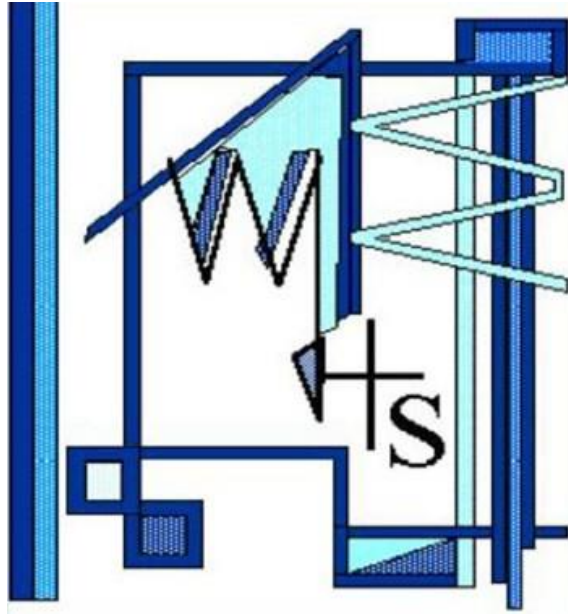


Woodfarm High School



Development Plan 2024/2025



WOODFARM HIGH SCHOOL

Higher Standards, Higher Expectations, Greater Opportunity



Development/Improvement Priorities 2022 - 2025

With a new Senior Leadership Team now in place and upon a return to full time education post Covid-19 pandemic. Woodfarm HS will begin our new 3 year cycle in session 2022-23. This is in line with the ERC cycle and will add value to the outcomes of our school improvement.

Target	Broad Outcome	Expected Impact	Progress to date
1	Improving the quality and consistency of Learning and Teaching for all	<ul style="list-style-type: none"> • Improve quality of teacher feedback • Increased focus on effective questioning • Increased pupil enjoyment • Increased attainment • Focus on skills and Career Standard Education 	Good progress in 2023/24. Establishment of new Walkthru's programme has been relatively successful with further work in session 2024/25
2	Raising Attainment, Recognising Achievement	<ul style="list-style-type: none"> • 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 	Good progress on updating systems of T&M Learning updated this session and refined in 24/25. Achievement to be further refined in 24/25 for immediate implementation.
3	Safeguarding and supporting pupils	<ul style="list-style-type: none"> • Focus on attendance and engagement through Pupil Support • Build resilience and increase awareness of positive mental health strategies • Promoting Positive Relationships 	Latecoming and family holidays remain an issue. Resilience around mental health improving and successful implementation of HM Peer Champions. Good progress on PPR reviewed in 2023/24

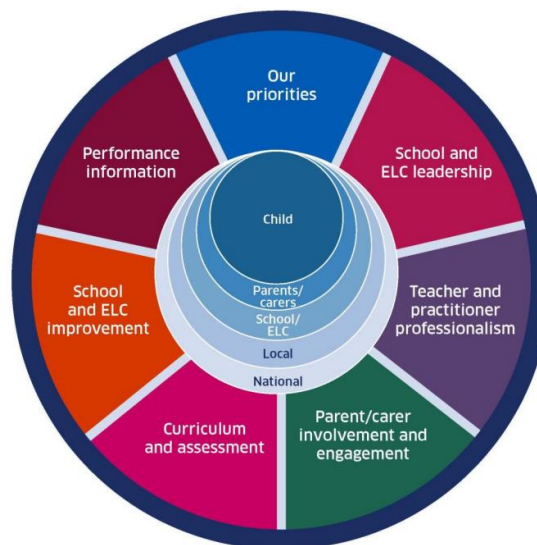
4	Developing leadership	<ul style="list-style-type: none"> Staff CLPL programme, promoting leadership at all levels Further increase pupil leadership opportunities in line with RRS 	Some progress here, continued 23/24
---	-----------------------	--	-------------------------------------

Woodfarm High School Outline Targets for session 2024 / 2025

	Targets 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, 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	Section for continued working			

