 Music classes. In the end of year survey, almost all S1 and S2 pupils in both Music and Drama agreed or strongly agreed that "my teacher talks to me about how to improve my learning" (100% in S1, 93% in S2).

Feedback from Health and Wellbeing and Business and Information Technologies (B.I.T.) faculties supported the drive to consider the manner in which feedback is delivered and developing skills in questioning techniques. Almost all senior phase learners sampled reported that they experienced a positive learning environment and that staff regularly discussed their learner progress with them. Feedback from senior phase B.I.T. courses highlights that almost all (91%) found that the feedback provided by the staff in the faculty helps them to improve on their learning.

4. My teacher talked to me regularly about how to improve in the course selected

[More Details](#)



10. The feedback I receive on my work helps me to improve my learning. (0 point)

[More Details](#)

[Insights](#)



The Health and Wellbeing faculty piloted a Practical Cookery twilight session for young people and their parents/carers. Young people on the course prepared and cooked a three course dining experience which was presented to their parent/carer. This replicated assessment conditions and allowed young people the opportunity to reflect on their dishes and service. Feedback from parents involved in this event was extremely positive. All parents reported that the standard of work produced by our young people was outstanding and that they very much enjoyed having the opportunity to come in and sample their child's work.



This session we introduce the SCQF Level 5 Barista Course. Our Partner organisation, Hub International, conducted a training session with school staff and supported delivery of the course during session 2023-2024. Our pilot session targeted pupils who are undertaking Vocational programmes and the course was delivered one morning a week. Almost all pupils were successful in gaining this qualification.

Substantial equipment was invested to provide the opportunity for Hair and Beauty programmes to run within Woodfarm High School. The equipment has been fitted in a classroom and Hair and Beauty Taster Sessions are currently being delivered to a targeted group.

The Principal Teacher of STEAM Initiatives has also expanded relations with the Royal Navy, Royal Air Force and Thales. Farlane has provided a Formula 24 kit car and continues to sponsor the newly formed Woodfarm Motorsport Team with T-shirts, race equipment and transportation to national race events. The Navy is also funding the Industrial Cadet Silver Award for all pupils participating in the initiative. As part of this, two groups of pupils have also attended a trip to the HMS Prince of Wales air craft carrier as it undergoes repairs at Rosyth.

The RAF has donated two STEAM kits to the school to expand our provision next year. The RAF STEM team also collaborate with the Royal Navy to deliver our Forces day in June, alongside Thales. Defense contractor Thales have funded this year's Industrial Cadet Gold Award where pupils came second in the National Final and will continue the partnership next year.

Curricular Relevance

A key focus within Woodfarm this session, which will continue into next year is diversifying the curriculum which is being taught. This is to ensure lessons are tailored to the diverse nature of our school and for young people to have a strong sense of belonging in the learning and teaching that occurs.

Within the Performing Arts faculty, staff have undertaken training in diversifying the curriculum and are taking active steps to plan and deliver the curriculum to reflect the lived experiences of a wider group of learners. We have responded to the requirements to have an LGBTQ+ inclusive curriculum through the choice of texts in Drama and providing biographical details of artists from the LGBTQ+ community in both Music in Drama. Learning experiences to mark Pride have also been integrated into course plans.



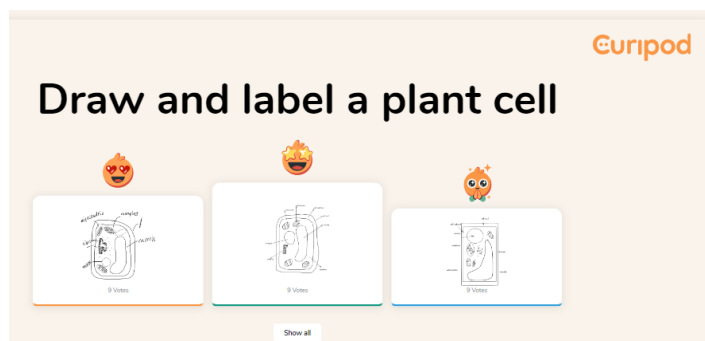
Staff within Social Subjects have attended Career Long Professional Learning on 'Anti-Racist Teaching' and 'Decolonising the Curriculum'. This learning has been reflected in the changes made to the materials in both the S1 Japan unit and the S2 Brazil unit. Changes include use of language such as the replacement of 'shanty town' with 'illegal settlement'.

The Art and Design department collaborated with the Social Subjects faculty and the Anti-Racism Club to attend an art exhibition at the National Galleries of Scotland. The exhibition showcased the artwork of Alberta White, focusing on racial discrimination and its impact. A group of S3 pupils from both faculties participated in the visit and were highly engaged. They created sketchbooks to capture standout elements from the exhibition, asked questions, and engaged in discussions with each other. Additionally, they utilised educational resources provided by the Scottish Association of Minority Ethnic Educators (SAMEE).

Digital Technology

As a recipient of the Digital Schools Award and Special Recognition for Digital Wellbeing, experiences within Woodfarm allow young people to develop digital literacy and engage with ever evolving technology. Within the Design and Technology and Science faculties the use of digital tools, simulations, and interactive resources enhances students' understanding and engagement with scientific concepts. The department actively incorporates technology to support learning and teaching as well as extra-curricular clubs such as our Robotics Club.

Science have also engaged with an app called Curipod which has allowed young people to take ownership of their learning and made learning more relevant to them. Curipod is an online tool that is used to gather ideas on new learning or for pupils to submit a diagram. For the diagrams, pupils have voted for the top 3 answers which allows pupils to self-evaluate their own work after they have submitted their answers anonymously.



Within Social Subjects, staff organised a Scottish Parliament digital experience for S3 Modern Studies pupils. This interactive opportunity enabled pupils to virtually explore the workings of the Scottish Parliament, providing them with first hand insights into the legislative process, the roles of MSPs, and how laws are made. Engaging with this digital experience heightened their understanding of the Modern Studies course as it made abstract concepts more tangible and accessible. Furthermore, it empowered pupils to realise the significance of their voices in a democratic society, fostering a sense of responsibility and encouraging them to be informed, active citizens.



Partnerships beyond the school are essential for providing young people with a deeper knowledge of the world of work and the context for their learning. BAE Systems Roadshow visited the school with a performance that inspires and engages student's interest in STEM around the theme of Space Exploration. Evaluation showed that pupils found this experience rewarding as well as supporting them in making informed curricular choices.



