



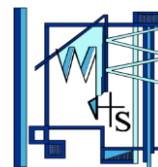
Woodfarm High School

WOODFARM HIGH SCHOOL

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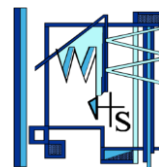
Standards and Quality Report





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Context of the School

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 nonteaching, 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.

Aims:

Consultation with pupils, parents, staff and external partners led us to reviewing our Values at Woodfarm High School. This review process highlighted four key values:

Curiosity - we question, we create, we explore

Belonging - we connect, we include, we contribute

Ambition - we empower, we strive, we persevere

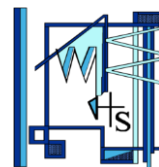
Respect - of self, of others, of the planet

This review and renewal of our values can be seen through everything that happens in Woodfarm High School. Emphasis on these have allowed pupils to flourish, recognise each other as individuals, become more inquisitive about their learning and work in an environment of mutual respect.

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. Investment in Teaching and Learning programmes upskill staff in providing pace and challenge to all young people in our school.

We are a UNICEF Gold Rights Respecting School 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.

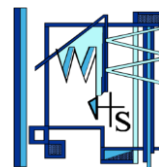
Our Personal, Social, Health and Economic programme has successfully been rebranded as Learning for Sustainability in recognition of the important role the programme plays in developing responsible, global citizens. We hold a Gold Award from Sport Scotland in recognition of our extensive provision and commitment to co-curricular activities and pupil participation in the 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, and the International schools award from British Council reflecting our values of Curiosity and Belonging as we prepare learners for a global economy.

Improvement Plan Priorities

Target	Broad Outcome	Action Summary
	Learners engage in motivating lessons that include project based and industry standard learning and secure skills for the society and workplace of the future	- 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.	- 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	- 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	- 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



Method of Gathering Evidence

Each session, Woodfarm High School staff undertake considerable formal self-evaluation through class visits, reviews, focus groups of key stakeholders and surveys using guidelines in “How Good is our School? 4” (HGIOS? 4).

All of these have involved staff, pupils, parents and other stakeholders throughout the year. Effective processes are in place throughout the school year to gather information on all learner achievements, both academic and in the wider life of the school. Celebrating pupil achievement outside of school also remains a focus under QI’s 3.1 and 3.2 and systems are in place to collect, collate and utilise pupil achievement information. The ERC Content briefing also determines information included in the report.

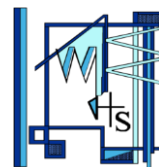
Moderation and Verification events within departments and in partnership with other schools have ensured that the highest standards are upheld in all curricular areas. Relevant and effective professional learning sessions, particularly in the areas of Learning, Teaching and Assessment, have influenced practice throughout the year.

In addition, there are many informal ways in which evidence is gathered: through meetings of the Senior Leadership Team (SLT); the Extended Leadership Team (Heads of Faculty and Principal Teachers of Support); the Pupil Council and Pupil Leadership Team; through regular Faculty and staff meetings; through rigorous and systematic monitoring of pupil work, reports, attendance etc. and through observations of classroom lessons and activities with particular focus on the learners’ experiences.

The evaluative judgements made throughout the Report are based on evidence gathered from the following sources in relation to the intended improvement areas:

Improving the quality and consistency in Learning and Teaching for all (1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 2.7, 3.2)

- Conducting peer, Faculty Head (FH), and Senior Leadership Team (SLT) learning visits and lesson observations.
- Gathering learner perspectives through pupil focus groups, questionnaires, learner conversations, and surveys.
- Facilitating extensive professional dialogue, Teaching and Learning Communities (TLC) WalkThrus, and Collaborative Improvement Visits.
- Engaging in departmental quality assurance guided by 'How Good Is Our School? (4)' frameworks.
- Monitoring staff participation in continuous professional learning, curriculum development, and collaborative moderation activities.



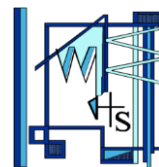
- Executing SQA and QS verification processes.
- Evaluating classwork, class-based assessments, and targeted learning initiatives to measure skill application and vocabulary development.
- Utilising learning logs to track pupil independence and accountability.
- Conducting baseline and ongoing tracking assessments to monitor progress and guide future learning needs.
- Observing pupil participation, sustained focus, attendance, and timekeeping during interdisciplinary and project-based tasks.
- Collecting feedback from parental engagement initiatives.

Raising Attainment and 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)

- Analysing tracking and monitoring data using platforms such as Insight, SEEMiS, Power BI, and internal departmental systems.
- Evaluating SQA attainment trends, prelim analysis, and post-results data.
- Undertaking SQA verification, SOLAR assessments, and moderation activities.
- Conducting SLT and Faculty learning visits, Collaborative Improvement Visits, and staff self-evaluations to inform improvement discussions.
- Capturing pupil voice through focus groups, surveys, and formal or informal learner conversations.
- Monitoring the impact of targeted interventions, including supported study and attainment periods.
- Coordinating closely with the Principal Teacher of Recognising Achievement to ensure all pupil successes are comprehensively logged in the school database.
- Evaluating pupil achievement logs, participation rates in enrichment activities, and engagement during house assemblies and equity meetings.
- Gathering feedback from parents following showcase events and from external verifiers regarding specific vocational awards.
- Tracking work placements and vocational qualifications through comprehensive databases.

Recognising Other Achievements (3.2)

- Reviewing learner conversations, pupil feedback, and event evaluations to assess the impact of extracurricular participation on confidence and communication skills.
- Monitoring pupil engagement with library activities, reading programmes, and departmental events.



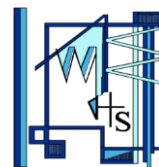
- Achieving formal recognition and accreditation through external programmes to demonstrate a commitment to wider achievement cultures.
- Tracking successes in competitions and national events, alongside monitoring community and parental feedback through social media and school communication channels.

Safeguarding and Supporting Pupils (1.1, 1.3, 1.5, 2.2, 2.4 2.5, 2.6, 2.7, 3.1, 3.2)

- Conducting extensive pupil focus groups and wellbeing surveys to ensure learners feel safe, included, and respected.
- Analysing pastoral data, tracking monthly attendance trends, and utilising updated referral flowcharts to measure staff confidence in escalating support needs.
- Observing relationship-building and school ethos through FH/SLT lesson visits, corridor presence, and supervision during breakfast clubs and lunch duties.
- Monitoring staff attendance at safeguarding training and their active participation in GIRFEC processes.
- Evaluating the effectiveness of differentiated materials, targeted provision groups, and exam preparation workshops through pupil evaluation data and staff feedback.
- Gathering feedback from parents and partners via surveys and targeted family support sessions to assess the impact of interventions at home.
- Tracking academic performance through SQA and internal assessments to ensure barriers to learning are successfully overcome.
- Developing and maintaining a comprehensive partner directory to map cross-agency support.