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

2022 National Improvement Framework and Improvement
Plan for Scottish Education. Drivers for Improvement

Getting it Right for Every Child Wellbeing Wheel

TARGET 1		FURTHER DEVELOPING THE QUALITY AND CONSISTENCY OF LEARNING AND TEACHING FOR ALL							
	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
a	All learners are fully engaged by motivating learning experiences that meet their individual needs	<ul style="list-style-type: none"> Continue to drive further improvement with year 2 of the Woodfarm Walkthru's programme Refresh staff awareness of L&T strategies, high quality teaching and excellent learning experiences alongside ERC Learning, Teaching and Assessment Framework. A whole school focus on scaffolding, metacognition and adaptive teaching 	1.2 2.3	School Improvement Performance Information	Achieving Included Responsible	All staff Lead: G Lamb	Launching in August 2023, progress will continue throughout the session 2024/25	<ul style="list-style-type: none"> Ongoing classroom observations as per Woodfarm Quality Assurance Programme Timeous learner feedback via questionnaires and focus groups Staff feedback via questionnaires and focus groups. 	<p>Time allocated through In-Service and in WTA for collaborative TLC working</p> <p>Cost of Walkthru's programme and ongoing resources</p>
b	All stakeholders to be consulted and included in establishing our new Woodfarm vision for the future.	<ul style="list-style-type: none"> Launching Woodfarm's new values for the future following extensive stakeholder consultation Embed Woodfarm values of Curiosity, Belonging, Ambition and Respect in all that we do 	1.3	School Improvement	Achieving Included Responsible	All learners, staff, parents and partners Lead: G Boyle MA Hamid	August '24 to June '25	<ul style="list-style-type: none"> Stakeholder evaluations and feedback throughout the year 	<p>Time</p> <p>Budget for branding and printing once vision has been established</p>
c	To meet the needs of all learners, review current curricular structures and content in line with National changes and recommendations	<ul style="list-style-type: none"> Maintaining a focus on skills development for learners at all stages, look to embed skills based learning and project based learning into all curricular areas through ongoing curricular revision. Meeting the needs of all learners, develop a whole school approach to diversifying the curriculum Further research into expanding curricular provision and SCQF provision 	1.1 1.2 2.2 2.3 3.2	Curriculum and Assessment Teacher Professionalism School Improvement	Achieving Included Responsible	Lead: MA Hamid S Higgins N Singh K Scott HoF's All Staff	Ongoing Review in December '24 and again in May '25	<ul style="list-style-type: none"> Discussions through DMs and SLT/HoF Link Meetings. Further discussion at ELT meetings Audit of curricular provision School Quality Assurance Programme Learning observations Learner feedback 	<p>Time allocated in WTA for curricular discussion/revision</p> <p>Budget for resources and materials</p>

TARGET 2**RAISING ATTAINMENT AND RECOGNISING ACHIEVEMENT**

	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
a	Intensive Literacy & Numeracy support for targeted learners (Lowest performing 20%, EBSA, UASYP)	<ul style="list-style-type: none"> Implement Literacy and Numeracy nurture groups for learners based on internal T&M data. Establish bespoke curricula where appropriate for learners based on need in line with Woodfarm Wellbeing procedures, ensuring no learner is left behind Think "outside the box" to enhance curricular provision of young people currently struggling to navigate school Bespoke ESOL provision for learners who would benefit from this input 	1.4 1.5 2.2 2.3 2.4 2.6 2.7 3.1 3.2	School Improvement Performance Information Parental Engagement	Included Nurtured Responsible Achieving	Lead: G Boyle S Wilson PT Wellbeing Pupil Support English and Maths staff	Follow on from systems in place 2022/23 & 2023/24 Ongoing work in response to pupil need	<ul style="list-style-type: none"> Regular focus on meeting need and PEF spending through bi-monthly Equity meetings Woodfarm attainment and wellbeing tracking data Feedback at JST and Year Group/SSG meetings 	PEF funding/LP 20% money to support resources and staffing Establish effective partnerships to enhance provision
b	Improved system of Tracking & Monitoring, including reporting will improve outcomes for all young people and ensure parents/carers are fully informed in the progress of their children	<ul style="list-style-type: none"> Improvements to Woodfarm's attainment tracking to be refined in session 2024/25 Further refine/evaluate Tracking, Monitoring and Reporting system to ensure data is being used appropriately to improve outcomes for all learners Increased use of C&G systems & Parents Portal should improve communication with parents. Consult parents on the reporting future of Woodfarm. (2 parents evenings or 1 full report and one parent evening) 	1.3 2.3 3.1 3.2 3.3	School Improvement School Leadership Parental Engagement	Included Nurtured Responsible Achieving Respected	Lead: SLT K Robertson (office manager) G Boyle	T&M system implemented August 2023 Ongoing throughout the session Consultation to begin October 2024	<ul style="list-style-type: none"> WHS tracking data and year group meetings Faculty link meeting discussions on attainment Feedback from learners and parents/carers following interventions 	Time for systems to embed Time built into WTA for T&M Increased burden on admin staff to be monitored
c	Enhance curriculum, improve attainment and build confidence and resilience in our learners through consistent study skills delivery and learner interventions	<ul style="list-style-type: none"> Continue to deliver study skills sessions to all learners as part of an ongoing programme of skills development CLPL on current research and metacognition will provide all staff with the skills to tailor the learning experience for all stakeholders. Mentoring and learner interventions are in place for young people identified as "off track" 	1.3 1.4 1.5 2.2 2.3 2.4 2.5 2.6	School Improvement Performance Information Parental Engagement	Included Nurtured Responsible Achieving	Lead: SLT PSMT Heads of Faculty CLD/Youth Services	Ongoing	<ul style="list-style-type: none"> Learner feedback WFH data tracking and SQA performance Feedback from parents via questionnaires Continue to provide a range of opportunities and interventions bespoke to young people through continued partnership with CLD. 	PEF funding to remove individual barriers to learning/ revision depending on need Budget for resources and materials

