



**WOODFARM
HIGH SCHOOL**

Maximise Your Potential



Development Plan 2025-2028



Curiosity

We Question
Create
Explore



Belonging

We Connect
Include
Contribute



Ambition

We Empower
Strive
Persevere

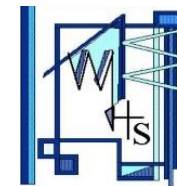


Respect

Of Self
Others
Planet



Woodfarm High School Development Plan 2025-2028



In August 2024 and following extensive stakeholder consultation, Woodfarm launched our new school values. As we enter a new 3 year School Development Cycle, it's important our Development priorities align with our values. As part of the Woodfarm High School Community, we live our values daily.

Target	Broad Outcome	Action Summary	Progress to date
	Learners engage in motivating lessons that include project based and industry standard learning and secure skills for the society and workplace of the future	<ul style="list-style-type: none"> School L&T programme promotes high quality learning experiences Project based learning is gradually introduced in all curricular areas Staff working collaboratively to implement change in line with the CIC and Lfs Skills based learning is in place to prepare learners for life, learning and work 	
	Staff and pupils know, feel and understand they are a key part of the Woodfarm Community. Learner Achievement and Attainment is celebrated at all levels.	<ul style="list-style-type: none"> Woodfarm High School treat all learners as unique individuals In line with ERC policy, the Circle Framework provides a start point for further work in Woodfarm Laser focus on attendance and timekeeping will improve attendance Achievement at all levels is collated and celebrated regularly 	
	In line with our school values, we are ambitious for our learners, our school and ourselves	<ul style="list-style-type: none"> Our curriculum meets learner need and maximises their potential Bespoke provision in place for EAL and ASL learners where appropriate Seek accreditation for excellent work/projects already underway in Woodfarm (Reading Schools, International Schools) 	
	We respect the rights of all to be safe, included and respected in our community. Staff respect our learners and our professionalism and engage in appropriate CLPL to support our school vision	<ul style="list-style-type: none"> Learners know their rights under the UNCRC and embody the spirit of a Gold Rights Respecting School Anti-bullying is always treated as a priority by all CLPL for staff is varied, purposeful and current Actively support staff to reduce bureaucracy and workload where possible 	



Woodfarm High School Development Plan 2025-2028



Curiosity				
Outcome	Action	Personnel	NIF, QI's, SHANARRI, LIP	Evaluation & Timescale
All learners are fully engaged by motivating learning experiences that meet their individual needs	<p>Continue to drive further improvement with year 3 of the Woodfarm Walkthru's programme</p> <p>Continue to refresh staff awareness of L&T strategies, high quality teaching and excellent learning experiences alongside <u>ERC Learning, Teaching and Assessment Framework</u>.</p>	G Lamb & TLC's	<p><i>School Improvement Staff professionalism Curriculum & Assessment Attendance, Achievement & Behaviour</i></p> <p>2.2, 2.3, 2.4, 3.1, 3.2</p> <p><i>Achieving, Respected, Involved</i></p> <p>Pedagogy & Learning</p>	<p>Year 3 2025 – 2026 Year 4 2026 – 2027 Year 5 2027 – 2028 Review of LT programme at end of Year 3 and Year 5</p> <p><i>How will we know: Programme review, outcomes of internal QA, staff and learner feedback from focus groups & questionnaires</i></p>
All learners have the opportunity to undertake project based & industry standard activities that ensure skills for learning, life and work are embedded in the Woodfarm curriculum	<p>Further develop project based learning in all curricular areas working alongside staff to deploy pruning theory whilst remaining outcome focussed</p> <p>Empower all staff to lead and develop a curriculum that promotes curiosity and ensures learners have the necessary skills for the future</p>	G Boyle, PT DYW, PT STEAM innovations & Faculty Heads	<p><i>Curriculum & Assessment Attendance, Achievement & Behaviour</i></p> <p>1.2, 2.2, 2.3, 3.1, 3.2</p> <p><i>Achieving, Responsible, Involved</i></p> <p>Pedagogy & Learning</p>	<p>Audit undertaken by November 2025 – 2026 (PT DYW)</p> <p>All faculties have at least 1 project per year group in place for August 2026</p> <p>Progress audit completed by December 2026 Work ongoing</p> <p><i>How will we know: Faculty S&Q, learner feedback, SLT Learning Walks, faculty plans</i></p>
All staff are familiar with and planning for change in line with the national curriculum improvement cycle	Working in school triads, Faculty heads and interested staff members lead on CIC changes and feedback through DM's to implement change in BGE and SP curricula whilst maintain a focus on building curiosity and outcomes for learners	SLT, Faculty Heads & wider staff	<p><i>Staff professionalism Curriculum & Assessment</i></p> <p>1.2, 2.2, 2.3, 3.1, 3.2</p> <p><i>Achieving,</i></p> <p>Pedagogy & Learning</p>	<p>Ongoing</p> <p><i>How will we know: Faculty S&Q, learner feedback, SLT Learning Walks, faculty plans</i></p>