Developing Leadership (1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.4, 2.7 3.1, 3.2, 3.3)

- Reviewing Professional Review and Development records, working group outputs, and evaluations from CLPL sessions.
- Tracking staff engagement in mentoring roles and leadership programmes.
- Gathering formal and informal feedback from pupils regarding their experiences in specific leadership roles and peer support programmes.
- Recording pupil leadership participation and wider achievements on the School Achievements database.
- Monitoring the expansion of specialised outdoor learning programmes through the tracking of pupil awards and conducting professional enquiries into resulting mental health outcomes.



Leadership and Management

HGIOS4 1.1 Self-Evaluation for Self-Improvement

HGIOS4 1.2 Leadership of Learning

HGIOS4 1.3 Leadership of Change

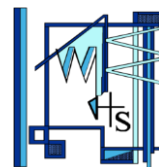
HGIOS4 1.4 Leadership and Management of Staff

HGIOS4 1.5 Management of Resources to Promote Equity

Woodfarm High School continues to demonstrate a strong culture of professional collaboration, reflective practice and distributed leadership. Throughout session 2025–2026, improvement activity was characterised by a shared commitment to ensuring that all young people experience high-quality learning, achieve success and feel a strong sense of belonging within the school community. Evidence gathered through faculty self-evaluation, Collaborative Improvement Visits, learner voice activities, professional learning evaluations and quality assurance processes indicates that leadership at all levels continues to have a positive impact on learner experiences and outcomes.

A significant strength of the school is the extent to which self-evaluation is embedded within professional practice. Across faculties, staff routinely engage with a range of evidence sources to evaluate the quality of provision and identify priorities for improvement. Local Authority Collaborative Improvement Visits continue to play a central role in this process and have strengthened professional dialogue across the school. Evidence from Mathematics, English, Social Subjects and Art, Design and Technology demonstrates that CIV findings are increasingly used to validate internal self-evaluation and inform targeted improvement planning. In Mathematics, collaborative visits highlighted effective scaffolding, challenge and learner engagement, with observers noting that pupils understood the purpose of their learning and were able to access appropriately differentiated challenge through extension activities and structured support. Similar strengths were identified across Social Subjects where learner passports, quality-assured learning conversations and carefully designed active learning approaches were found to be contributing positively to learner engagement and progression.

Self-evaluation is increasingly informed by learner voice. Faculties have continued to develop systematic approaches to gathering and responding to pupil feedback. Within Social Subjects, learner surveys and focus groups have directly informed curriculum redesign, resulting in revisions to Broad General Education programmes and further development of outdoor learning opportunities. Mathematics has used pupil feedback to evaluate approaches to challenge, active learning and feedback, with survey evidence

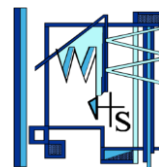


demonstrating a sustained increase in learners reporting positive experiences of learning and regular discussions about progress. Across English and Business Education, pupil evaluations have informed refinements to assessment approaches, independent learning opportunities and digital learning provision. This growing emphasis on learner participation has strengthened the school's understanding of learner experience and supported increasingly responsive improvement planning.

Leadership of learning continues to be a notable strength. Professional learning is firmly aligned to school improvement priorities and increasingly characterised by enquiry, collaboration and outward-facing practice. Across the school, staff have engaged in extensive professional learning linked to adaptive teaching, feedback, learner conversations, project-based learning, Learning for Sustainability, anti-racist education and Curriculum Improvement Cycle developments. The Woodfarm WalkThru programme continues to provide a coherent framework for pedagogical improvement and has supported increasing consistency in classroom practice. Evidence from learning visits, faculty evaluations and learner surveys indicates that most learners experience well-structured lessons, clear expectations and supportive relationships with staff.

The impact of professional learning is evident across a range of curricular areas. Staff within Mathematics have engaged extensively in professional enquiry and have subsequently contributed to authority-wide CLPL programmes, Collaborative Learning Networks and national conferences. Similarly, staff within Social Subjects have participated in Qualifications Scotland working groups, Holocaust education programmes and national curriculum developments, ensuring that learners benefit from current educational thinking and innovative practice. Within Art, Design and Technology, staff have led developments in project-based learning and Learning for Sustainability, while Business Education and Computing have continued to strengthen digital learning and employability pathways. These examples demonstrate a professional culture in which expertise is actively shared and improvement is viewed as a collective responsibility.

The school has also continued to develop leadership opportunities for both staff and learners. Distributed leadership is increasingly evident across the school. Staff lead a wide range of initiatives including Learning for Sustainability developments, anti-racist education, Forest School provision, literacy improvement, moderation networks and employability programmes. This approach has increased ownership of improvement priorities and strengthened collective efficacy. Professional Review and Development processes indicate that staff increasingly feel empowered to contribute to school improvement beyond their immediate curricular responsibilities.

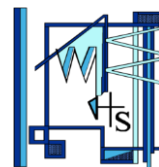


Learner leadership has expanded considerably during the session and now represents a significant strength of the school. Opportunities for leadership are available through School , Junior House Captains, Sports Council, subject Ambassadors, Maths Ambassadors, Healthier Minds Peer Champions, SAMH Ambassadors and a growing range of curricular and extra-curricular leadership roles. Within Mathematics, S6 Ambassadors have supported homework clubs, supported study sessions, parental engagement workshops and departmental events such as Maths Week Scotland and World Day. Across the school, pupil leaders have played an increasingly important role in supporting transition activities, promoting wellbeing initiatives and contributing to school improvement discussions. These experiences are helping learners develop confidence, communication skills and a strong sense of responsibility.



School Captains

The school has demonstrated strong leadership of change throughout a period of significant educational development. Preparations for the Curriculum Improvement Cycle have encouraged faculties to review curriculum content, pedagogy and assessment approaches. Evidence from most faculties demonstrates increasing emphasis on skills development, project-based learning, learner agency and real-world application of knowledge. Faculties have responded positively to these developments and have begun redesigning learning experiences to better reflect future learner needs. Examples include Mathematics projects linked to financial literacy and data analysis, workplace simulations within Travel and Tourism, interdisciplinary projects within The Hive and increasing use of industry-standard learning experiences across a range of curricular areas.



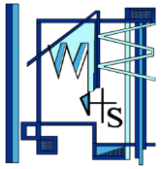
The strategic deployment of resources continues to support the school's commitment to equity and inclusion. Staff across all faculties make effective use of learner data to identify barriers to achievement and participation. Evidence from Mathematics highlights the use of information hubs and tracking systems to monitor progress and ensure appropriate support is provided for learners within identified equity groups. This approach is mirrored across Support for Learning and Pastoral Support, where targeted interventions, attendance support and wellbeing programmes continue to improve learner engagement and participation. Pupil Equity Funding has supported a range of interventions including literacy and numeracy programmes, EAL provision, wellbeing initiatives, attendance interventions and the continued development of The Hive. These targeted supports are helping to ensure that young people facing additional barriers are able to access learning successfully and achieve positive outcomes. We also celebrate wider achievements of our pupils via co-curricular clubs, linked to meta skills.