TARGET 2
Continued**RAISING ATTAINMENT AND RECOGNISING ACHIEVEMENT**

	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
d	Update structures and systems for reporting and recording Wider Achievement in Woodfarm	<ul style="list-style-type: none"> Audit current system for recording and monitoring Wider Achievement Look to update current system to incorporate national discussions on Pupil Profiles Work with learners & parents/carers to refine systems for reporting and celebrating achievement Increase emphasis on the Woodfarm House System Increase pupil leadership opportunities through Wider Achievement 	1.3 2.7 3.1 3.2 3.3	School Improvement Performance Information Parental Engagement	Included Nurtured Responsible Achieving Respected	Lead: MA Hamid J Kelly Staff House Leads	Some refinement took place in session 23/24 but further work needed for 2024/25	<ul style="list-style-type: none"> Views of all stakeholders to be collated Woodfarm achievement tracking overhauled 	PB allocated to House Rewards System in response to pupil voice Time
e	Achievement of pupils in and out of school is widely recognised and celebrated in Woodfarm	<ul style="list-style-type: none"> Improvements to Woodfarm's achievement tracking to be implemented Review and replace current BGE Awards ceremony Introduce an annual Woodfarm Prizegiving Celebration to recognise achievement and attainment Increased use of Assemblies, achievement boards, social media, school newsletter and other methods of recognising pupil (and staff) achievement 	1.3 2.7 3.1 3.2 3.3	School Improvement Performance Information Parental Engagement	Included Nurtured Responsible Achieving Respected	Lead: J Kelly MA Hamid Faculties G Boyle	2023/24 target that had to be delayed. Implementation to begin 2024/25	<ul style="list-style-type: none"> WHS achievement tracking data and year group assemblies Newsletters and Awards Ceremonies Feedback from learners and parents/carers 	Budget: awards ceremonies, hall decorations etc. Time Investigation (and cost of) new social media platforms or school app
f	Invest in uniform supplies for loan in school to ensure equity for all and remove embarrassment factors for learners	<ul style="list-style-type: none"> Invest in setting up a uniform lending store within Woodfarm to complement the already successful Uniform Recycling Programme Purchase a variety of uniform items in all sizes to be loaned out as appropriate 	1.5 2.1 3.1		Included Nurtured Responsible Respected	Lead: G Boyle	implemented by August 2024	<ul style="list-style-type: none"> Lending records 	PEF spending to ensure young people in need are not stigmatised in any way. Staffing implications for Uniform store.

TARGET 3		SAFEGUARDING AND SUPPORTING PUPILS							
	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
a	Implement next phase of Woodfarm's Promoting Positive Relationships policy for Woodfarm High School.	<ul style="list-style-type: none"> Evaluate the PPR policy introduced in session 2022/23 and implement next phase (refine) for session 2024/25 Seek feedback from all stakeholders to ensure the policy meets all needs and learners feel included in the process Staff refresher training to ensure consistent application of the merit system Establish a new tracking and monitoring system for Behaviour for discussion at SLT 	1.2 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2	Teacher Professionalism School Improvement Performance Information	Included Nurtured Responsible Achieving Respected	Lead: G Lamb L Wilson All staff	Systems in place by November 2024 Review in April 2025	<ul style="list-style-type: none"> Regular focus on PPR discussion through Faculty and SLT meeting minutes. Woodfarm Behaviour tracking data Learner and staff feedback as part of the annual Quality Assurance procedures 	Time at In-Service PB allocation for rewards trip supplementation as per pupil voice Time to review systems
b	Increased focus on Latecoming Increased focus on pupil non-attendance	<ul style="list-style-type: none"> Review of Woodfarm's attendance & latecoming policy and introduction of systems to identify and challenge pupil non-attendance and non-engagement Implement systems to challenge regular latecoming with particular focus on Period 1 Work with parents & carers to try to reduce the number of term time holidays and trips abroad and hence improve attendance overall Look to establish the Woodfarm Attendance Council to challenge persistent non-attendance 	1.2 1.3 1.5 2.1 2.4 2.7 3.1 3.2 3.3	Teacher Professionalism School Improvement Performance Information Parental Engagement	Included Nurtured Responsible Achieving Respected	Lead: G Boyle PEF funded Pupil Support Officer (TBC) All staff	Systems in place by October 2024 Review in February 2025	<ul style="list-style-type: none"> Attendance tracking data 	Time
c	Nurture principles and trauma-informed practice are fully embedded	<ul style="list-style-type: none"> Apply the principles of nurture as a whole-school approach, underpinned by trauma-informed practice to improve and address the MHWB of young people. Continue with year 2 of Healthier Minds Peer Champions 	2.1 2.3 2.4 2.5 2.7	Pupil Progress School Improvement	Nurtured Included Achieving	Lead: S Wilson PT Wellbeing Educational Psych. CLD	Throughout the session	<ul style="list-style-type: none"> Monitor the schools nurture programme via our QA procedures. 	Time CLPL Budget for resources

