Woodmill High School

Standards and Quality Report

2025-2026

Woodmill High School

Context of the School

Demographic

Woodmill High School is a six-year comprehensive school in Dunfermline, Fife which is part of the Dunfermline Learning Campus with St Columba's High School and Fife College. At the point of Census in September 2026, the school roll was 1511. We have 69 young people within our Secondary Enhanced Provision ranging from S1 – S6 (shared with St Columba's HS). In 2026, 17.7% of our school roll are registered for free school meals.

SIMD Profile

Year		SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	**Roll**
2025/26		65	222	83	81	21	75	27	253	77	578	**1482**
2024/25		55	216	70	75	22	79	27	222	82	552	**1400**
2023/24	7	62	211	70	83	24	78	25	202	89	557	**1408**
2022/23	5	58	187	70	75	33	73	27	186	99	581	**1394**
2021/22	1	66	176	63	69	34	72	37	179	89	570	**1356**

ASN Profile

YearKey	Roll Data	Female	Male	Total ASN	Female ASN	Male ASN
2025/26	1,482	740	742	754	340	414
2024/25	1,400	696	704	610	271	339
2023/24	1,408	704	704	587	269	318
2022/23	1,394	705	689	499	217	282
2021/22	1,356	678	678	450	197	253

We have four Cluster Primary Schools: Carnegie Primary, Duloch Primary, Lynburn Primary and Touch Primary.

The Senior Leadership Team consists of 1 Head Teacher, 4 Depute Head Teachers and a Business Support Manager. There are 8 Principal Teachers of Guidance across 4 house groups.

Vision, values and aims

As a school we have over time collectively developed our Vision and Values commitments of 'We are Woodmill' prioritising **'We Learn, We Respect, We Succeed'** as part of the key thread that is our primary focus within our school and wider community.

In our ongoing priorities with our pupils, staff and in our wider community we use the themes of Learning, Respect and Success to inform our improvement themes and create a context around which we identify and shape our school improvement priorities. These themes have been critical in maintaining and consolidation our identity and values in this period of significant change and transformation over the last few years.

We are proud of our identity.

Attendance	**Total - 88.36%**	**Authorised absence - 5.73%**	**Unauthorised absence - 5.88%**
Exclusions %	*TBC*		

Summary of consultation with stakeholders

We work closely with our community, Parent Council and Elected Members as well as a range of external partners to inform our improvement priorities and planning.

Within our Parent Council meetings we have themed activities, based on whole school strategic priorities and areas for development.

Statement from Rosetta Forbes, Chair of the Woodmill Parent Council

"Our parental partnership continues to work collaboratively to ensure continuous improvement at Woodmill High School. The Parent Council and the wider parent forum are committed to partnering with staff, young people, local Councilor's and wider community stakeholders to shape, communicate and deliver our shared school improvement priorities for the upcoming academic year. We do this through mutual and open communication, combined with respectful and constructive challenge"

For Session 25-26 these Parent Council meetings were themed around QI's and delivered by different members of the SLT;

We continue to work closely with our community, Parent Council and Elected Members as well as a range of external partners to inform our improvement priorities and planning.

Within our Parent Council meetings we have themed activities, based on whole school strategic priorities and areas for development. Our Parent Council has been asked to contribute to the creation and content of this plan.

For Session 25-26 these Parent Council meetings were themed around QI's and delivered by different members of the SLT;

- Tuesday 9 December, QI 2.2 Curriculum
- Tuesday 20 January QI 2.3, Learning, teaching & assessment
- Tuesday 3 March, QI 3.1 Raising Attainment and Achievement. QS
- Tuesday 21 April, QI 3.2 Ensuring Well-being, Equality and Inclusion. YPI

For session 26-27 we have implemented the input of curricular PT's to the Parent Council, so that they are able to provide subject specific feedback and comment, as well as our DHT's offering a themed QI input.

Our Standards and Qualities report is shared through our school website in a parent friendly format in September.

We use Pupilwise, Parentwise and School surveys to inform development and consideration for future planning.

Attainment Scotland Fund Allocation (PEF)	**£106,575**

Cost of the School Day statement

All of our staff are aware of the effects of poverty and how it relates to the context of our school and our young people. Regarding the items below, we have measures and strategies in place which help our young people and their families with school costs to ensure that all of our young people can participate, learn and achieve/attain their potential.