World Book Day Celebrations

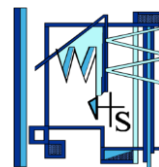
What Next?

Overall, evidence gathered throughout session 2025–2026 demonstrates that the school has continued to strengthen leadership at all levels. Self-evaluation is increasingly robust, professional learning is having a measurable impact on classroom practice, and leadership opportunities for staff and learners continue to expand. The school is well



placed to build upon these strengths as it moves into the next phase of curriculum and pedagogical development. Future priorities will focus on strengthening the evaluation of impact, further embedding Curriculum Improvement Cycle developments, expanding learner participation in curriculum design and developing more systematic approaches to tracking progression in skills and meta-skills.

Evaluation: Very Good



Learning Provision

HGIOS4 2.2 Curriculum

HGIOS4 2.3 Learning, Teaching and Assessment

HGIOS4 2.4 Personalised Support

HGIOS4 2.5 Family Learning

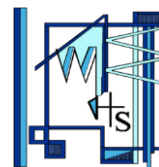
HGIOS4 2.6 Transitions

HGIOS4 2.7 Partnerships

Woodfarm High School continues to provide a broad, inclusive and increasingly innovative learning experience which reflects the school's vision, values and strategic priorities. Throughout session 2025–2026, significant progress has been made in strengthening curriculum relevance, improving the quality of learning and teaching, expanding opportunities for personalisation and developing learning experiences that better prepare young people for life, learning and work. Across the school, staff have embraced opportunities to review and refine curriculum provision in response to learner feedback via focus groups and surveys, national developments and emerging Curriculum Improvement Cycle priorities. This work is supporting the school's journey toward more coherent learning pathways that place greater emphasis on learner agency, skills development, sustainability, employability and real-world application of knowledge.

A key feature of curriculum development during the session has been the growing emphasis on ensuring that learners experience meaningful and relevant learning. Across all faculties there is clear evidence that curriculum design is increasingly informed by the development of skills alongside knowledge. Social Subjects have undertaken extensive curriculum review across both the Broad General Education and Senior Phase, redesigning learning experiences to strengthen active citizenship, political literacy, sustainability and learner engagement. The introduction of Higher Philosophy, continued expansion of Travel and Tourism and further development of the Powering Futures programme have broadened pathways available to learners while strengthening links between curriculum content and future destinations.

Curriculum innovation is also evident within Art, Design and Technology, Business Education and Computing, Science and Support for Learning. Across these areas, learners increasingly engage in industry-standard learning experiences, design challenges, STEM-related projects and interdisciplinary activities that encourage creativity, collaboration and problem solving. Staff have worked purposefully to ensure that learning experiences reflect the changing demands of society and the future workplace. This is particularly evident in the increasing use of digital technologies, enterprise



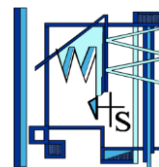
learning and sustainability-focused projects. The development of these experiences reflects the school's commitment to preparing learners for a rapidly changing world while ensuring that curriculum experiences remain engaging and motivating.

Learning for Sustainability continues to emerge as a significant whole-school strength. Across curricular areas, learners increasingly engage with sustainability, climate education, citizenship and global issues. Social Subjects have continued to develop opportunities for learners to explore themes of social justice, equality and responsible citizenship through curriculum redesign and anti-racist education initiatives. Forest School provision has expanded further during the session and continues to provide valuable opportunities for targeted learners to develop confidence, resilience and connection with the natural environment. Sustainability themes are increasingly embedded within project-based learning, interdisciplinary experiences and wider achievement opportunities. As a result, learners are developing a greater understanding of environmental responsibility and their role as global citizens.

The quality of learning, teaching and assessment continues to improve across the school. Evidence from Collaborative Improvement Visits, faculty quality assurance activities, learner surveys and classroom observations demonstrates increasing consistency in classroom practice. Across all faculties, learners experience well-structured lessons, clear learning intentions, success criteria and increasingly effective feedback. The continued implementation of the Woodfarm WalkThru programme has provided a shared language for learning and teaching and has strengthened professional dialogue around effective pedagogy. This has resulted in greater consistency in approaches to scaffolding, adaptive teaching, questioning and learner conversations.

Adaptive teaching has become an increasingly important feature of classroom practice. Evidence from almost all faculties demonstrates that staff are becoming increasingly skilled in adapting learning experiences to meet the diverse needs of learners. Learning and Teaching has continued to develop challenge through extension activities, mixed-attainment learning experiences and differentiated revision programmes. Collaborative Improvement Visit evidence highlighted effective use of scaffolding and challenge within Mathematics classrooms, with learners demonstrating clear understanding of learning intentions and high levels of engagement. Similarly, Social Subjects have embedded learner passports and structured learning conversations throughout the Broad General Education, ensuring that learners receive regular opportunities to reflect upon progress and identify next steps in learning.

The quality of feedback continues to improve across the school. Several faculties have introduced innovative approaches to learner reflection and feedback. Mathematics

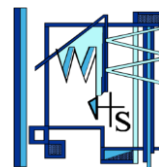


piloted learner profiles within Higher classes, enabling learners and teachers to engage in structured dialogue around progress and improvement. Social Subjects further developed pupil passports to formalise learner conversations and provide clear evidence of progression. Across English and Business Education, staff have continued to strengthen approaches to formative assessment and independent learning. Evidence from learner surveys indicates that increasing numbers of learners feel they receive helpful feedback and understand how to improve their work. This represents a significant improvement over recent years and reflects the sustained focus on learner conversations and formative assessment.

Project-based learning continues to develop across the school and represents one of the most significant areas of curricular innovation. Mathematics learners have undertaken projects involving budgeting, data analysis and statistics. Within Social Subjects, workplace simulations in Travel and Tourism, citizenship projects and participation in the Hunter Foundation's "If I Ruled Scotland" initiative have enabled learners to apply their learning in authentic contexts. Support for Learning has continued to develop interdisciplinary projects within The Hive, allowing learners to engage with learning in meaningful and personalised ways. These approaches are helping learners to develop creativity, resilience, communication and problem-solving skills while increasing engagement and motivation.

The school's commitment to literacy and numeracy remains strong. Literacy continues to be promoted across the curriculum through initiatives such as 'Woodfarm Words' and collaborative approaches involving English, Social Subjects and other faculties. Staff have worked to improve learners' access to subject-specific vocabulary and strengthen communication skills. Numeracy development has similarly been prioritised. Mathematics has continued to lead initiatives such as Pi Day, National Numeracy Day and cross-curricular numeracy projects. Staff have begun exploring opportunities to develop more consistent approaches to numeracy across curricular areas, ensuring that learners encounter common strategies and language across their learning experiences. Evidence suggests that these approaches are contributing positively to learner confidence and engagement in literacy and numeracy.