Woodfarm was successful in gaining a place on the DXC Digital Futures Academy where a targeted group of S2 pupils are being mentored once a month for a full four year duration with DXC experts in STEM, Cyber Security, Artificial Intelligence and Tech. Only 50 pupils throughout Scotland have been offered a place. The experience and skills young people will develop through the four year programme will be shared with others in the school and stand them in good stead in their academic and future careers.

The school have continued building on the work from last session to sustain and build our engagement with industry partners in order to enrich and support the delivery of our curriculum. Navis Binu, Animator and Lead Rigging Technical Director for Technical Creative Studio gave a fantastic presentation to our S5 and S6 pupils titled 'The Exciting World of Animation'. This was beneficial in supporting young people in connecting their experiences in Graphic Communication and Art & Design with potential careers paths that they may not have otherwise considered.

Partnerships have been maintained and new ones developed across the curriculum. The Health and Wellbeing faculty have fostered partnerships with Newlands Tennis club, Energy Fitness, Pure Gym, Nuffield Health and Fitness and Hamlyns Oats. This has supported delivery of Sport and Recreation, development of personalised training programmes in Higher Physical Education and provision of goods for a competition in Home Economics.





An example of a newly established partnership this session was with Car Valeting Glasgow who worked with a targeted group of young people in developing Skills for Work. Pupils professionally valeted staff vehicles developing an enterprise. Work experience opportunities have also taken place with the company as a result of a newly established partnership.

Participatory Budget

As part of the whole school 'Participatory Budgeting' initiative. The Science Department were successful in securing a £600 grant to fund a new Geiger Muller Tube. This will be used to deliver key aspects of the Chemistry and Physics National 5 courses as well as Lab Skills compulsory assessment outcomes, with scope to further develop B.G.E. provision in this area.

The Art and Design Department were also successful in securing a £600 grant to initiate an Art & Design Loan Scheme. This was used to create 40 specialist Art & Design Packs to support learners create, sustain and enhance their portfolio work through access to materials at home. This ensures equity in our approach to the delivery of the curriculum by giving learners, specifically FME and SIMD 1-2 learners, the opportunity to access a wider range of resources and flexibility to meet their individual needs. The overall impact of this moving forward would be to reduce the poverty related attainment gap amongst learners who study Art & Design.



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.
- Pupil Focus Groups and Questionnaires
- Parental Engagement with Questionnaires

What are we going to do now?

As we continue into year 2 of our WalkThru programme, more autonomy is going to be given to staff to delve deeper into clusters within the programme and work alongside others to ensure development of learning, teaching and assessment across the school and each stage.



Feedback to the English faculty from this session's Collaborative Improvement Visit highlighted that the staff team should adopt a more consistent and planned approach to providing feedback and next steps in learning, including more formal learning conversations. This approach would support learners to better articulate their progress, within both the BGE and Senior Phase, and negotiate their next steps. Since the Collaborative Improvement Visit, 'Feedback that Moves Forward' and 'Probing Questions' have been a whole school focus within our Learning and Teaching programme, WalkThrus. The research and enquiry completed during these sessions have helped inform staff of how to provide a more planned approach to feedback and next steps.

The English faculty also aim to extend links with Cluster Primary Schools by inviting them to participate in a paired anti-racism reading project. This is echoed by the Maths and Science faculties who plan to extend the work they have been doing with Cluster Primaries to give staff the opportunity to lead both maths-specific and STEM workshops throughout the year.

Faculties will continue to develop culturally responsive classrooms by reviewing current content and the young people within our school. An example of this is within Social Subjects, staff will develop S1 lessons about the contribution of the British Indian Army. This will also entail the creation of a classroom or corridor display to enable pupils to feel included and allow them to feel comfortable to bring their 'whole selves' to school. They will also liaise with colleagues in the Modern Languages faculty to have translations displayed.

With staff training taken place over session 2023-2024, an introduction of the Forest School Programme will commence in session 2024-2025. This will support Woodfarm's progress in attaining Sustainable Development Goals and provide opportunities for more outdoor learning experiences.

The Industrial Cadet programme at Bronze will continue with the sponsorship of BE-ST and EDT. Pupil's work continues to be showcased and their recent interaction with the Scottish Crofting Federation is hopefully going to be showcased to the EDT custodian in order to raise the profile the profile of what we are doing at Woodfarm

The Silver Award is interwoven in our involvement with the Royal Navy and Royal Society Grant funding (which has provided a new 3D printer for the school). In order to satisfy the conditions of the funding, the Woodfarm Motorsport Team need to have the vehicle 'on-track' racing by the end of the year. Thales have become aware of this initiative and are hoping to supply a second car to the team. Pupils are currently compiling evidence for their Silver Award at SCQF Level 5 and are piloting the project for the RN Portsmouth STEAM Team.

Thales have indicated interest in sponsoring next year's Industrial Cadet Gold Award which will be a scouting process for those interested in their Graduate Apprentice programme.

Our affiliation with EDT and success with these partners has secured the next two years worth of funding for the IC programme. Woodfarm High School is now viewed as EDT's Scotland flagship school as we are the only centre presenting all levels of the award.



WHAT DID THE SCHOOL ACHIEVE IN 2023/24?

Raising Attainment and Recognising Achievement

How are we doing?

Raising attainment remains a key focus of the work done at Woodfarm High School. Over the last year a number of strategies have been deployed to further enhance the experience of young people in the school ensuring they are showing progression within their learning and being ambitious for themselves.

Throughout the year, staff engaged with our new Interventions system via SEEMiS. This ensured staff logged learner conversations, set targets with young people and provided strategies to support the achievement of these targets. This was used effectively to give young people additional support and allowed all staff members to see an overview of a young persons interventions. This ensured class teachers, F.H., P.T.P.S., P.T. Interventions and D.H.T.'s were able to ensure consistency in the expectations and support for our young people.

Based on previous results, and those highlighted as needed additional support, our Mentor Programme meant that 15 members of staff worked closely over the year with 5 mentees each. They met individually to discuss strengths, development needs and their next steps. This bespoke set-up allowed staff to get it right for every young person and tailor support to their needs.

Throughout the school a culture of study and ambition is clear. By providing study materials to young people and offering consistent messages around study to whole year groups, in P.S.H.E. and within faculties, young people are spending more time creating the most appropriate resources rather than learning about how to develop resources.

At key stages throughout the year attainment data is collated from staff in the form of Teacher Judgements, Working at Grades, Prelim results and analysis and S.Q.A. analysis to ensure appropriate early interventions are implemented to support the progress of our young people.