Uniform: We believe that a strong and responsive uniform policy helps our pupils feel more included and allows our pupils to be a recognisable part of their community. This is achieved through our uniform policy which can be viewed here: Woodmill High School - School Uniform We are aware, however, of the unavoidable costs associated with uniform, from the purchase of the uniform itself to the need to replace it during the year due to wear and tear or simply outgrowing it, not to mention bags, shoes, jackets and PE kits. We, therefore, provide all families who require support access to uniforms which include shirts, trousers, a school tie and basic items of PE kit via the Pupil Support Base. All S1 pupils will receive a free school tie as do any new pupils to our school community.

Travel and trips: At Woodmill High School, we subsidise travel costs associated with identified school excursions for targeted families, to allow all young people to participate. We consider all trips carefully to ensure that costs are limited to make them as accessible as possible for young people and their families. We plan all excursions in advance to allow families the opportunity to save money and spread the cost. We also closely monitor the number of trips, costs, and year groups. To ensure all young people can access opportunities for trips, we offer free opportunities specifically for targeted young people who receive Free School Meals or who are known to Pupil Support such as day trips, Christmas pantomime etc.

Resources: All classrooms in Woodmill have essential supplies such as pencils/calculators etc. for all young people to access in lessons. We use Pupil Equity Funding to supply numeracy packs and calculators to all S1 pupils. We have removed the associated costs of subjects such as Home Economics and CDT for all families. All eligible young people will also receive a school locker free of charge.

Eating: Our cafe offers a range of healthy and low-cost meals and snacks. We promote Free School Meals and share information for all parents/carers about this at various times throughout the year. Cashless catering means there is less stigma attached. Furthermore, we offer “Soft Starts” in our Small Group Settings for young people who require breakfast and nurture support. During Qualification Scotland examinations, all our Senior Pupils are issued with Breakfast Tokens to ensure that they have a healthy breakfast on the day of their examinations. Bottled water is provided throughout the examinations to ensure that pupils are hydrated.

Homework: Our young people are able to access technology through their 1-to-1 iPad device, provided through Fife Transforming Learning Program. We also utilise Satchel 1, Microsoft Teams and OneNote through Glow that all pupils have free access to. Teaching staff are mindful that not all young people can access an online homework provision therefore paper copies are always available if appropriate. Study Support classes are scheduled for lunchtime and after school to offer our young pupil additional support with homework and revision. These classes are smaller in number and less formal than timetabled classes.

Events: Fundraising events in our school, such as non-uniform days, require a donation only if possible. We limit the number of these events and spread them throughout the year. We provide support for targeted young people to attend/take part in events throughout the school year. For example, targeted young people do not pay for disco tickets, snacks etc. and we cover the cost of transport home where required.

Period Products: As part of the Period Products (Free Provision) (Scotland) Bill, free period products are available in a range of locations around Woodmill High School including toilets and classrooms as well as Wellbeing and Pastoral offices for anyone who needs them. It is essential that students can access sanitary products without having to ask for them so that they maintain their dignity with no embarrassment.

Other Initiatives: We are in regular contact with Fife Clothing and Food Banks to help young people/carers who are struggling with the cost of clothing/shoes etc. Our Family Link Worker co-ordinates with school staff to help families in providing gifts for birthdays and Christmas. Families are signposted to the Families and Young People's advice service for help with Advice on current grants, Benefit advice, and the general issue with the "cost of the school day"

Actions for session 2026-2027

- Continue to update the school website with more information and links to support families and young people experiencing poverty related issues.
- Update the Inclusion and Equity Policy to increase awareness of protected characteristics and procedures.
- Increased participatory budgeting by our school Poverty Alliance Group

Pupil Voice will consider further measures that could be implemented to reduce the cost of the school day.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1

Focused Priority: QI 1.3 Leadership of Change

- **Create more formalised opportunities for leadership at all levels**
- **Create more opportunities to develop middle leadership roles within Woodmill**

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x

Progress

- **Pupil Leadership**
- **Middle Leadership**
- **Quality Assurance**

Pupil leadership: Partially Achieved / Continue into next session

Progress in developing pupil leadership is ongoing, with this remaining an area for further development. During the current session, there has been clear progress through the creation of a revised Prefect Leadership Team structure, introducing a broader range of roles to strengthen leadership capacity from Session 2026–27. This work has been informed by pupil focus groups, staff and pupil surveys, and feedback from younger learners, which highlighted the need to enhance meaningful pupil voice across all stages. As a result, the new leadership roles were co-created with pupils to ensure greater relevance and inclusivity.