Personalised support remains a significant strength of the school and continues to have a positive impact on learner outcomes. The Hive has further developed its role as a centre of inclusive practice, providing highly personalised support for learners experiencing barriers to learning. Through flexible pathways, interdisciplinary projects, wellbeing interventions and accredited learning opportunities, learners are increasingly able to experience success and remain engaged in education. Staff within The Hive continue to

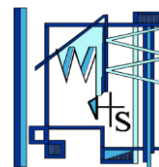


demonstrate strong understanding of individual learner needs and have successfully developed learning experiences that combine challenge with appropriate support. The impact of this work is evident in improved engagement, attendance and learner confidence.

The school continues to provide a wide range of targeted interventions designed to support wellbeing, literacy, numeracy and inclusion. Sure Start provision (our school nurture programme), wellbeing groups, EAL support, literacy interventions and attendance programmes continue to support learners who require additional assistance. Evidence from learner evaluations indicates that these interventions are helping young people to develop confidence, improve wellbeing and access learning more effectively. Exam stress workshops have demonstrated particularly positive impact, with learners reporting increased confidence and reduced anxiety during assessment periods. The school's preparations for implementation of the Circle Framework further demonstrate a commitment to strengthening inclusive practice and ensuring that all learners can access high-quality learning experiences.

Family learning and parental engagement continue to make a positive contribution to learner outcomes. Across the school, parents and carers have engaged with curriculum information evenings, transition programmes, numeracy workshops, wellbeing events and parental consultation opportunities. Mathematics has continued to offer S1 parental workshops designed to support families in understanding teaching approaches and numeracy methodologies. These sessions have strengthened parental confidence and improved the ability of families to support learning at home. Across the school, communication with parents remains strong and feedback from parent surveys indicates that families value the support provided by staff and appreciate opportunities to engage with their child's learning.

Transition support remains an important strength of the school's provision through our Transitus programme where learners experience a range of project based approaches to their learning over four full day visits to Woodfarm over a 4-week period. Staff continue to work closely with associated primary schools to ensure that learners experience positive transitions into secondary education. The development of Sure Start programmes, transition activities and pupil leadership opportunities has supported learners in developing confidence and establishing positive relationships. Increasingly, transition arrangements consider both academic and wellbeing needs, ensuring that learners receive appropriate support as they move through different stages of education. The involvement of pupil leaders, ambassadors and peer support programmes has



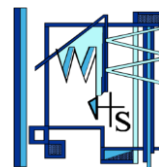
further strengthened transition experiences and contributed to learners feeling welcomed and supported.

Partnership working continues to enrich learning experiences across the school and remains a significant strength. Learners benefit from an extensive range of partnerships with universities, employers, Skills Development Scotland, Scottish Power, Glasgow Science Centre, cultural organisations, community groups and environmental organisations. These partnerships contribute directly to curriculum development, employability, wellbeing and leadership opportunities. Mathematics learners have engaged with the University of Strathclyde and participated in actuarial and technology-related challenges. Social Subjects learners have benefited from contributions from external speakers, workplace simulations and community engagement opportunities. Across STEM subjects, partnerships continue to provide learners with valuable insight into future careers and pathways. These experiences help learners understand the relevance of their learning and strengthen connections between education and the wider world.

What Next?

Overall, evidence gathered throughout session 2025–2026 demonstrates that learning provision at Woodfarm High School continues to improve. Learners experience an increasingly relevant and engaging curriculum, high-quality learning and teaching, strong personalised support and meaningful opportunities to develop skills for learning, life and work. Curriculum innovation, Learning for Sustainability, project-based learning and effective partnerships are contributing positively to learner engagement and achievement. The school is well placed to build upon these strengths as it continues to develop Curriculum Improvement Cycle priorities, strengthen interdisciplinary learning and further enhance learner agency.

Evaluation: Very Good



Successes and Achievements

HGIOS4 3.1 Ensuring Wellbeing, Equality and Inclusion

HGIOS4 3.2 Raising Attainment and Achievement

HGIOS4 3.3 Increasing Creativity and Employability

N.B.: Detailed Results analysis is available in [Appendix 1](#).

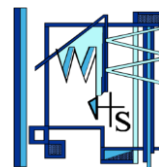
Woodfarm High School continues to demonstrate a strong commitment to ensuring positive outcomes for all young people through a broad and inclusive approach to attainment, achievement and wellbeing. Throughout session 2025–2026, the school has maintained high expectations for learners while continuing to recognise that success takes many forms. Evidence gathered through faculty evaluations, learner voice, tracking and monitoring processes, wider achievement records and quality assurance activities demonstrates that young people continue to benefit from an extensive range of opportunities which support academic attainment, personal achievement, leadership development and preparation for future pathways.

A significant strength of the school is the increasing alignment between attainment, wellbeing and wider achievement. Staff across the school recognise that learners achieve success through a combination of academic qualifications, personal development, leadership experiences and wider learning opportunities. This shared understanding is reflected in the breadth of curricular and extracurricular opportunities available to learners and in the increasingly holistic approaches adopted to tracking and recognising success.

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.

Pupils' progress throughout the year was carefully tracked through robust tracking and monitoring systems including Interim Reports, Full Reports, Teacher Judgements, Working at Grades and Prelim Results. The accumulation of data allowed us to put effective and thoroughly planned interventions in place which were personal and sought after.

We continued to utilise our 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. A shared language is used when recording



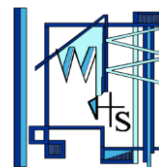
interventions: Specific Strategy, Measurement and Time Frame. This allows young people to be clear with what they have to achieve, how their success is being measured and when they have to aim to complete it by. The result of this is that more first level interventions are being met and therefore steps are being taken by young people to raise their attainment.

Attainment periods throughout the session focused on individual progress and provided opportunity for young people in the Senior Phase to attend bespoke sessions which scaffolded support and challenged young people to maximise their potential. These sessions became highly sought after with young people requesting to be added to classes throughout the year.

The school continues to demonstrate a strong culture of ambition. Across faculties, staff maintain high expectations and actively support learners to achieve their potential. Tracking and monitoring systems are increasingly robust and enable staff to identify learners requiring additional support, challenge or intervention. Learner conversations, attainment reviews, moderation activities and quality assurance processes ensure that progress is monitored carefully and that support is targeted appropriately.

Evidence from Mathematics demonstrates particularly strong outcomes within the Broad General Education. Furthermore, 99% of S2 learners achieved Third Level or above, while 88% of S3 learners achieved Fourth Level. These outcomes reflect the sustained focus on high-quality learning and teaching, challenge, learner conversations and targeted support. Mathematics staff have continued to review pathways carefully and have demonstrated a strong commitment to ensuring learners experience both ambition and success. The introduction of additional qualifications and the planned implementation of National 5 Financial Services further demonstrate the faculty's commitment to broadening opportunities for learners and ensuring that attainment pathways remain relevant and aspirational.