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All learners understand and can apply meta skills appropriately and can communicate their efficacy in a positive manner	<p>Gen+ to be introduced in the BGE over a rolling period to provide a structured approach to improving understanding of skills and their impact on daily life.</p> <p>PT DYW to undertake audit of Skills with special focus on skills 4.0 and Meta Skills acquisition. New 2025-2028 strategic skills plan to be formulated to ensure all learners know, understand and can apply the skills for learning, life & work as well as Meta Skills</p>	PT DYW, Pastoral Support, SLT and interested staff	<p><i>School Improvement Curriculum & Assessment Attendance, Achievement & Behaviour</i></p> <p>2.2, 2.3, 3.1, 3.2</p> <p><i>Achieving, Involved</i></p> <p><i>Pedagogy & Learning Attainment, Achievement & Progress</i></p>	<p>Year 1 of Gen+ 2025/2026</p> <p>Skills audit to be completed November 2025</p> <p><i>How will we know: Stakeholder feedback & learner profiles, pupils should be able to articulate their skills. Curricular plans include skills where applicable. SLT learning walks and Woodfarm QA will evidence progress</i></p>
Learning for Sustainability (Lfs) embraced as a whole school programme with all faculties contributing and learners having a clear understanding of their priorities	<p>Dovetailing PSHE with Lfs will ensure all learners have access to relevant information and age/stage appropriate input into Lfs.</p> <p>All faculties to link with DHT Lfs to further explore curricular links in line with CIC reviews</p> <p>Learner input into Lfs and its application in Woodfarm and our local Community to be increased and celebrated</p>	<p>Pastoral Support DHT Support All faculties All learners</p> <p>Link with RRS group, Eco Committee etc.</p>	<p><i>School Improvement Curriculum & Assessment Attendance, Achievement & Behaviour</i></p> <p>1.2, 1.3, 2.2, 2.3, 2.7, 3.3</p> <p><i>Achieving, Responsible, Involved</i></p> <p><i>Pedagogy & Learning Attainment, Achievement & Progress</i></p>	<p>PSHE transferring to Lfs begins 2025/2026</p> <p>Work ongoing in line with CIC</p> <p><i>How will we know: Learner views on their school, local community etc. to be gathered by March 2026 and used to inform programmes for Aug 2026.</i></p>



Woodfarm High School Development Plan 2025-2028



Belonging				
Outcome	Action	Personnel	NIF, QI's, SHANARRI, LIP	Evaluation & Timescale
All learners' profiles share a clear understanding of learner need and strategies to help maximise their individual potential. All learners feel seen, understood and respected by all.	SFL profiles continue to be overhauled and share strategies specific to the individual learner. All staff are cognisant of learner need and utilise appropriate strategies to support learners.	S Wilson DHT Support SLT PCT All staff	<i>Attendance, Achievement & Behaviour</i> 2.4, 3.1, 3.2 <i>Achieving, Nurtured, Respected, Responsible, Involved</i> <i>Pedagogy & Learning</i> <i>Social Justice & Wellbeing</i>	Priority to learners on ASL list. Profiles updated by September 2025. Ongoing Phase 1 of roll out completed December 2025 Faculty planning for profiles to be included in 2026/2027 FIPs <i>How will we know:</i> <i>QA – learning visits will show staff know their learners well and plan for each individual.</i> <i>SDS profiling tool in place for all learners and regularly evaluated in conjunction with PCT</i>
	SDS profiling tool to be further introduced through Pastoral Support following the 2024/2025 pilot to enable learners to understand, capture, enhance and celebrate their own unique skills and talents. All faculties & wider stakeholders will have an input into profiling.	PCT All staff		
Whole school approach to Circle Framework to be established in line with ERC Education priorities and enhancing Woodfarm's inclusive ethos	3yr plan to embed the Circle Framework in Woodfarm introduced keeping learners at the centre. Shared with all stakeholders as a Woodfarm priority.	PT Wellbeing, Inclusion and Intervention, PT SFL PTs Pastoral SLT All staff	<i>Attendance, Achievement & Behaviour</i> 2.3, 3.1 3.2 <i>Achieving, Nurtured, Respected, Responsible, Involved</i> <i>Pedagogy & Learning</i> <i>Social Justice & Wellbeing</i>	Feb 2025 – introduce Circle and plan to begin with environment. March 2025, 3yr Plan to be shared with all staff
	Staff working groups will collaborate to ensure clear understanding of inclusive practice and will undertake rigorous QA to ensure the Circle Framework is not only embedded, but enhances the learner experience in Woodfarm.			