Middle leadership: PTs/PTCs have been involved in wider moderation activities to support improved assessment in the BGE. These school and Fife networks have supported improvement in moderation and tracking of progress

and attainment. This work has been supported by our DHT 3.2 and with our PT Raising Attainment, who has engaged faculty leads with their planning for targeted cohort groups

Quality assurance: The VSE and L&T groups have strengthened QI/QA processes, with clearer expectations for departmental planning and review. These activities have been supported by our VSE process, including our Targeted Social Subjects and English Reviews.

Impact to be detailed and focused on impact on outcomes for children and young people:

Pupil Leadership: The co-development of the new Prefect Leadership Team structure has demonstrated increased pupil engagement, with current leaders showing strong leadership skills, confidence, and agency in shaping change. Clearer role definitions have improved pupils' understanding of expectations, resulting in more focused and purposeful leadership. This has led to an increase in applications for the 2026–27 Prefect Leadership Team, with submissions demonstrating stronger alignment to school improvement priorities. As a result, there is evidence of enhanced leadership capacity, greater pupil ownership, and improved readiness to contribute meaningfully to whole-school improvement. Overall, this represents positive early progress, establishing a strong foundation for the further embedding of inclusive and effective pupil leadership.

Next Steps

Pupil Leadership:

- Embed the new posts to ensure delivery and outcomes, as planned by the pupils.
- Develop the role of active pupil engagement across the full school.
- Ensure that all pupil voices participate in the school improvement plans AND departmental improvement plans around learning and teaching experiences.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2

Focused Priority: QI 2.2 Curriculum

- **Develop curricular links with local businesses and employers focused on developing transferable skills understanding**
- **Further increase range and flexibility of learner pathways within senior phase**
- **Review of BGE curriculum to ensure opportunities in four contexts of learning**

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x

Implement and improve digital engagement through 'Transforming Learning'
The Transforming Learning programme has resulted in rolling out of iPad devices to all teaching staff and to all junior pupils. Senior phase roll out to take place early in the new academic session.

All staff have engaged in 5 CLPL sessions in support of the Transforming Learning programme.

Improve Consistency of Learner Experience

Develop curricular links with local businesses and employers – Continue into next session

Extending the school's DYW team to include more WHS staff has been beneficial to this to the increase in offers across the school of connections and contacts with local businesses and employers. Departmental expectations and support from the extended DYW team have led to additional opportunities for pupils to engage in work-related events and activities. There have been over 2100 DYW contacts this year. An employer event focusing on the alternative offers to Graduate Apprenticeship offer was well received in highlighting the opportunities available.

Improve curricular links with employers to develop transferable skills understanding
DYW focus of increasing employer links with departments has taken place across departments such as Home Economics, Business Studies and the Enhanced Provision

Further increase range and flexibility of learner pathways within senior phase
Work across the school has further increased the number of NPA and non-NQ qualifications offered to senior phase learners. Almost all departments now offer at least one NPA course at SCQF Level 5 and Level 6. There has been an increased use of data to support learner pathways discussions at both departmental and House team level. A range of attainment data is now used to support course choice discussions to ensure an appropriate level of challenge for all learners. A minority of curricular areas have developed additional opportunities to certify senior phase learners; this includes delivery of additional NPA qualifications as part of the Higher or N5 learning pathway.

Targeted groups of senior phase learners, including winter leavers, have been able to access additional, short qualifications such as Level 6 First Aid. The Senior Phase Wider Achievement programme provides new opportunities for contextualized learning. The majority of these opportunities lead to certified attainment including Young Enterprise, Saltire Awar Volunteering and Level 6 Young Stem Leader.