Across Social Subjects, attainment has been supported through curriculum innovation, effective learner support and a strong emphasis on feedback and learner conversations. Learner survey evidence demonstrates very high levels of engagement, with almost all senior pupils reporting positive experiences of learning and feeling supported to achieve their best. The introduction of Higher Philosophy and continued development of senior phase pathways through Travel and Tourism and Powering Futures have broadened opportunities for learners and strengthened progression routes. Staff continue to demonstrate a commitment to maintaining high standards while ensuring that learners experience engaging and relevant learning.



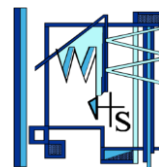
Business Education, Computing and Psychology have continued to develop pathways which support both attainment and employability. Increasing use of digital technologies, industry-linked experiences and real-world contexts has enhanced learner engagement and helped learners understand the relevance of their learning. Across Art, Design and Technology, curriculum developments and project-based learning opportunities have enabled learners to demonstrate creativity while developing technical and employability skills. These developments reflect the school's broader commitment to ensuring that attainment is understood not solely in terms of examination performance but also in relation to the development of skills, attributes and future readiness.

The school has continued to strengthen moderation and verification processes across curricular areas. Staff engage regularly in faculty moderation, authority moderation activities and collaborative networks. This has increased confidence in professional judgement and strengthened consistency in assessment approaches. Evidence from multiple faculties indicates that moderation activities are increasingly viewed not only as quality assurance processes but also as important opportunities for professional learning and improvement. As a result, staff are more confident in their assessment decisions and learners benefit from greater consistency in expectations and standards.

While attainment remains a key priority, the school continues to place equal emphasis on recognising achievement in its widest sense. A notable strength of the school is the breadth of opportunities available to learners beyond the formal curriculum. Throughout the session, young people have participated in a wide range of competitions, leadership programmes, enrichment activities and community initiatives which have enabled them to develop confidence, resilience and transferable skills.

Mathematics learners achieved notable success in a range of national competitions. Learners participated in the UK Mathematics Trust Junior, Intermediate and Senior Challenges, achieving Gold, Silver and Bronze awards. Particularly noteworthy was a Silver award achieved in the Senior Kangaroo competition, representing a significant achievement at national level. Learners also participated successfully in Enterprising Mathematics, Mathematiques Sans Frontières and the inaugural Scottish Actuarial Innovators Challenge. These experiences provided opportunities for learners to apply mathematical thinking in authentic contexts while developing analytical and problem-solving skills.

Across Social Subjects, learners participated in the Hunter Foundation's "If I Ruled Scotland" initiative, developing political literacy, citizenship and communication skills. Learners also benefited from a wide range of outdoor learning opportunities, educational visits and encounters with external speakers, including contributions from authors,



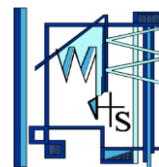
community representatives and industry professionals. These experiences have enriched learning while encouraging learners to engage critically with contemporary issues and wider society.

Leadership opportunities for learners have continued to expand significantly. Across the school, young people have contributed positively through a wide range of leadership roles including House Captains, Junior House Captains, Maths Ambassadors, Science Ambassadors, Sports Council representatives, Healthier Minds Peer Champions and SAMH Ambassadors. These roles have enabled learners to develop communication, organisation and leadership skills while making meaningful contributions to school life. Within Mathematics, S6 Ambassadors have played a particularly important role in supporting homework clubs, supported study programmes, parental engagement events and departmental initiatives. Such opportunities have strengthened learner confidence and fostered a culture in which leadership is valued and celebrated. Our parental engagement sessions in Health and Wellbeing were also well attended with parents and pupils learning together in our 'Come Cook With Us' event.



Wellbeing continues to underpin all aspects of achievement. The school remains firmly committed to ensuring that young people are supported to achieve success within a nurturing and inclusive environment. Evidence from learner surveys, quality assurance activities and wellbeing evaluations demonstrates that most learners feel safe, respected and supported. Positive relationships between staff and learners continue to be a significant strength and are consistently identified through Collaborative Improvement Visits and learner feedback.

The Hive remains central to the school's commitment to inclusion and equity. Throughout the session, learners accessing support through The Hive have benefited from personalised pathways, project-based learning, wellbeing interventions and accredited learning opportunities. Evidence of pupil attainment in targeted interventions



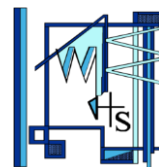
from Support for Learning indicates positive impact on learner engagement, attendance, confidence and achievement. The continued development of The Hive reflects the school's commitment to ensuring that all learners experience success, regardless of the barriers they may face.

Targeted interventions have continued to support learners experiencing challenges related to wellbeing, attendance, literacy, numeracy and language acquisition. Programmes such as Sure Start, exam stress workshops, EAL support, literacy interventions and attendance initiatives have provided tailored support to learners requiring additional assistance. Evaluations of exam stress interventions indicate increased learner confidence and improved readiness for assessment. Similarly, Sure Start provision continues to support positive transitions and emotional wellbeing for learners requiring additional support.

The school's commitment to equality and inclusion extends beyond targeted interventions. Social Subjects have continued to lead developments in anti-racist education and curriculum diversification, helping learners develop greater understanding of diversity, representation and social justice. Culture Appreciation Week provided further opportunities to celebrate diversity and promote belonging across the school community. Holocaust education initiatives and national Vision Schools work have strengthened learners' understanding of human rights, citizenship and historical responsibility. Collectively, these initiatives contribute to a school culture where diversity is valued and learners are encouraged to become informed and responsible citizens.

The strategic use of Pupil Equity Funding continues to support the school's efforts to reduce barriers to learning and improve outcomes for targeted groups of learners. Resources have been directed towards literacy and numeracy interventions, attendance initiatives, wellbeing programmes, EAL provision, Flash Academy and the continued development of The Hive. Staff across faculties make effective use of learner data to identify need and ensure that support is targeted appropriately. Evidence gathered through intervention evaluations indicates positive impact on engagement, participation and access to learning. While the school recognises that further work is required to reduce gaps in outcomes fully, there is clear evidence that targeted support is improving experiences and opportunities for many learners.

Creativity and employability continue to be promoted effectively across the curriculum. Increasingly, learners are engaging in experiences which require them to apply skills in authentic contexts and develop attributes required for future learning and employment. Project-based learning has played a significant role in this work. Mathematics learners have developed financial literacy and data analysis skills through practical investigations.



Social Subjects learners have participated in workplace simulations and enterprise-related activities. Business Education and Computing learners continue to engage with digital technologies and industry-linked learning experiences, while Art, Design and Technology provide opportunities for learners to develop creativity through design challenges and practical projects. These experiences are helping learners develop confidence, collaboration, communication and problem-solving skills.