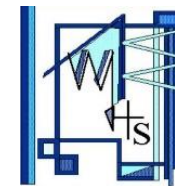
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<p>Clear and Specific focus on attendance and late coming will increase attendance from 91.5% in 2024/25 to 93% in 2025/26 with a target of 95% or better by 2028.</p> <p>Clear and Specific focus on learners in receipt of Free School Meals, raising attendance from 85.5% in 2025/25 to 92% or better by 2028</p>	<p>Deploy PEF funded Specific Support Assistant to target late coming in particular for pupils in receipt of free school meals, whilst also maintaining a focus on key learners/families to improve attendance overall. Adapted approach to late coming in place for August 2025 and communicated with all stakeholders.</p> <p>Improve communication with Parents/Carers regarding the importance of good attendance and work with ERC on strategies to dissuade term time holidays</p> <p>Work with Educational Psychologists and YPS to creatively tackle EBSA</p>	<p>SLT PCT SSA</p> <p>ERC</p> <p>Ed Psych's PTPS</p>	<p><i>School Improvement Attendance, Achievement & Behaviour</i></p> <p>1.5, 3.1</p> <p><i>Safe, Achieving, Nurtured, Responsible</i></p> <p><i>Social Justice & Wellbeing</i></p>	<p>SSA in post for August 2025</p> <p>Work ongoing in session 2025-2026</p> <p>Review systems initially in June 2026 regarding impact and again in September 2026 taking cognisance of necessary changes.</p> <p><i>How will we know: Universal and targeted attendance data shows a marked improvement each year.</i></p> <p><i>SSA post can evidence marked improvement in home/school links for targeted pupils</i></p>
<p>Our Achievement database will be sector leading and allow all learners to be recognised and celebrated at suitable stages</p>	<p>Continue to overhaul systems for tracking and monitoring achievements. Continue to promote achievements as a whole school priority.</p> <p>Continue to expand the sharing of achievements through assemblies, newsletters, departmental boards and the school app/website.</p>	<p>J Kelly, G Boyle, L Bell</p> <p>All staff & partners</p>	<p><i>Attendance, Achievement & Behaviour</i></p> <p>3.2</p> <p><i>Achieving, Active, Involved</i></p> <p><i>Attainment, Achievement and Progress</i></p>	<p>Ongoing</p> <p><i>How will we know: Learners know, understand and can articulate their wider achievement and methods of celebration in our school. In house QA and Achievement boards etc</i></p>



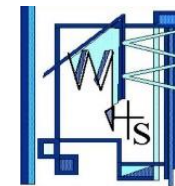
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Belonging				
Outcome	Action	Personnel	NIF, QI's, SHANARRI, LIP	Evaluation & Timescale
Relaunch the school House System and introduce new badging system for celebrating achievement	<p>Young people will experience a vibrant and busy house system. By introducing new pupil leadership opportunities, a new House Committee will be created to lead activities, celebrations and the accumulation of House points, supported by senior pupil leadership team and the S3 House Captains.</p> <p>A new badging system will be introduced to recognise the achievements of young people in and out of school</p>	<p>G Boyle J Kelly L Bell SLT PCT All staff</p>	<p><i>Attendance, Achievement & Behaviour</i></p> <p>3.2</p> <p><i>Active, Responsible, Involved</i></p>	<p>House system relaunched Aug 2025</p> <p>Badging system implemented by December 2025.</p> <p><i>How will we know: School ethos surveys and house competition.</i></p>