Review of BGE curriculum to ensure opportunities in four contexts of learning
The entitlement of all BGE learners to experience learning across the 4 contexts has been supported through piloted implementation of the Fife Diploma of Achievement. This has been introduced using Global Bridge as a profiling tool to record and evidence pupil achievements. Engagement with GlobalBridge has been high with almost all pupils now having a learner profile. Rates of engagement with the GlobalBridge profiling tool are amongst the highest in the UK. Digital badges to recognise achievement in the four contexts of learning have been developed and will be fully implemented across all BGE year groups from next session.

Planned opportunities for IDL and PBL have been introduced through the S2 elective programme and through the delivery of the DayBream Believers SolarPunk Island programme to all S1 learners.

Impact.

All young people at Woodmill High School can access a senior phase curriculum which meets their needs and supports their future aspirations. The increased range of options within the senior phase has contributed to increasing numbers of learners returning for S5 and S6. Senior Phase options for session 26/27 included 17 non NQ courses across SCQF levels 5 and 6. Newly developed Senior Phase learning pathways have demonstrated improved levels of uptake with learners. The improved use of attainment data to support course choice processes has resulted in almost all pupils having a full curriculum which is of an appropriate level of challenge. The impact of this should be demonstrated by increased attainment across S5 and S6, particularly in the lowest 20% and middle 60% of learners.

The delivery of an increasing number of short qualifications to S5 and S6 learners will result in increased attainment as measured by Insight Tariff points. Number of pupils presented for non-NQ courses has increased in the past session.

Develop curricular links with local businesses and employers. We have measurable progress in strengthening links between curriculum areas and employers, with an increased focus on developing learners' understanding of transferable skills. Most departments have established more consistent and purposeful partnerships with local industries, resulting in a broadened range of contextualised learning opportunities, including guest inputs, project-based learning and real-world challenges.

As a result, young people demonstrate some improvement in awareness of the skills required for the world of work, particularly in areas such as communication, teamwork, problem-solving and adaptability. Learners have increasing confidence in articulating their skills and recording them on Global Bridge. However, further work needs to be completed to develop this across the school and record it in LRS.

Next Steps

- All departments have a DYW commitment which details the opportunities for pupils, and how they can support developing the language of employability.
- DYW team expanded further to include all department representations.
- Volunteering opportunities for ALL S6 pupils to be accredited.
- Work experience targets to be increased (target of 35% for S5/6 pupils). Targeting through PSE and parental communication.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 3

Focused Priority: QI 2.3 Learning, teaching and assessment

- **Improve Consistency of Learner Experience (including Digital Learning/Transforming Learning)**
- **Embed Language of Learning across subject areas**
- **Develop Pupil Ambassador Role, and leadership opportunities for young people**

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x

Improve Consistency of Learner Experience Woodmill High School has made sustained progress in improving the quality and consistency of the learner experience. A focus on pedagogy, learner voice, and leadership development has resulted in increasingly aligned practice across the school, contributing to improved learner engagement, confidence, and participation. Observation and pupil voice activities have evidenced improved consistency in learning and teaching across departments. The use of clear, shared expectations has ensured that most staff deliver learning within a structured framework. Across most lessons, learners experience consistent use of learning intentions, success criteria, and structured lesson delivery. This has reduced variability in classroom practice and created greater clarity for learners. Quality assurance evidence, including observations and ELP visits, indicate that agreed approaches are being applied more consistently, but not yet universally. Learners report increased confidence when moving between subjects and improved engagement. Aspects of Digital Pedagogy have been refreshed with the iPad roll out in February, and whilst still an emergent skill for some staff, initial progress is being made.

Embed Language of Learning across subject areas. There has been notable progress in embedding a shared language of learning (meta-skills/skills language) across most subject areas. Staff use agreed 'skills language' more consistently, and in majority of areas highlighting this to pupils effectively. Pupils are using Global Bridge, to reflect on their strengths and areas for development. Classroom observations and pupil feedback confirm this approach is contributing to more focused and purposeful learning environments.

Develop Pupil Ambassador Role, and leadership opportunities for young people. Working with the previous PLT good progress has been made in developing Leadership roles for pupils. Robust mechanisms, including surveys, focus groups, and learner forums, are used consistently to inform improvement. As a result, pupils feel valued, empowered, and actively involved in shaping learning and school life, contributing to a more inclusive ethos. Pupils demonstrate greater confidence, responsibility, and communication skills, and are actively contributing to school improvement. Overall, young people are increasingly engaged as leaders of change, with a positive impact on school culture and learner experience.