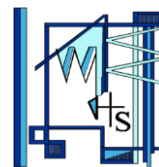


Partnerships continue to play a vital role in supporting achievement and employability. Learners have benefited from engagement with universities, employers, Skills Development Scotland, Scottish Power, Glasgow Science Centre and a range of community organisations. These partnerships have enriched learning experiences and enabled learners to develop greater awareness of future pathways. Increasingly, learners are able to articulate the skills they are developing and understand how these skills relate to future education, training and employment opportunities.

What Next?

Overall, evidence gathered throughout session 2025–2026 demonstrates that Woodfarm High School continues to achieve strong outcomes across wellbeing, attainment, achievement and employability. Learners benefit from a broad range of opportunities that support academic success, personal development and future readiness. The school's commitment to equity, inclusion and learner wellbeing ensures that achievement is recognised in its widest sense and that young people are supported to achieve success in learning, life and work. Future improvement activity will focus on further strengthening attendance, enhancing approaches to recognising achievement, refining systems for tracking wider achievement and continuing to reduce barriers to success for identified groups of learners.

Evaluation: Very Good



Capacity for Continuous Improvement

Woodfarm continues to demonstrate a strong capacity for continuous improvement. Evidence gathered throughout session 2025–2026 indicates that the school possesses the leadership, professional expertise, self-evaluation processes and collective commitment required to sustain improvement and respond successfully to future educational developments. Across all areas of school life there is a shared understanding that improvement is an ongoing process and that the quality of provision must continually evolve to meet the changing needs of learners and the wider community.

A significant strength of the school is the extent to which improvement activity is rooted in evidence-informed self-evaluation. Faculty Standards and Quality Reports, Collaborative Improvement Visits, learner voice activities, quality assurance processes, moderation activities and professional learning evaluations demonstrate a mature approach to improvement planning. Across faculties there is increasing confidence in the use of evidence to identify strengths, evaluate impact and determine next steps. Improvement planning is increasingly characterised by honest reflection, collaborative professional dialogue and a willingness to adapt practice in response to evidence.

The quality of self-evaluation has strengthened considerably over recent years. Evidence from Mathematics, Social Subjects, Art, Design and Technology, Business Education and Support for Learning demonstrates that staff are increasingly confident in evaluating the impact of learning and teaching approaches, curriculum developments and targeted interventions. Faculties routinely gather evidence through learner surveys, focus groups, classroom observations, attainment analysis and moderation activities. Increasingly, staff are moving beyond describing activity towards evaluating its impact on learners. This represents an important development in the school's improvement journey and provides a strong foundation for future progress.

Collaborative Improvement Visits continue to play a particularly important role in strengthening the school's capacity for improvement. Across multiple faculties, CIV findings have validated internal self-evaluation and provided constructive challenge. Staff consistently report that these visits support professional reflection and encourage the sharing of effective practice. The positive findings emerging from CIV processes, particularly around learner engagement, adaptive teaching, learner conversations and classroom relationships, provide reassurance that improvement priorities are having a tangible impact on learner experiences. At the same time, the process continues to identify areas requiring further development, ensuring that the school remains focused on continuous improvement rather than complacency.

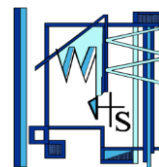


Leadership at all levels remains central to the school's capacity for improvement. During the session, distributed leadership continued to strengthen across both staff and learner groups. Increasing numbers of staff are leading developments linked to curriculum innovation, Learning for Sustainability, digital learning, anti-racist education, wellbeing and inclusion. Mathematics staff have contributed to authority-wide and national professional learning, while Social Subjects staff have participated in Qualifications Scotland working groups and national Holocaust education developments. Across the school, staff are increasingly assuming leadership responsibilities beyond their immediate classrooms, contributing to professional learning, curriculum design and school improvement activity. This outward-facing culture strengthens professional expertise while ensuring that improvement is informed by current educational thinking and national developments.

Learner leadership has also continued to develop significantly and represents an important aspect of the school's improvement capacity. Young people increasingly contribute to school life through ambassador programmes, leadership groups, peer mentoring initiatives and wellbeing programmes. House Captains, Sports Council representatives, Maths Ambassadors, Science Ambassadors, Healthier Minds Peer Champions and SAMH Ambassadors all contribute positively to the life of the school. These opportunities not only support the development of leadership skills among learners but also ensure that pupil voice influences school improvement. Increasingly, learners view themselves as active participants in shaping their educational experience rather than passive recipients of provision.

The school's professional learning culture provides another strong indicator of its capacity for improvement. Staff engagement in professional learning remains high and is closely aligned to improvement priorities. Across the school, teachers have engaged with professional learning relating to adaptive teaching, learner conversations, Learning for Sustainability, project-based learning, anti-racist education, trauma-informed practice, digital pedagogy and Curriculum Improvement Cycle developments. The continued implementation of the Woodfarm WalkThru programme has provided a coherent framework for pedagogical improvement and has supported increasing consistency in classroom practice. Evidence from learner surveys, classroom observations and faculty evaluations suggests that this professional learning is translating into improved learner experiences, particularly in relation to feedback, challenge, learner engagement and independent learning.

Curriculum innovation throughout the session further demonstrates the school's readiness to embrace change and respond proactively to emerging priorities. Faculties

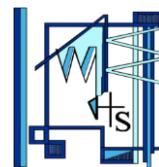


have engaged positively with Curriculum Improvement Cycle developments and have begun reviewing curriculum content, pedagogy and assessment approaches to ensure that learners are prepared for future learning, life and work. Significant developments have included the expansion of project-based learning, increasing emphasis on meta-skills, broader senior phase pathways and enhanced Learning for Sustainability provision. Examples such as Higher Philosophy, Powering Futures, Forest School accreditation, Travel and Tourism pathways, Environmental Science awards and financial literacy programmes illustrate a willingness to innovate while maintaining a clear focus on learner outcomes.

Learning for Sustainability has emerged as a particularly important area of growth and illustrates the school's capacity to deliver meaningful whole-school change. What began as a series of individual faculty initiatives is increasingly developing into a coherent whole-school approach that promotes sustainability, citizenship, employability and global responsibility. Staff across multiple faculties are contributing to this work and learners are increasingly able to engage with sustainability through curriculum experiences, interdisciplinary projects and wider achievement opportunities. This demonstrates the school's ability to build improvement through collaboration and shared ownership.

The school's commitment to equity and inclusion further reinforces its capacity for improvement. The strategic deployment of resources, including Pupil Equity Funding, continues to support learners who experience barriers to achievement and participation. The Hive remains a notable example of effective inclusive practice and has continued to evolve in response to learner needs. Evidence from Support for Learning demonstrates positive impact on engagement, wellbeing, confidence and achievement. Similarly, targeted interventions in literacy, numeracy, attendance and wellbeing continue to provide support for identified learners. The school's preparations for implementation of the Circle Framework demonstrate a proactive approach to ensuring that inclusion remains central to future improvement planning.