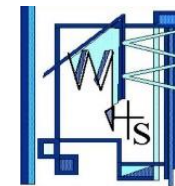
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Ambition				
Outcome	Action	Personnel	NIF, QI's, SHANARRI, LIP	Evaluation & Timescale
All young people will have the opportunity to experience a vibrant curriculum that meets their needs and maximises their potential	As a Gold SCQF ambassador school, continue to research and implement SCQF rated qualifications in middle and senior school that allow young people to maximise their potential.	G Boyle G Ghatoray SLT Faculty Heads	<i>School Improvement School Leadership Curriculum & Assessment Attendance, Achievement & Behaviour</i> 1.2, 2.2, 2.3, 2.7, 3.2, 3.3	Ongoing
	Continue to refine the BGE curriculum in all curricular areas in line with the CIC	FH's and all staff	<i>Achieving,</i>	Ongoing
	Continue to work with CLD to enhance targeted and universal provision	CLD school link and CLD ERC	<i>Pedagogy & Learning Attainment, Achievement and Progress</i>	Ongoing
	Continue to build Forest School provision by investing in staff whilst researching opportunities for certification. Learners should experience a wide and varied outdoor learning opportunity via this provision.	D McBride G Lamb Interested staff & partners		Ongoing New West College Scotland partnership Sept 2025
	Continue to explore partnerships with other providers such as Further Education Colleges to enhance vocational options within the Woodfarm Curriculum.	SLT		<i>How will we know: Clear partnerships in place providing new outcomes for learners. Wider SP curriculum in place to meet the needs of all learners.</i>



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Ambition

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	<p>All key equity groups have regular contact with the support team and achieve equitably with their peers.</p> <p>Continue to implement key recommendations from the ASL review and The Promise.</p> <p>Audit the impact of Year Group Discussions that were implemented in session 2023/2024 with specific focus on Equity group and outcomes for learners.</p>	<p>A Bryce Support Team</p>	<p><i>School Leadership</i> <i>Attendance, Achievement & Behaviour</i></p> <p>2.1, 2.7, 3.1, 3.2</p> <p><i>Achieving, Nurtured, Respected, Responsible, Involved</i></p> <p><i>Social Justice & wellbeing</i> <i>Attainment, Achievement and Progress</i></p>	<p><i>How will we know:</i> <i>Learner surveys & focus groups</i> <i>School QA</i> <i>Minutes of meetings</i> <i>Staff feedback on SharePoint for sharing information</i></p>
Achieve British Council's International Schools Award Intermediate Level	<p>Follow on from achieving Foundation Level through STEAM interventions, look to build upon international links and add value to learning from a global perspective. Seek and develop further international projects to enhance the curriculum.</p>	<p>G Boyle JP Murray FH's and interested staff</p>	<p><i>School Leadership</i> <i>Curriculum & Assessment</i> <i>Attendance, Achievement & Behaviour</i></p> <p>1.2, 3.2, 3.3</p>	<p>Ongoing with ideal target of summer 2026</p>
Achieve Reading Schools Silver Award	<p>Follow on from achieving Bronze Level, look to build further, encourage learners to Read for Pleasure and enhance their vocabulary at the same time. Work with parents/carers to promote a strong ethos of reading in the home.</p> <p>Investigate the National Literacy Trusts Reading Champions Challenges</p>	<p>English Dept, School Librarian FH's and SLT</p> <p>School Librarian and English Faculty</p>	<p><i>School Leadership</i> <i>Curriculum & Assessment</i> <i>Attendance, Achievement & Behaviour</i></p> <p>1.2, 3.2, 3.3</p>	<p>Ongoing with an ideal deadline of June 2026</p>



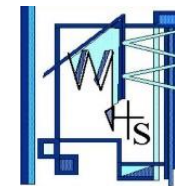
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Introduce bespoke programmes of English language for EAL learners, especially early acquisition learners.	<p>EAL learners who require additional support will make use of individualised programmes tailored to their level of English.</p> <p>PEF funded Flash Academy: EAL to be introduced through Support for Learning targeting those requiring an individualised approach to language emersion or enhanced English Language provision.</p>	SLT Sara Wilson Support for Learning	<p><i>School Leadership Curriculum & Assessment Attendance, Achievement & Behaviour</i></p> <p>2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3</p> <p><i>Achieving, Nurtured, Respected, Responsible, Involved</i></p> <p><i>Pedagogy & Learning Attainment, Achievement and Progress</i></p>	<p>Individualised plans completed by October 2025.</p> <p>Ongoing review.</p> <p><i>How will we know: Start and end of year baselining for targeted pupils Curricular planning</i></p>
Literacy and Numeracy target provision will ensure lowest performing 20% are provided with enhanced provision to improve their confidence in the basics.	<p>S1, S2 and S3 Literacy and Numeracy groups to be created, bespoke curricula in place to work alongside normal provision.</p> <p>PEF funded support from Support for Learning to enable learners to become more confident with regards literacy and numeracy</p>	FH's S Wilson Support for Learning	<p><i>Curriculum & Assessment Attendance, Achievement & Behaviour</i></p> <p>2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3</p> <p><i>Achieving, Nurtured, Respected, Responsible, Involved</i></p> <p><i>Pedagogy & Learning Attainment, Achievement and Progress</i></p>	<p>Ongoing</p> <p><i>How will we know: Curricular plans, ongoing attainment monitoring, start and end of year baselining. Stakeholder feedback</i></p>