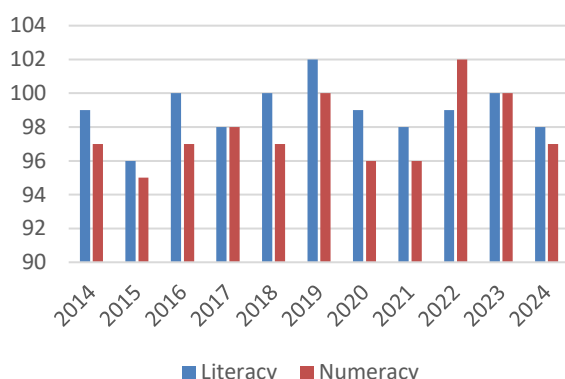
S2 Standardised Test Results

Standardised test results have shown a decrease compared to the two previous years. This is an area of focus for next session.

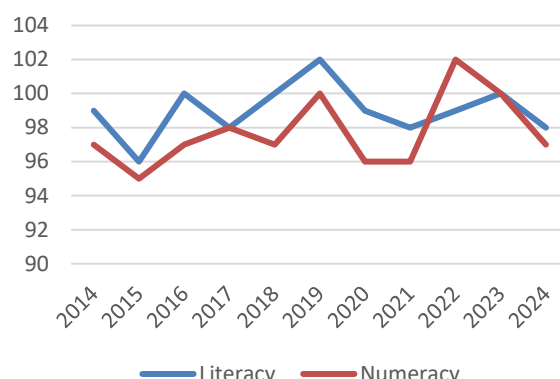
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Literacy	99	96	100	98	100	102	99	98	99	100	98
Numeracy	97	95	97	98	97	100	96	96	102	100	97



S2 Standardised Tests



S2 Standardised Tests



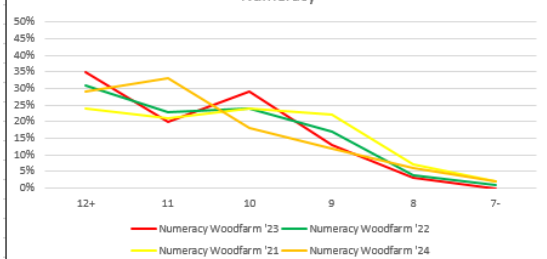
S3 Scottish National Standardised Assessments

Scottish National Standardised Assessment results continue to outperform in comparison to national norms. In our own comparison, the percentage of pupils in bands 11 & 12 for Numeracy increase by 7% (55% to 62%), Reading has increased by 9% (60% to 69%) and Writing by 7% (47% to 54%). Particular highlights are in the percentage of males in Numeracy bands 11 & 12 is sitting at the highest it's ever been at 74%, an increase of 18% from last year. The same can be said for Reading with 73% of males in bands 11 & 12 and Writing at the highest in the last five years at 56%. Those with English as an additional language have achieved their best Numeracy results with 42%, an increase of 17% from last year. 0% of these pupils achieved bands 7 & 8 for Reading. Pupils with an additional support need have achieved their highest result in five years in Numeracy and Reading.

	Numeracy						
	Band	12+	11	10	9	8	7-
Numeracy	Woodfarm '24	29%	33%	18%	12%	6%	2%
Numeracy	Woodfarm '23	35%	20%	29%	13%	3%	0%
Numeracy	Woodfarm '22	31%	23%	24%	17%	4%	1%
Numeracy	Woodfarm '21	24%	21%	24%	22%	7%	2%
Numeracy	National '23	16%	17%	28%	23%	10%	6%
Numeracy	National '22	13%	18%	25%	28%	12%	5%
Numeracy	National '21	10%	16%	29%	25%	14%	6%

Numeracy					
Total		Difference		Change	
Bands 11 + 12	Bands 7 + 8	Bands 11 + 12	Bands 7 + 8	Bands 11 + 12	Bands 7 + 8
62%	8%	7%	5%	Highest	Higher
55%	3%	1%	-2%	Highest	Lowest
54%	5%	9%	-4%	Higher	Lower
45%	9%				

Numeracy





Achievement of Curriculum for Excellence Levels

By the end of S3, the following percentage of pupils have achieved Level 3: Reading 96%; Writing 96%; Talking & Listening 96% and Numeracy 96%. The percentage of pupils achieving Level 4: Reading 82%; Writing 81%; Talking & Listening 83% and Numeracy 79%. These numbers are below our 2023-2026 average targets and signifies work to be done in making improvements.

S3 4A Targets	Reading			Writing			T&L			Maths		
	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
2015-2018			75%			75%			75%			75%
2018-2021			82%			80%			83%			75%
2023-2026			87.5%			86.5%			88.5%			83%
2023/24	Reading			Writing			T&L			Maths		
	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
3+	47	106	111	50	103	111	56	108	111	60	104	111
%	41	91	96	43	88	96	48	92	96	52	89	96
4	0	0	95	0	0	94	0	0	96	0	0	92
%	0	0	82	0	0	81	0	0	83	0	0	79
	116	117	116	116	117	116	116	117	116	116	117	116
2022/23	Reading			Writing			T&L			Maths		
	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
3+	62	99	116	54	99	116	58	92	116	56	108	117
%	54	85	98	47	85	98	50	79	98	49	93	99
4	0	0	102	0	0	101	0	3	100	0	0	94
%	0	0	86	0	0	86	0	3	85	0	0	80
	115	116	118	115	116	118	115	116	118	115	116	118

For year 2022/2023, 100% of young people were recorded in a positive destination. This is due to ensuring pupils are on the correct pathways and staff working hard to provide them with opportunity and support in making good decisions. This support the increasing trend from 2019/20 through the 2022/23.

How do we know?

What are we going to do now?

S6 STEM ambassadors to be reintroduced and utilised within the B.G.E. classes to offer leadership of learning and will highlight the strengths of our senior cohort. They will in turn work towards achieving their Y.S.L. Level 5 or 6.

Develop Level 6 N.P.A. courses in Musical Theatre, Travel & Tourism and Film & Media, including plans, resources and assessments.

Work has begun on embedding the values of Learning for Sustainability into P.S.H.E. This will be relaunched as Learning for Sustainability next session.

Devise a plan of action going forward on our journey to the SCQF Gold Award.

Recognising Achievements

Along with raising attainment, we firmly believe that young peoples' achievements are every bit as important and celebrate this in a variety of ways. In order to promote this and celebrate success, the school offers a plethora of co-curricular activities and supports young people in their endeavours to improve.