While there is much evidence of strong practice and sustained improvement, the school remains realistic about the challenges that lie ahead. Attendance continues to be an important area for development and remains a barrier to success for some learners. Although targeted interventions are beginning to have a positive impact, improving attendance will remain a central priority moving forward. Similarly, while opportunities for wider achievement have expanded significantly, learner feedback suggests that there is scope to strengthen approaches to recognising and celebrating success consistently

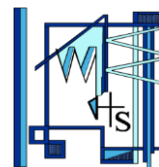


across the school. The development of more systematic approaches to tracking wider achievement and profiling learner skills will support this work.

The continued development of meta-skills represents another important next step. While faculties are increasingly embedding skills development within learning experiences, there is currently variation in how progression is tracked and evaluated. The school recognises the need to develop a more coherent whole-school approach to profiling, evidencing and celebrating the development of meta-skills. This work will become increasingly important as Curriculum Improvement Cycle developments continue to influence curriculum design and assessment approaches.

Future improvement activity will therefore focus on consolidating existing strengths while addressing identified areas for development. Priorities for session 2026–2027 will include further implementation of Curriculum Improvement Cycle developments, expansion of project-based learning, strengthening Learning for Sustainability, implementation of the Circle Framework, improvement of attendance, development of meta-skills profiling, enhancement of learner leadership and continued efforts to reduce barriers to achievement through targeted support. These priorities reflect the school's commitment to ensuring that improvement remains focused on learner outcomes and that all young people are supported to achieve success.

Overall, evidence gathered throughout session 2025–2026 demonstrates that Woodfarm High School is well placed to sustain and accelerate improvement. The school benefits from effective leadership, a strong culture of professional learning, increasingly robust self-evaluation, meaningful learner participation and a clear commitment to equity and inclusion. Staff and learners share high aspirations for the future and demonstrate a collective determination to ensure that Woodfarm High School continues to provide high-quality learning experiences and positive outcomes for all young people. The school has successfully navigated a period of significant educational change while maintaining a clear focus on its values and strategic priorities. As a result, it is well positioned to continue improving outcomes for learners and responding positively to future opportunities and challenges.



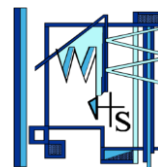
Overall Evaluations

Based on the evidence gathered throughout session 2025–2026, the school evaluates its performance as follows:

- QI 1.1 Self-Evaluation for Self-Improvement – Very Good*
- QI 1.2 Leadership of Learning – Very Good*
- QI 1.3 Leadership of Change – Very Good*
- QI 1.4 Leadership and Management of Staff – Very Good*
- QI 1.5 Management of Resources to Promote Equity – Very Good*
- QI 2.2 Curriculum – Very Good*
- QI 2.3 Learning, Teaching and Assessment – Very Good*
- QI 2.4 Personalised Support – Very Good*
- QI 2.5 Family Learning – Good*
- QI 2.6 Transitions – Very Good*
- QI 2.7 Partnerships – Very Good*
- QI 3.1 Ensuring Wellbeing, Equality and Inclusion – Excellent*
- QI 3.2 Raising Attainment and Achievement – Excellent*
- QI 3.3 Increasing Creativity and Employability – Very Good*

Overall Capacity for Continuous Improvement

The school demonstrates a **Very Good** capacity for continuous improvement. The school has strong foundations for future success and is well placed to continue improving outcomes for all learners through effective leadership, high-quality learning provision and a relentless focus on inclusion, equity and achievement.

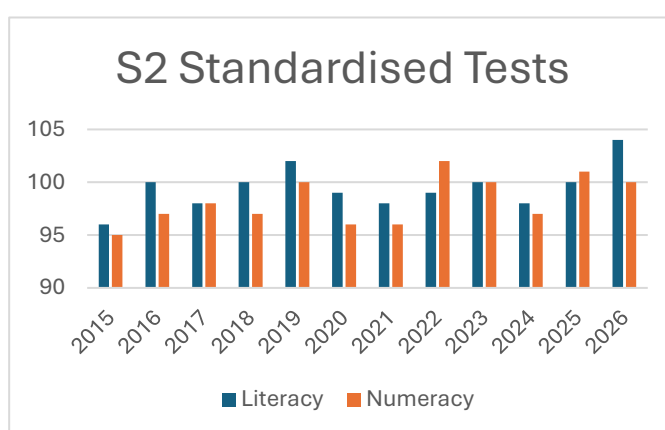
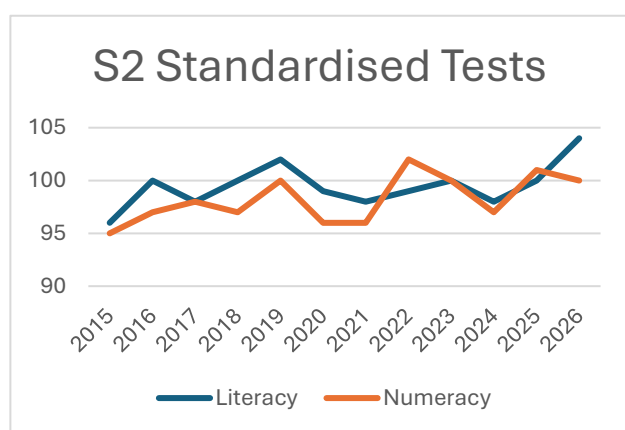


Appendix 1: Attainment Analysis

S2 Standardised Test Results

Standardised test results indicate that over time, learners in Woodfarm maintain the East Renfrewshire average, with an increase in Literacy this session. The increase of Literacy scores supports our evaluation of the impact of “Woodfarm Words” and our work as part of the Reading Schools Award.

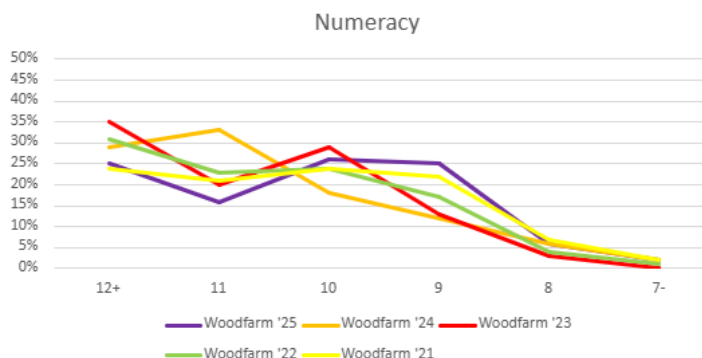
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Literacy	96	100	98	100	102	99	98	99	100	98	100	104
Numeracy	95	97	98	97	100	96	96	102	100	97	101	100



S3 Scottish National Standardised Assessments

Trends in SNSA continue to be positive with an overall upward trajectory. This combined with our Teacher Judgements indicates good depth of learning across the curriculum and that our current S3 is a very capable year group with potential to achieve well in their National Qualifications during session 26-27.