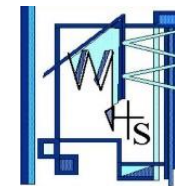
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Learners are safe, included and respected in our school community	<p>Work to further embed the principles of RRS as a Gold Rights Respecting School</p> <p>Finalise and implement our new Woodfarm anti-bullying programme, learner led and created in collaboration with all stakeholders</p> <p>Relaunch and to build upon the excellent work started in anti-racist club</p> <p>Review Woodfarm's Making Sense Of... programme in line with our school values</p> <p>Continue to roll out MVP with a view to enabling mentors to achieve accreditation. New MVP staff lead to be established due to staff changes</p>	<p>G Thomson</p> <p>G Lamb S Higgins</p> <p>G Thomson</p> <p>A Bryce Interested staff members</p>	<p><i>School Leadership Parental Engagement Curriculum & Assessment Attendance, Achievement & Behaviour</i></p> <p>2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3</p> <p><i>Achieving, Nurtured, Respected, Responsible, Involved</i></p> <p><i>Social Justice & wellbeing</i></p>	<p>All work ongoing. Anti-bullying policy in place September 2025</p> <p>Launch with staff at INSET</p> <p><i>How will we know: Stakeholder feedback Monitoring of bullying recording RRS re-accreditation Making sense of event records and stakeholder feedback</i></p>
Staff at all levels are supported to engage in ongoing professional learning that enhances their learning.	<p>Refine and implement our in house CLPL programme to enable all staff to have an opportunity to explore leadership theory and identify their own personal leadership potential</p> <p>Evaluate current NQT in-house programme and refresh following participant feedback.</p>	<p>G Lamb G Boyle</p> <p>G Lamb</p>	<p><i>School Leadership Staff Professionalism School Improvement</i></p> <p>1.2, 1.4, 2.3</p> <p><i>Empowerment & Leadership</i></p>	<p>Audit by June 2026</p> <p>New programmes in place for Aug 2026.</p> <p>Ongoing revision through 2025/26</p> <p><i>How will we know: L&T conference May each year Staff & learner feedback</i></p>



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Respect				
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Whole school investment of staff time to support the work of the Hive.	<p>A commitment of staff allocation will allow subject specific inputs for learners requiring to utilise The Hive. A focus on EBSA and ASL learners as well as EAL and LP 20%.</p> <p>Staff supporting The Hive will work to create new learning materials at a variety of levels to ensure all learners have the opportunity to maximise their potential when not supporting young people.</p>	<p>G Boyle G Lamb A Bryce S Wilson</p> <p>Assigned staff & volunteers.</p>	<p><i>School Leadership Staff Professionalism Curriculum & Assessment</i></p> <p>1.3, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3</p> <p><i>Achieving, Nurtured, Respected, Involved</i></p> <p><i>Pedagogy & Leadership</i></p>	<p>Staff identified by end of September each year.</p> <p>Ongoing support to learners dependent on need.</p>
Effective systems for self-evaluation and quality assurance enhance our planning for improvement across the school	<p>Further develop, share and implement systems for school self-evaluation in line with HGIOS 4</p> <p>Analyse and review implementation of new QA procedures</p>	G Lamb	<p><i>School Leadership School Improvement Staff Professionalism</i></p> <p>1.1</p> <p><i>Empowerment & Leadership</i></p>	<p>Ongoing. Audit completed by December 2025</p> <p>Carried forward from 2024/25 SIP due to personnel changes</p>
Reduce bureaucracy and workload for all	<p>Work in conjunction with Woodfarm's collegiate group to streamline processes in order to reduce bureaucracy and workload for staff.</p> <p>CLPL and further training on the use of AI to help reduce stress of planning, preparation and correction where ethically possible.</p>	<p>G Boyle P McNally SLT</p>	<p><i>School Leadership Staff Professionalism</i></p> <p>1.1, 1.3, 1.4</p> <p><i>Empowerment & Leadership</i></p>	<p>Regular meetings with collegiate group</p> <p>Initial AI input to staff at Inset Aug 2025</p>