Young STEM leader awards

This year, the entire S1 cohort has worked towards achieving their Young Stem Leader Award at Level 2. Through hands-on leadership tasks, S1 pupils were able to explore STEM across the curriculum and link learning to the real world. In addition, the programme was designed to ensure young people were developing metaskills in line with Skills Development Scotland's "Developing the Young Workforce" agenda. Through collaboration with other faculties, young people were able to ignite a genuine curiosity for STEM, enhancing their problem solving and critical thinking skills whilst exploring innovation and leadership, also contributing to a positive and dynamic learning environment.



We have continued to develop our relationship with E.D.T. (Engineering Development Trust) and have continued to deliver the very successful Cyber Security and A.I. challenge with our S1 cohort. Additional opportunities for S2 and S3 pupils through E.D.T. links with Science and Maths have consolidated our STEM provision/experiences in the B.G.E. and ensured that pupils are recognised through the award of Industrial Cadets Challenger certificates.

Over the last year we have developed a partnership with Honorina de Carvalho school, Brazil. The P.T. STEAM has worked closely with staff in Brazil, the British Council and Google UK to devise a programme for educational partnership across multiple curricular areas. The Woodfarm Brazil Committee continues to pursue curricular partnerships utilising STEAM, Art & Design, P.E. and English staff in both schools.

The PT STEAM meets weekly with Brazil teachers and has authorisation from Education Scotland and SERCC to pilot a Young STEM Leader Award at Level 2/3 with a select group of Brazil pupils with Woodfarm pupils guiding them through the process. This has now resulted in the Brazil pupils becoming the first outside of Scotland to secure a YSL award.

Industrial Cadets

Our S3 Industrial Cadets Bronze team won Pupil's Choice at the National Finals and Gia K won the Industrial Cadet of the Year award.



Our Gold Industrial Cadets achieved their SCQF Level 6 Young Stem Leader Award and collected the school's Gold Accreditation.



Young Enterprise Scotland Company Programme (Y.E.S.)

The young people have been extremely committed to the company programme working towards achieving a Level 6 qualification at Glasgow Kelvin College and undertaking a Strathclyde University Business Exam. Pupils took part in regional finals which allowed them to gain experience of presenting to a larger audience and undertaking interviews. This experience has been invaluable in developing the pupils' skills for life, learning and work, along with enabling them to apply their business knowledge in a real-life setting.

STRATHCLYDE YES EXAM RESULT 2023 - 2024	
PASS	7
PASS WITH CREDIT	21
PASS WITH DISTINCTION	2

Y.E.S. results from those that participated in the programme this session.

Convener's Award Winners 2024



Through our continued use of our achievements database, we were able to identify exceptional candidates suitable for nomination for this year's Convener's Award for Outstanding Achievement. Six pupils were presented a Convenor's award for the following: Jensen B (Advocacy - MSYP), Olivia McL (Community Service - Volunteering), Abbie B (Community Service - Volunteering), Matthew Knak (Sports - Pupil Nominated), Sam H (Sports - National Representation), Gia K (Creativity - Music).

S3 B.G.E. Celebration

The B.G.E. Celebration event has been refined further to focus on celebrating the end of B.G.E. for our S3 cohort. This afforded an opportunity to give more time to each of our S3 pupils and reflect on their participation in the activities and life at Woodfarm, as well as celebrating their achievements both inside and outside of school. Pupils received certificates with highlights from their S3 B.G.E. experience and faculties had the opportunity to commend pupils for their contributions and efforts throughout this period. Faculties also nominated one pupil for outstanding performance, effort or contribution to the faculty.



Enterprising Mathematics Competition

A team of four S3 and S4 pupils successfully represented our school at the East Renfrewshire heats for the Enterprising Mathematics Competition, securing second place and therefore a place in the National Finals where they performed admirably.



'My World of Work' and SCQF Ambassadors allowed for pupil voice to be articulated throughout this session. Pupils were able to review current D.Y.W. initiatives within the school and suggest ways in which the school can help to support pupils' skills development. Successful in achieving the SCQF Ambassador School Silver Award, Woodfarm is the first and only school in East Renfrewshire Council to achieve Silver status. This emphasises ways that Woodfarm is supporting learners within the SCQF Framework in recognising wider achievement, developing Senior Phase learning pathways in line with the Developing the Young Workforce strategy and giving equality between vocational and academic qualifications.

A team of Advanced Higher Graphic Communication pupils participated in the Institute of Civil Engineers CityZen Award. The team were partnered with an ICE STEM Ambassador from Jacob's Engineering. The team met with their mentor over a 6 week period and worked together to solve real world civil engineering challenges. After developing their understanding of Civil Engineering, the team then applied their knowledge and skills of the local area to suggest a project that would help improve peoples' lives before producing a video overview of their idea. Feedback from the pupils involved was extremely positive in developing their understanding of careers and skills for life, learning and work.

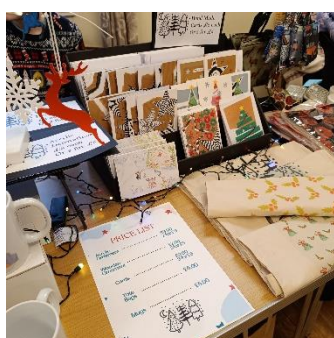
Statements taken from the pupils involved in the CityZen Award:

"this project helped me recognise the importance of being able to work collaboratively as a team"

"this project helped me develop a greater awareness of the role that civil engineers play and the impact that design and technology has to the world we live in"

"I didn't realise the scale of decision making and the environmental, social and financial factors involved in the design and construction of a civil engineering project"

As part of the 'Thornliebank Together' Community Partnership, the Art Enterprise Club secured funds from the local community to purchase materials to create saleable products. The team of S1 pupils used their creativity skills to design and manufacture bespoke mugs and tote bags which were then sold at school events and local community markets. This allowed us to develop stronger links with community partners. Profits from sales were reinvested and donated to charity. In addition to developing teamwork, communication, enterprise and creativity skills (running a business, brand identity, logos, marketing and pricing), pupils also contributed positively to the life of the school and wider community.



Throughout almost all faculties, young people's endeavours in class are rewarded on a monthly or termly basis with public recognition. Within the Health and Wellbeing faculty learner achievements are recognised through pupil of the block/rotation initiatives. Achievements linked to relevant B.G.E. area resulting in learners becoming more familiar with the B.G.E. focus within the Health and Wellbeing curriculum. The Business and Information Technology faculty continued to recognise pupils' achievements in all S1-S6 classes through the 'Frames of Fame' nominations. This now incorporates the house system with winning pupils achieving 5 house points and nominees achieving one house point.

PHYSICAL EDUCATION - PUPIL OF THE BLOCK

Physical Competencies

Alex Fraser

Amazing performance! Displaying brilliant skills and physical competencies!