	Band	12+	11	10	9	8	7-
Numeracy	Woodfarm '25	25%	16%	26%	25%	6%	2%
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%



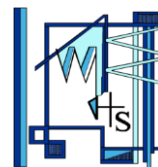
Achievement of Curriculum for Excellence Levels

The trend of achievement of a CfE level shows a very positive trajectory, with almost all students achieving 4th Level across English and Mathematics.

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%
Current			87.3			86.5			86.9			82.6

2025/26	Reading			Writing			T&L			Maths		
	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
3+	50	117	120	54	118	119	52	120	121	64	122	125
%	42	95	96	45	96	95	44	98	97	54	99	100
4	0	1	105	0	0	102	0	18	105	Plot Area	0	108
%	0	1	84	0	0	82	0	15	84	0	0	86
	119	123	125	119	123	125	119	123	125	119	123	125

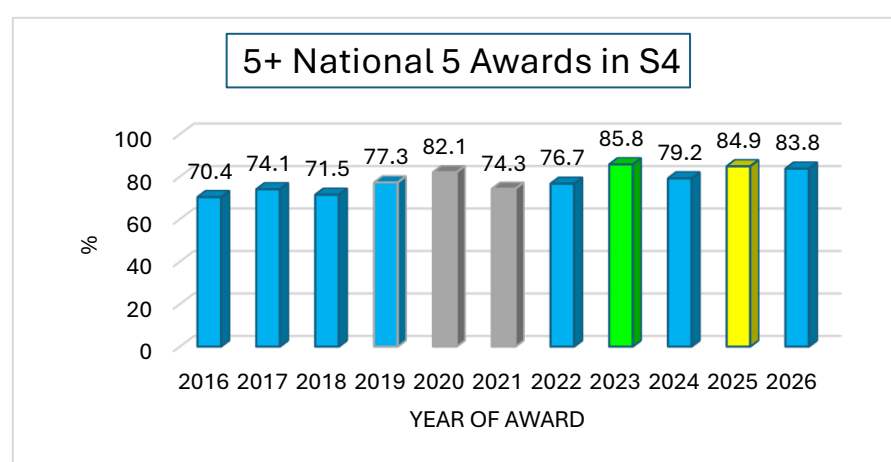
2024/25	Reading			Writing			T&L			Maths		
	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
3+	91	109	118	96	109	118	97	109	119	88	111	119
%	76	90	99	80	90	99	81	90	100	73	92	100
4	0	0	107	0	1	107	0	3	107	0	0	101
%	0	0	90	0	1	90	0	2	90	0	0	85
	120	121	119	120	121	119	120	121	119	120	121	119



SQA Results

In 2025/26, learners achieved an excellent set of results for S4, 5 and 6. Most pupils in S4 (83.8%) achieved 5 or more National 5 awards. Whilst this was a slight dip from 2024-25's 84.9% it remains well above the national average and is our third highest result in the last 10 years for this measure. The school is particularly proud of the results for SIMD 1&2 pupils, where we saw all pupils (100%) achieve 5 or more National 5's. Pupils with Free School Meal Entitlement also saw an increase in attainment where the majority (66.7%) achieved 5+ National 5's, representing a 13.4% increase on 2024-25.

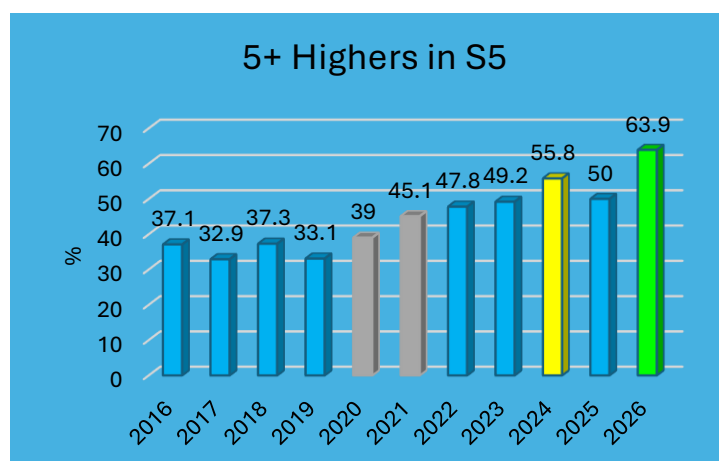
		5+ N5
2026	All	83.8%
2025	All	84.9%
2024	All	79.2%
2023	All	85.8%



For S5 pupils, there was an outstanding set of results with almost all (90.8%) students achieving 1 or more Highers, most (82.4%) achieving 3 or more Highers and the majority (63.9%) achieving 5 or more Highers – a 13.9% increase from session 2024-25 and representing the best results for this category across all ERC secondaries. There is a steady trend of increasing attainment for all over the past 4 years. The school is proud that all (100%) SIMD 1&2 pupils achieved 1 or more Highers, and most (88.9%) 3 or more. There was a dip in SIMD pupils achieving 5 or more Highers (44.4% from 50% in session 2024-25), however this increases to most pupils (77.8%) when we include Level 6 awards, and this is our best ever result for this group of pupils.

Free Meal Entitlement pupils saw an increase in outcome across 5 or more Highers, but a slight dip in 1+ and 3+, meaning we will have to look at more targeted supports for these pupils in session 2026-27.

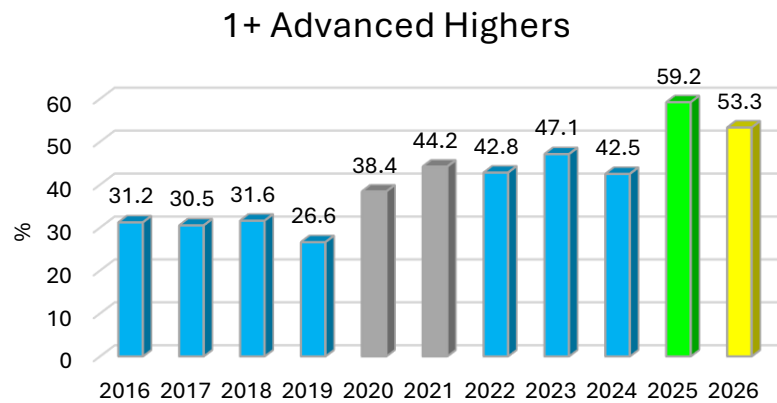
		5+ H	3+H	1+H
2026	All	63.9%	82.4%	90.8%
2025	All	50%	71.7%	85.8%
2024	All	55%	74.2%	88.3%
2023	All	49.2%	72.5%	90.8%





Our Advanced Higher results remain very strong with a majority of pupils achieving 1 or more Advanced Highers (53.5%), albeit this is a slight dip from our best ever result last session of 60%.

	1+ AH	
2026	42%	53.3%
2025	42%	60%
2024	42%	42.5%
2023	42%	47.1%





WOODFARM HIGH SCHOOL

WOODFARM HIGH SCHOOL