Impact:

The improvements in learning and teaching are having a demonstrable positive impact on outcomes for young people. Increased consistency in classroom practice has resulted in greater learner clarity, engagement, and confidence, particularly when navigating different subject areas, reflected in pupil voice feedback and discussion with parents on parents evenings. Learners are now more able to articulate their progress, identify next steps, and understand how they learn, reflecting the successful embedding of the language of learning and development of meta-skills, demonstrated in most classrooms, using LRS feedback to capture pupil voice and feedback on Global Bridge.

Enhanced pupil voice and leadership opportunities have led to increased learner agency and participation in school improvement, with young people feeling valued and empowered. This is contributing to more inclusive learning environments and stronger relationships across the school. Improved approaches to observation and professional dialogue have supported more consistent pedagogy, leading to improved quality of learning experiences and more equitable outcomes, particularly for learners requiring differentiation. Overall, young people are increasingly confident, reflective, and engaged learners, better equipped to succeed, which is evidenced in S4 examination success and in pupil council involvement.

Next Steps

- Further embed high-quality differentiation across all subject areas, ensuring a shared understanding of effective practice and consistent application to meet diverse learner needs, to a level of almost all from 'most'.
- Increase adaptive and creative uses of Digital Pedagogy building on work of iPad implementation, with role out to SP pupils staring in August

- Strengthen consistency in learning and teaching, with PTs leading robust quality assurance focused on visible core elements of the learning model, monitored through Observation and pupil focus groups to demonstrate all most all.
- Refine and implement a three-stage formal observation model at SLT/PT/Peer levels, balancing developmental support with clear accountability.
- Enhance professional learning, with a structured CPL programme focused on differentiation, supported by high-quality resources, collaborative planning, and peer observation and through the use of whole school staff improvement groups.
- Further develop approaches to evidence gathering, including systematic use of pupil voice and engagement data to evaluate impact.
- Wider leadership pathways, such as mentoring and committees, will increase participation and ensure equitable access to leadership roles.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 4

Focused Priority: Ensuring wellbeing, equality and inclusion

- **Implement 'Learn Respect Succeed' Time for pupils, replacing registration**
- **Increase awareness and explicit use of the Wellbeing Indicators across the whole school**
- **Embrace the Fife Council core approaches of Trauma informed practice**
- **Develop the understanding of WHS continuum of support across the whole school**
- **Improve school attendance figures for specific targeted cohorts as well as overall figures**

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x

Implement 'Learn Respect Succeed' Time for pupils, replacing registration ACHIEVED

LRS is now central to our timetable. Registration was identified by the majority of our pupils and teachers as underused time. The experience of Registration classes was variable, with pupils and colleagues suggesting clearer structures and expectations would support this process.

LRS this session is linked to the school values, Learn, Respect & Succeed all staff have submitted plans for their week, which is helpful for quality assurance and cover purposes. Within the dedicated Learn time, all classes have covered the meta skills, from our 'language of learning', with activities being developed by the LTA group, with most pupils reflecting an understanding of these skills. Within the Succeed Time, Global Bridge has been successfully implemented as part of our approach to profiling and capturing pupil achievement. Almost all pupils have used Global Bridge on more than one occasion. Another shift was to form year group classes, rather than mixed groups. Feedback from pupils and staff highlighted this need to maximize cohesion and engagement.

Increase awareness and explicit use of the Wellbeing Indicators across the whole school PARTIALLY ACHIEVED/CONTINUED

Although the wellbeing indicators were originally intended to be embedded within aspects of LRS, the evolving demands of the programme highlighted that the meta skills agenda and the implementation of Global Bridge required greater time and focus than initially anticipated. As a result, the integration of wellbeing indicators has been deferred and identified as a priority action for the coming session.

The pilot undertaken within Modern Languages has demonstrated promising early outcomes. By incorporating wellbeing indicators into behaviour referral processes, the department has successfully shifted the focus towards identifying underlying barriers and appropriate support strategies. Feedback has been positive, suggesting that the approach provides a more constructive and consistent framework for understanding and addressing learner needs. While the impact has varied, evidence indicates that the approach has contributed to a reduction in referrals in a small number of cases. Given these encouraging findings, the pilot offers a valuable model for wider consideration and will be shared with the broader middle leadership cohort to evaluate its potential for wider implementation.