YOU have been selected for your hard work in GYMNASTICS! Well done!

Rhythm & Timing
Balance & Control
Coordination & Fluency
Kinaesthetic Awareness
Gross & Fine Motor Skills

FRAMES OF FAME

For excellent work in BPT

HOUSE POINT

This year, a number of young people achieved success in sport at a national level.



Callum won the Scottish National U18's Doubles Tennis Swimming Championships



Freya won Silver with the Scottish Schools' Inter Relay Team



Murray, Sam and Uzair were selected for the U20's National Volleyball team and will be the first team from the U.K. who have qualified to play in the European Championships.

David secured Silver and Bronze at East Ren's heats of the Scottish Swimming Championships



Euan came 4th in the Scottish Road Race Championships and represented Scotland in the mini London marathon



Senior Volleyball team reached the Scottish Schools Final



Struan won bronze at the Scottish Senior national Cycling Championships



Sports Scotland Gold Award and Green Flag Award

This year our school received reaccreditation of Sports Scotland Gold Award. This recognises the provision of co-curricular clubs within the school and the commitment Woodfarm shows in developing talents and abilities within a variety of sports. We also received reaccreditation of our Green Flag Award for meeting the standards in promoting sustainability within the Woodfarm community.



The school hosted its annual Dance show, which showcased from our current learners as well as groups from our associated primary schools and Isobel Mair. Primary children had the opportunity to work alongside their future classmates, staff from Woodfarm HS and secondary peers. There was also a return of a School Show which saw cast from S1-S6 perform The Addams Family over two nights at Clarkston Halls.





WHAT DID THE SCHOOL ACHIEVE IN 2022/23?

Safeguarding and Supporting Pupils

How are we doing?

Every fortnight, our Joint Support Team meet to provide solution-focussed discussions around young people within Woodfarm. This involves the Senior Leadership Team, Principal Teachers of Pupil Support (P.T.P.S.), Principal Teacher of Support for Learning, Support for Learning staff, Social Justice Manager and Educational Psychologist. Within this cycle of meetings this year, Woodfarm introduced year group meetings with P.T.P.S. and the relevant Depute Head Teacher (D.H.T.). The Support Strategy Group also meet regularly, consisting of the D.H.T. of support and P.T.P.S., P.T. Support for Learning and Social Justice Manager. All meetings are undertaken to plan for provision of support for all young people in the school and particular focus at some meetings on specific groups of young people (for example, Healthier Minds referrals, pupils in key equity groups, etc).

This session we have worked collaboratively with ERC partners to provide support, including Hemat Gryffe, Learn Well and Child and Adolescent Mental Health Services (C.A.M.H.S.). As a priority, we have worked closely with Community Learning and Development, funding the allocation of a member of staff two days a week and other opportunities for a number of pupils and strategies. This member of staff has continued work on gathering pupils' voice on bullying and working with young people to shape the response and prevention of this in Woodfarm.

The Hive

This year our Learning Centre was rebranded as 'The Hive': a place where people work together to be productive in a nurturing environment. Within The Hive, pupils' learning and development has been supported through targeted intervention groups: numeracy; literacy; digital; Sure Start and Adventure. These groups have been targeted based on data we have from Primary School, Wellbeing Surveys and Settling in Interviews.





An example from some of the work the Adventure group entails: Art & Design have worked collaboratively with the Social Justice Manager to deliver a series of lessons to the Adventure Group. The project involved planning and implementing a 6-week project which culminated in a mural reveal attended by pupils and staff. Learners developed their creative skills to create collages inspired by the Amazon Rainforest, using recycled materials. The project also highlighted to pupils the issues around climate change and the importance of using materials sustainably. This was received well by pupils and promoted confidence and belonging in the school community.



Woodfarm is a very data rich school and it is important that this is utilised efficiently. Our recent Collaborative Improvement Visit highlighted this as a strength, stating that staff know their pupils and regularly engage with data and information pertaining to the young people they teach, including examining the markers for equity and additional support for learning, and use this as a foundation to build their relationships and plan their teaching.

Each year data is provided to all staff with important information to ensure staff get it right for every child. As well as previous attainment data from Standardised Test results, Teacher Judgements and SQA exams, information about each young person's circumstances are shared to ensure staff use appropriate strategies and interventions to support young people. This may be information from Wellbeing Surveys to information about their care experience, number of siblings they have or if they are part of a service family. All information is carefully considered by staff before planning learning and teaching, assessment and next steps.

The Maths faculty have supported pupils' learning at home by delivering sessions to parents and carers on common language and methodologies when teaching certain aspects of the S1 Maths curriculum. The first session was delivered in September and was extremely well received by those who attended and a follow up session on further aspects of the curriculum was equally well attended and received. Indeed, a request was made by several parents for even more sessions!

Social Subjects have restructured faculty meetings to include a focus and discussion on the attainment of all pupils from key equity groups as a standing item on each agenda and minutes. This has facilitated discussion on best practice to meet the needs of pupils in key equity groups and has allowed the Faculty Head to make more timely interventions to maximise and raise attainment.



Within the Health and Wellbeing faculty, Physical Education personalised pathways so activities matched the cohort of pupils in classes. Pupils in S2 selected activities before moving into S3 and were allocated classes accordingly. Pupil voice and choice are an important part of supporting pupils and will allow them to attain better in a more relevant environment.

Throughout the school in the Senior Phase, pupils have been allocated Attainment Periods following prelim analysis. This meant that for an extra period a week pupils would attend a course based on their needs and teacher's developed lesson centred around individual next steps. This was accompanied by a personalised supported study timetable created and allocated by our Principal Teacher of Interventions.

Supported Study
Personalised Timetable

Pupil Name: _____
Parent Signature: _____

Day	W/B 27 th Feb	W/B 6 th March	W/B 13 th March	W/B 20 th March	W/B 27 th March	Attainment Periods
Monday	H Admin Teacher Signature	H Drama Teacher Signature	H Admin Teacher Signature	H Drama Teacher Signature	H Admin Teacher Signature	H Admin, Period 5 Teacher Initials
Tuesday	H English Teacher Signature		H English Teacher Signature	H English Teacher Signature	H English Teacher Signature	H Modern Studies, Period 5 Teacher Initials
Wednesday						
Thursday	H M. Studies Teacher Signature	H Psychology Teacher Signature	H M. Studies Teacher Signature	H Psychology Teacher Signature	H M. Studies Teacher Signature	H English, Period 5 Teacher Initials
Friday		H Attainment Teacher Signature	H Attainment Teacher Signature	H Attainment Teacher Signature	H Attainment Teacher Signature	
Saturday	H English Teacher Signature		H English Teacher Signature		H English Teacher Signature	

For Mental Health Week, pupils in Maths were given the opportunity to record some personal information about their week e.g. their sleep time over three weeknights, phone usage time, number of caffeinated drinks consumed etc. They were then asked to represent this information in an appropriate graphical form and use their understanding of statistics to draw some conclusions about how each of these parameters may affect their mental health.