TARGET 3
Continued**SAFEGUARDING AND SUPPORTING PUPILS**

	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
d	Learners are safe, included and respected in our school community	<ul style="list-style-type: none"> Work to further embed the principles of RRS as a Gold Rights Respecting School Establish and implement a new anti-bullying programme Continue to build upon the excellent work started in anti-racist club Continue to roll out MVP with a view to enabling mentors to achieve accreditation Expand mentoring programme of Mental Health Ambassadors 	1.2 1.3 1.5 2.1 2.4 2.7 3.1 3.2 3.3	Teacher Professionalism School Improvement Performance Information Parental Engagement	Included Nurtured Responsible Achieving Respected	Lead: G Lamb MA Hamid N Singh PT Wellbeing All staff	Systems in place by December 2024 Review in June 2025	<ul style="list-style-type: none"> Stakeholder feedback via questionnaires and focus groups School QA procedures 	Time CLPL Budget for resources
e	WFH's most vulnerable pupils receive contact and support from school & partners to support personal, social educational needs in line with national priorities Review of ASL and The Promise	<ul style="list-style-type: none"> All key equity groups have regular contact with the support team and achieve equitably with their peers. The recommendations of the ASL review and The Promise will be implemented at WFHS New systems in place within the school will target key equity groups and vulnerably young people facilitating time for discussion leading to intervention where appropriate. Implemented session 2023/24 and to be refined in session 2024/25 	2.1 2.3 2.4 2.5 2.7	Pupil Progress School Improvement	Nurtured Included Achieving	Lead: G Lamb PSMT	Throughout the session	<ul style="list-style-type: none"> Pupil Profiles, Wellbeing Questionnaires, Attainment data, Learning Centre intervention evaluations 	Time CLPL Budget for resources
f	Barriers to learning are removed for all	<ul style="list-style-type: none"> Utilise an individualised, data driven approach to PEF spend to reduce the attainment gap. 	1.5 2.4 2.7 3.1 3.2 3.3	Pupil Progress	Nurtured Included Achieving	Lead: G Boyle SLT PSMT	Throughout the session	<ul style="list-style-type: none"> Pupil feedback, attainment and wellbeing data will highlight the benefits of spends. Continued reduction in attainment gap. 	PEF budget
		•						•	
		•						•	
		•						•	

TARGET 4		DEVELOPING OPPORTUNITIES FOR LEADERSHIP AND EMPOWERMENT ACROSS THE SCHOOL							
	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
a	Comprehensive systems in place for departmental and whole school quality assurance and self-evaluation	<ul style="list-style-type: none"> Further develop, share and implement systems for school self-evaluation in line with HGIOS 4 Analyse and review implementation of new QA procedures 	1.2 1.3 1.4 1.5 2.2	School Improvement School Leadership Teacher Professionalism	Responsible Included	Lead: S Higgins	December 2024	<ul style="list-style-type: none"> Ongoing classroom observations, focus groups and questionnaires as per the QA policy 	Time
b	Establish effective CLPL programmes for staff at all levels	<ul style="list-style-type: none"> Create and implement a programme of CLPL to allow aspiring PT's and/or DHT's an opportunity to explore leadership theory and identify their own personal leadership potential Evaluate current NQT in-house programme and implement new programme for this 	1.2 1.3 1.4	School Improvement School Leadership Teacher Professionalism	Responsible Included	Lead: S Higgins MA Hamid G Boyle	September 2024	<ul style="list-style-type: none"> Participant evaluations 	Time Budget for resources
c	Increase opportunity for Pupil Leadership at all stages	<ul style="list-style-type: none"> Audit current pupil leadership opportunities and establish a pupil working group to ensure all views are heard Map leadership opportunities to possible qualifications and achievement opportunities. Ensure all pupils have opportunities to shine 	1.2 1.3 1.5 2.1 2.4 2.7 3.1 3.2 3.3	Teacher Professionalism School Improvement Performance Information Parental Engagement	Included Nurtured Responsible Achieving Respected	Lead: MA Hamid S Higgins	Ongoing Initial phase to be completed by June 2024	<ul style="list-style-type: none"> Stakeholder feedback via questionnaires and focus groups School QA procedures 	Time Budget for resources and materials