Embrace the Fife Council core approaches of Trauma informed practice ACHIEVED / CONTINUED

A further seven staff members successfully completed the four-day Daring Ventures training, significantly strengthening the school's capacity to embed trauma-informed and wellbeing-focused practice. The formation of three dedicated working groups has facilitated the development and implementation of whole-school approaches,

most notably through the introduction of wellbeing boxes in every classroom and the sharing of effective strategies to support pupil wellbeing.

The active involvement of pupil ambassadors has enhanced the impact of these initiatives, enabling young people to shape and promote wellbeing approaches among their peers and contribute meaningfully to P7 transition activities. In addition, the cluster action group has strengthened engagement with families through targeted events and workshops for new S1 parents, supporting a more collaborative and informed transition process.

The delivery of CLPL on Attachment Theory to all staff has further enhanced professional understanding and confidence in responding to the needs of young people affected by adversity and trauma.

Collectively, these actions have made a positive contribution to the development of trauma-informed practice across Woodmill and have increased staff awareness of the importance of relational approaches. However, while progress has been significant, evaluation indicates that these practices are not yet fully embedded or consistently applied across all areas of the school. Continued development, monitoring, and reinforcement will therefore be required to ensure sustainable and measurable impact on outcomes for young people.

Develop the understanding of WHS continuum of support across the whole school PARTIALLY ACHIEVED/CONTINUED

All staff attended a CLPL session on the development of our continuum of support. Colleagues fed back via Microsoft form that most had increased their understanding of how we support young people. As a follow-up, colleagues were invited to attend guided visits around the supported areas of the school, and documentation was shared amongst those staff who identified this as an area of need. 16 colleagues joined the hour-long collegiate discussion and tour.

These approaches have developed staff understanding of the continuum of support, which improves pupil experience in school; however, this is an iterative process, which needs to be supported by ongoing inputs and clear systems of communication. Staff absence within the teams has hindered the clarity of communications during this session.

This will be the focus going forward.

Improve school attendance figures for specific targeted cohorts as well as overall figures PARTIALLY ACHIEVED/CONTINUED

Across the school session there has been a key focus from Pastoral teams on the attendance of key cohorts; namely those with ASN, Care Experienced and female students in S2. Progress can be identified across all of these targeted groups, through the attendance data sets and case study examples of practice. The frameworks of meetings to provide space for these discussions and the concerted efforts of staff understanding school data, engaging with the Educational Psychology attendance toolkit as well as a range of assessment tools to identify and overcome barriers has developed staff confidence and supported young people to attend more frequently.

During our work this year we have identified other cohorts of young people reducing attendance, following the change in location of our school. The focus in the coming year will be to address the attendance concerns around those from Lynburn and Touch PS.

Impact

LRS: All classes have covered the meta skills, from our 'language of learning', with activities being developed by the LTA group, with most pupils reflecting an understanding of these skills

LRS: Almost all pupils have used Global Bridge on more than one occasion. This has ensured they have started profiling their achievements and are working towards the Fife Diploma of Achievement.

Trauma Informed Approaches: The delivery of CLPL on Attachment Theory to all staff has further enhanced professional understanding and confidence in responding to the needs of young people affected by adversity and trauma

CoS: These approaches have developed staff understanding of the continuum of support which improves pupil experience within school and timely interventions. Staff recognise support needs as well as available support more promptly ensuring an improved classroom experience for our most vulnerable young people.
Attendance: Progress can be identified across all of these targeted groups, through the attendance data sets and case study examples of practice.

Next Steps

- Consistent practice evidenced across all LRS classes
- Continued work with LTA groups to embed Trauma Informed Approaches
- Review continuum of support
- Target specific cohorts living in Lynburn and Touch PS catchment.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 5

Focused Priority: Raising attainment and achievement

- **Develop role and capacity of Middle Leaders, with a focus on attainment**

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x

Develop role and capacity of Middle Leaders, with a focus on attainment

Introduction of a Senior Phase Tracker to support raised attainment in the middle 60% and upper 20%

- Intervention group identified post prelim, led by aspiring PT's Guidance to identify and support pupils on the cusp of a key measure.
- S3 pupil tracker to assist in the course choice process and improve consideration of appropriate levels.