Extra-curricular activities

To raise awareness among pupils about the benefits of Art and Design on Health and Wellbeing, the Art Department hosted a lunchtime workshop during Health and Wellbeing Week. The workshop was open to all year groups and introduced students to Neurographic Art: a form of drawing that promotes mindfulness and stress relief. Research has shown that Neurographic Art can aid in memory recall and enhance studying. Across the faculty, they talked to pupils about how Arts & Crafts can be used for self-reflection and mindfulness and how they can be used to ground pupils when feeling stressed or anxious.



In addition to this, Design and Technology launched a 'Quiet Creatives' lunchtime club this session, which provided a safe, nurturing, creative space that learners can access out with class time to participate in creative learning experiences that will specifically support their wellbeing and wider sense of achievement.

Within the Science faculty, delivery of an S1 Science Club, a co-curricular initiative designed to ignite students' passion for STEM developed collaborative group work and hands-on STEM projects, such as scribble bots, making slime and volcanos, enhanced scientific knowledge and essential leadership skills. The club fosters a supportive environment where students can build friendships and develop metaskills such as creativity, problem-solving, and effective communication. This dynamic setting encourages students to explore their interests in science while preparing them with skills for lifelong learning.

There has been a continued drive in attendance at Equality Club which facilitates a strong pupil-centred approach to curricular development, e.g., LGBTQ+ IDL resource creation and diversifying the curriculum.

Transitions

Continuation of Sport clubs for Primary 6 & 7 learners have helped foster strong relationships ahead of transition to Secondary school. Pupils from our Cluster Primaries attended our Netball and Volleyball clubs, some alongside Woodfarm pupils. As a result, primary learners have an increased awareness of the environment they will be working in, as well as initiating developing relationships with staff and peers.



To ensure a seamless and supportive transition within the Cluster Primaries, effective communication and events are important. The STEM Cluster challenge allowed all Primary 7 pupils to visit the school, working in the Science labs as well as the Technology workshops and Maths classrooms; the event culminated in an exciting race at the end of the day where all pupils were able to showcase and design model kit cars after learning about Streamlining and Forces. Pupils were also able to complete hands on tasks in the workshops and carry out distance = speed x time calculations with Maths staff. Through a variety of specifically designed practical activities, the Cluster STEM Challenged offered the young people within the Woodfarm Cluster the opportunity to develop:

- Curiosity and problem solving skills
- Planning and organisational skills in a range of contexts
- Creativity and innovation
- Practical skills in using tools, equipment, software and materials
- Collaboration, leadership and interaction



Pupil feedback from the event was extremely positive with pupils indicating that they enjoyed the event and the learning experiences on offer within each of the different STEM Faculties.

1. Did you enjoy the Woodfarm STEM event?

[More Details](#)
[Insights](#)


How do we know?

- Discussion at Year Group Meetings
- Attainment data signifying progress
- Feedback from ERC Collaborative Improvement Visit and partner feedback
- SSG discussion throughout the year
- Pupil Voice/focus groups
- Feedback from Primary pupils and staff
- Feedback and positive engagement from Family Learning Sessions

What are we going to do now?

Further embed Learning for Sustainability as a key driver in the school's future. Preparation work currently being undertaken to develop a curriculum to promote the Sustainable Development Goals and provide content that is relevant, up-to-date and meaningful. This extends to our P.S.H.E. programme where learning and teaching with centre around this concept and the six areas within it.

Restructuring support remits and how this will further support the needs of our young people. Linked with new roles, the daily role of Pupil Support Assistants will enhance the experience and provision for young people.

Further promote strategies to support poverty. Whilst there are key indicators of the risk, we have started to and will continue to, identify further elements of risk such as having larger families to provide for.



Review and evaluate how pupil voice is gathered and acted upon in a timely manner. Develop further leadership roles across the student body and empower them to make decisions and carry forward plans on areas they believe to be important and valuable.

After successful sessions from the Maths faculty focusing on the delivery of common language and methodologies to parents and carers, the English faculty will be offering similar sessions next year.

To further support wellbeing, the Wellbeing Award will be introduced into the S3 P.S.H.E. programme.

WHAT DID THE SCHOOL ACHIEVE IN 2023/24?**Developing Leadership Opportunities****How are we doing?****Leadership Opportunities – Pupils**

Following Member of the School Youth Parliament elections in October and February within the school, two S5 were successfully elected to the Scottish Youth Parliament. This has given our young people more opportunity to participate politically. It also gives the winning candidates unique opportunities to influence national policy and improve their skills for life, learning and work.

Senior pupils were trained as Healthier Minds Peer Champions and worked closely with pupils in the school to improve their wellbeing and support their growth. Pupils were allocated a number of pupils and met with them weekly to offer advice, support and strategies to overcome any concerns.



Pupils were offered the opportunity to become Mentors in Violence Prevention (M.V.P.). This allowed S4 pupils to deliver lessons to our S1 P.S.H.E. classes, thus promoting the supportive strategies this programme endorses. Pupils had to work collaboratively to plan and prepare lessons, questions and prompts whilst also ensuring key messages from the programme were being delivered.

Throughout the school a number of Ambassador roles were allocated to young people:

Senior Design and Technology Ambassadors attended the Curricular Choice Evening to discuss their experience of technology based subjects within the Senior Phase and the link to potential career pathways and undergraduate degrees.

Junior Design and Technology Ambassadors supported the delivery of the Cluster STEM Challenge and P6/7 Open Evening by sharing the skills that they have developed over the course of S1.

Sports Ambassadors were elected and led on change within Health and Wellbeing. They chaired the Health and Wellbeing Committee and led pupils from S1-S6, through a shared vision, to implement a variety of events across the year.

S6 Business Ambassadors promoted and represented the faculty at transition evenings. The role of the successful ambassadors was to; conduct room visits to analyse the wall displays and classroom environment, represent the faculty at curricular choice evening, create videos to showcase our subjects for our option choice evening and conduct S1/S2 pupil focus group to gain feedback on pupils' learning experience in the faculty. The ambassadors also helped to run an S1 Enterprise club to help give pupils a real-life experience of setting up and running their own business.