Faculty Leads meetings with a focus on SQA/QS performance and raising attainment

A revised Attainment analysis template has been introduced for Session 2026-27. This specifically focuses on lower/middle and upper cohorts therefore requiring middle leaders to revisit the tracker for information. It has highlighted that in many cases aspects of the tracker were not used and discussed with departments. We are therefore looking outwards to support leadership development and have engaged Mark Burns (Osaris) to work with Middle Leaders throughout this session.

Impact

- Attainment in upper 20% showing signs of improvement. Greater confidence in this improvement. Structural recording/reporting, and curricular changes this year will have a positive impact on the attainment profile for attainment session 25-26
- Greater awareness of factors linked to VC, and how to challenge our own quality assurance processes and planning.
- Greater focus on the identification, tracking and interventions of targeted cusp students taking place, Tracker/Intervention Group.
- Structural changes in academic year leading to greater continuity of time for students to engage in structured, high quality, un-interrupted learning.

Next Steps

All pupils will be tracked across the school. In addition, particular groups will be targeted for monitoring. These include:

- Pupils in the lowest 20%, middle 60% and highest 20% attainment bracket
- FFA pupils
- Literacy & Numeracy
- SLT and link DHT to explore targeted approaches to both curriculum design and the targeting of cusp candidates
- Increase all staff awareness of 20/60/20 cohorts within their own classes using CEM data and previous SQA performance. PTCs to analyse the progression of 20/60/20 cohorts within each subject area.
- PT1 Raising Attainment offers CLPL sessions to help build data literacy for staff.
- Increased scrutiny given to initial versus final presentations

A whole-school focus on improving the quality and consistency of tracking, including:

- Clear, shared expectations for target setting.
- Improved moderation and QA processes.
- Consistency of approaches across faculties.
- Self Evaluation Calendar to plan for a more themed approach to Faculty Lead meetings. This will run alongside the Mark Burns Development of Middle Leaders professional learning sessions.
- Attainment Analysis indicates a need to focus on 5@level 3 and 5 @ level 4 –PTs Pupil Support to maintain an overview of S4 curriculum to ensure that the number of subjects supports achievement of these key measures.

Improving Outcomes

Overall Attainment for 2025 - 2026

S3 CfE Declarations				
Stage	**Listening and Talking**	**Reading**	**Writing**	**Numeracy**
S3 (Level 3)	85.71%(90.23%)	88.93%(93.61%)	86.07%(90.6%)	87.86%(92.48%)
S3 (Level 4)	69.64%(73.31%)	70.36%(74.06%)	70.00%(73.68%)	55.00%(57.89%)

S4 Literacy & Numeracy				
Level/ Measure	**Literacy**		**Numeracy**	
	Stretch Target	**Actual**	**Stretch Target**	**Actual**
Level 4	92%	86.91%	94%	90.18%
Level 5	80%	76.36%	85%	67.64%

Attainment Over Time Evaluative Statement:

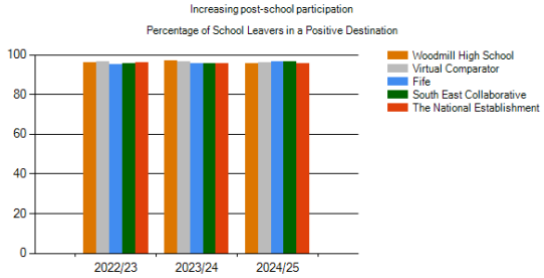
Overall young people achieve well in literacy and numeracy. Over the past three years most young people achieved third level in literacy by the end of S3. Achievement in numeracy is strong at CfE level 3 since most of our young people have achieved it at this level or better. Numeracy at CfE level 4 shows an improving trend, and leaders have begun to embed strategies to improve levels of achievement.

As young people move through the Senior Phase they are consistently sustaining high standards in numeracy. Most young people who left school achieved SCQF level 5 or better in numeracy.

Almost all young people leaving school in 2025 attained literacy at SCQF Level 4 or better with most young people achieving SCQF level 5 or better. The majority of young people over this time attained literacy at SCQF level 6.

Staff effectively use data to identify young people's needs and to inform appropriate and successful interventions where there are attainment gaps. Almost all young people who require additional support left school with SCQF level 3 or better in both literacy and numeracy and most achieved SCQF level 4.