S6 pupils studying Advanced Higher English were appointed as English Ambassadors and led whole school Literacy initiatives including working with the Librarian and Faculty Head to begin the process for the Scottish Book Trust Reading School award and leading the school in a celebration of World Book Day and National Poetry Day.

Young people completing the 'Sports Development' course developed their interpersonal, communication and leadership skills. This was through preparation and delivery of sessions to Cluster Primary pupils on a weekly basis, supporting transition events and delivering sessions to pupils in Woodfarm from Isobel Mair School.

All S6 pupils developed their leadership styles, skills and qualities through participation in Committee meetings. These committees included: Prom, Charities, Eco, Events, Mentoring and Yearbook. All S6 pupils had a say on how they drove forward their committee and met on a weekly basis to discuss progress, next steps and strategies required to meet these next steps.

Elected S3 Junior House Captains, along with Community Learning and Development, facilitated this year's Participatory Budgeting programme. Pupils informed their peers during assemblies and presented the format of the programme along with deadlines. The House Captains drove forward the programme, ensuring applications were completed correctly and with the best chance of succeeding. On the day of the voting, House Captains ensured voting stations were accurately presented, all pupils and staff had the opportunity to vote and were involved in the process of counting each vote.



**Leadership Opportunities - Staff**

In order to ensure the education provided at Woodfarm High School is always relevant, the school community has embarked on a process to redefine our vision, values and aims. This will ensure that the values we promote and the vision shared is appropriate to prepare pupils for the world beyond their time at Woodfarm High School. Unpromoted members of staff played a key role in the Vision, Values and Aims steering group, preparing and running staff consultation events and holding pupil focus groups to poll opinions and attitudes from all within the school community. Using this data, the steering group have compiled a vision and set of core values that will become an integral part of the school identity. Creating a clear and simple set of modern values will help define how all within the community interact, work and learn together.

Two members of staff completed the 'Improving Our Classrooms' Masters module through the West Partnership. This has developed pedagogy in a wide range of areas, such as feedback, assessment, metacognition, and setting meaningful learning intentions. Through this, one member of staff has carried out an intervention with an S4 class on differentiation through scaffolding, which improved the confidence and in-class attainment of pupils in a target group of previously low attaining learners.

A member of staff in Social Subjects successfully passed the Masters module in 'Holocaust and Citizenship Education' offered through University of Weast of Scotland. This has had a positive impact in deepening his understanding of the complexities involved in teaching the Holocaust and Citizenship. This information has been shared within the faculty with a focus on how such units can be delivered.

This session, a member of staff in the Science faculty completed their Masters in Education, with the focus 'The Effect of Female Role Models on Pupil Perceptions of Physics'. She shared her research and findings with the faculty and used what was learned to create International Women's Day resources that the faculty used to highlight women in Science. This will in turn increase our uptake of females picking Physics after the B.G.E. and will continue to build the uptake across the faculty.

Staff within the Business and Information Technology faculty are committed to developing their practice by undertaking Masters level learning. This has also been beneficial in supporting Newly Qualified Teachers across the authority in the planning, researching and reporting of their own professional enquiries.

In the Social Subjects faculty, a member of staff has successfully achieved professional recognition in Religious, Moral and Philosophical Studies (R.M.P.S.). Consequently, she has now fully qualified to teach R.M.P.S. as an additional subject. This was through support of others within the faculty and mentoring from an experienced colleague once a week.

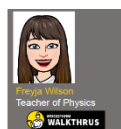
Two Faculty Heads worked closely with colleagues across the authority over different sectors as part of the Cluster Differentiation Working Group. This culminated in the planning and delivery of out Cluster Differentiation workshops which was attended extremely well by colleagues in the Primary and Secondary schools.



WalkThru Programme

TEACHING WALKTHRU PROJECT

Setting the Standard



Learning Problem

KS Pupils in a high achieving class needed pushed to maximise attainment. Pupils had commented on difficulty self-marking past papers as they did not fully understand marking criteria set out in past paper mark schemes.

PEERS Goal

I wanted pupils to understand where marks were gained and lost in an exam paper so they could more accurately assess their own work. This would improve their confidence and understanding of physics, therefore hopefully improving attainment.

My Plan

I feared my understanding of teaching physics improved from attending masters meetings so I wondered if the same would be true for pupils. I wanted pupils to have experience marking worked examples to check their understanding of how best to solve a physics calculation as well as familiarise them with different marking principles.



Staff are committed to developing their practice by actively participating in the Woodfarm WalkThru Initiative. This programme, which utilises evidence-informed teaching strategies and instructional coaching to support professional learning and development, has been instrumental in allowing time for staff to share reciprocal teaching observations as well as have the much needed time to engage in discussions around pedagogical approaches. This new initiative has promoted an open door classroom ethos and regular sharing of good practice across the wider school which culminated in a school wide showcase for staff to present their findings on topics such as feedback and scaffolding.

How do we know?

- Minutes of Faculty, Extended Leadership Team and SLT Meetings
- 'Celebrating Achievement' Faculty boards and displays
- Pupil engagement with leadership opportunities
- Committees and input from staff
- Feedback on MVP programme
- Pupil evaluations and feedback
- Staff feedback on current systems
- Feedback from the ERC Collaborative Improvement Visit

What are we going to do now?

Strengthen a whole school approach to Career Long Professional Development by utilising the skills and expertise within the staff body to deliver sessions to their colleagues.

Further work on promoting Ambassadors across the faculties, establishing their roles and ensuring consistency within the role across the school.

A Pupil Council has been formed which will drive forward a whole school approach to gathering the views of our young people. We are currently in the process of gathering pupil voice about pupil led steering groups and what the young people deem as important in that regard.

S6 Committees will be established once again with more emphasis on planning and evaluating their impact on the young people within the school. This will involve a Senior/Junior buddy system to enhance the experience of young people within Woodfarm.

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.

We will continue into year 2 of our WalkThru programme with systems in place to deliver new clusters and expand on ones explored in year one. Current triads will continue which will allow existing relationships to strengthen ensuring feedback is honest and constructive.



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 English and Design & Technology faculties both participated in the East Renfrewshire's Collaborative Improvement Visits to validate their own self-evaluation. This process focussed on looking outwards for strategies in making self-improvement.

Across the cluster, staff have been involved in differentiation working groups as well as attending CLPL on the delivery of different workshops. They have also been part of an authority moderation event, which has provided the opportunity to share practice with colleagues. These events alongside our WalkThru programme have developed staff's curiosity and devotion to professional development.

Staff, pupils, parents/carers and external partners have been involved in a rigorous process to re-establish Woodfarm's vision, values and aims. This steering group was led by unpromoted members of staff who gathered all relevant information, analysed, summarised, and shared with the staff body.

Pupil leadership opportunities continue via Senior School Captains, Vice Captains, Prefects, Senior Committees, S3 House Captains, Young STEM Leaders, Ambassadors, Mentors in Violence Prevention and a recently established Pupil Council.

Self-evaluation and baselining procedures continue in line with 'How Good is Our School? 4' with Faculty Meetings and time within inset days set aside to focus on this. The Extended Leadership Team meet termly, with Faculty Head teachers volunteering to meet together once a month on top of the aforementioned meetings.

Staff continue to seek professional development by completing Masters level learning and 'Improving Our Classrooms' programme, with one staff member achieving UNICEF Rights Respecting Assessor at Silver level.

Woodfarm High School Evaluation: Very Good



How do we know?

- Whole School and Faculty Quality Assurance
- Minutes of FMs, ELT, SLT and meetings
- Collated views of staff, parents and pupils
- Findings from vision, values and aims steering group
- Findings of Faculty and Cluster ERC Collaborative Improvement Visits.

What are we going to do now?



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 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. National 5, Higher and Advanced Higher saw excellent SQA results with individual pupils building on prelim results and being offered bespoke support from members of staff.

Across the Broad General Education, Faculty Heads have been reviewing their planners to incorporate more than just Experiences and Outcomes and lesson content. Woven into lessons are clear patterns of development of metaskills, skills for learning, life and work and a range of assessment techniques.

Data is used during curricular choice events. Pastoral staff reflect on individuals initial choices, take consideration of their strengths and provide guidance on the most suitable pathways. This instils ambition for our young people and puts them on a path to success. This year 100% of leavers moved into a positive destination.

The school work closely with external partners, this year utilising Community Learning and Development staff to work in Woodfarm two days a week to break down barriers to learning and support young people.

Our Joint Support Team meet regularly and with input from our Educational Psychologist, ensure that meetings are solution focussed and explore a plethora of strategies to support pupils in Woodfarm.

As a Gold Rights Respecting School, we are constantly aware of the need to diversify the curriculum and have this year attained a Level 1 Vision Schools Scotland Award. This is in recognition of the work staff are doing to upskill themselves and deliver education on the Holocaust.

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 equity and supporting the needs and abilities of our young people.

Woodfarm High School Evaluation: Very Good



How do we know?

- Whole School and Faculty Quality Assurance
- Minutes of FMs, ELT, SLT and meetings
- Collated views of staff, parents and pupils
- Collaborative Improvement Visits
- Information gathered from the revamp of Vision, Values and Aims
- School policies on Equality and Inclusion
- Attendance and Relationship data and analysis

What are we going to do now?



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.

Meticulous planning and preparation ensures that young people in Woodfarm succeed. Review of curriculum, assessment techniques and pedagogy ensure that staff are reflective and reactive.

As a data rich school, information is often gathered, analysed and distributed to allow staff to make a positive change to the outcomes of our young people. Staff engage with data on a regular basis and use it to provide strategies for our young people to succeed. Staff expertise and passion in a range of subjects provide young people opportunities, be it in achieving Young STEM Leader awards to progressing a Grade C prelim mark to a Grade A SQA result.

Pupil achievements in and out of school are recognised through achievement boards, achievements databases, our school Twitter feed, assemblies, awards ceremonies, regular faculty and whole school award presentations and our annual Graduation event.

Young people's successes and shortcomings are tracked and monitored carefully from every member of staff within the school. Early intervention allows pupils to get back on track and achieve what they are capable of. This comes in the form of using our Interventions system to Pupil Support Assistants sharing effective strategies with staff. Within the Support for Learning faculty, a number of bespoke arrangements provide young people specialised support in nurture, literacy, numeracy, digital literacy and many more.

Woodfarm High School Evaluation: Very Good



How do we know?

- Collated views of staff, parents/carers and pupils
- Celebrating Achievement Boards and Twitter feed
- Awards such as the SCQF Silver, Rights Respecting and Vision Schools
- Sports achievements secured in a range of disciplines
- Successful Whole School events
- School attainment data and positive destination information

What are we going to do now?



Pupil Equity Funding

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

Pupil Equity Funding was utilised in 3 key areas:

- 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.
- To provide additional input from CLD to support learners through bespoke groupwork and necessary youth inputs

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.

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 initially was not as successful as we intended and further work had to be done to remove the perceived stigma. In response, the school budget now matches 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. This provision having proved relatively succesful has been extended for session 2024-25. 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 apporopriate 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.

Woodfarm negotiated additional time from Community Learning Development to undertake bespoke inputs with targeted groups of learners. These supports ranged from one to one inputs with specific young people to group work on a specific theme (anti-bullying, resillience, girls group, boys group etc) and whole year group inputs. As a result, a number of young people have benefitted from these additional supports who would not necessarily have been able to access this level of support.

Our Anti-bullying group having undertaken extensive research this year are now looking to drive a new whole school approach to anti-bullying next session.



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

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 in session 2023/24 ensure a collegiate approach in our bid to improve the consistency of learner experiences across the school. We are responsive 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 our 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 further 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	Very 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	



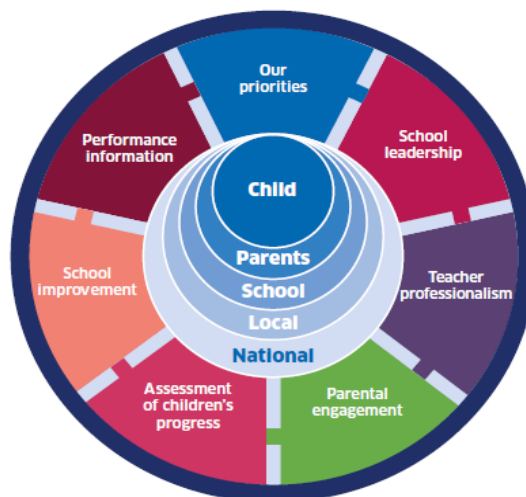
School Improvement Priorities - Outline Targets for session 2024/2025

		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, 2.6, 2.7, 3.2	Pupil Progress; Performance Information; Teacher Professionalism; School Improvement	Achieving, Included, Nurtured, 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; Parental Engagement; Performance Information	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 Improvement; Pupil Progress; 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	School Leadership; School Improvement; Teacher Professionalism	Included, Respected Responsible

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