Destination data from the session 24/25 showed a marginal reduction in the initial positive destination for young people leaving Woodmill. This would correlate with the cohort who left at the point where it moved to the new building. However, the PD remained broadly in line with the Fife average and above the National measure. As a result of this decrease in PD a revision of the partner working and internal processes took place. This has involved working more closely with the Fife team (both EKW and EASYP) with a focus on earlier intervention and the range of opportunities on offer in West Fife.
The stretch target for this cohort was 96.7% and the actual was 95.52%, just over a one percent drop, and only 0.4% below the VC.



As a measure over time this shows a degree of fluctuation with the result for 24/25 being in line with the average over time.

Wider Achievements

It has been recognised in the Education Scotland Pupil Equity Funding 2025 Report, published in May 2025 that Woodmill had made a significant impact its use of PEF to close the poverty related attainment gap, and with its impact on those young people who can be furthest from achievement, with attainment over time for this group significantly above our Virtual Comparator, over a period of time.

Woodmill has helped young people to enjoy a wider range of success through pupil clubs, extracurricular activities and organised events, including:

Curriculum Areas and Subjects

These activities enriched learning within and beyond traditional subject boundaries:

Junk Kouture – Creativity and Innovation. Pupils successfully going onto the international final.
Royal Navy Stem Challenge – fosters critical thinking and problem solving.
Links to Fife College Music Technology – enhancing digital literacy and collaboration across the DLC
Cluster Leagues (Football & Netball) – promoting teamwork, leadership and adaptability
Active Schools Volunteers – Sports and Events Volunteering, working with associated Primary Schools
Active Schools Junior Volunteers – Junior pupils supporting Sports and Events Volunteering
Active Schools Targeted Group Volunteers – Working with vulnerable Groups/Young Carers

Interdisciplinary Learning

These experiences bridged multiple curricular areas and DYW themes
Photo Voice Project – Participatory action research ES/EU project using film, photography and storytelling
DYW BAM into Construction - integrating employability, numeracy curriculum
Rights Respecting Schools – Linking social studies, health and wellbeing and citizenship
Language Ambassador - combining languages, leadership and communication
Media Club – Filmmaking group working with Fife creative partners
Dungeons and Dragons Club – Group supporting creative play and inclusion
Lego Club – Group supporting engineering, play and problem solving
First Aid, Level 6 – ongoing rolling programme for all Seniors, provides certification, social and personal value.
Cluster Wellbeing Event – Targeted for pupil and parents in the community
First Chances – Widening Access Programme to support ambition and post school progression
George Watsons Fashion Show – Muti-School fashion show, hosted by George Watsons. Creativity.

Ethos and Life of the School

These activities reflect the schools' values and inclusive culture:

The 'D' Word – Education and social enterprise, exploring themes of death, dying and bereavement
Intercultural Youth Scotland – Targeted anti-racism activities with pupils and staff
Community Iftar – Now in second year, promoting respect, empathy, and cultural awareness
Graduate Apprenticeship - Shared Woodmill and St Columba's event as part of National Apprenticeship Week
YPI – As part of the employability offer, working with Social Subjects, all of the S4 (previous S3) cohort were involved in the YPI programme linking them with charities and voluntary organisations
Visits to employers – throughout the course of the year there were a number of visits to a range of employers; which included EP young people visiting Tesco, senior phase pupils visiting the UK Parliament, Engineering Visits to Babcock at Rosyth, Exion Mobile, Shell, and Work placements at a range of employers including, EDF.
Languages in Employment- a group of pupils visited the Goethe Institut, and a trip to Strasbourg visiting the EU institutions

Police Youth Volunteers - Several pupils have worked with Police Scotland in a voluntary capacity
Culture Day – promoting respect awareness and celebrating diversity
MVP Week of Action – encouraging partnership, leadership and community engagement
Christmas & Summer Concerts– Showcasing confidence, creativity and collaboration
Remembrance Activities – fostering historical understanding and empathy
Sports Ambassadors & Eco Group Litter Pick – developing responsibility Community and teamwork
E-Sports Tournament – Multi school gaming event
World Challenge – 2025 South Africa, true-life learners and global citizenship
'**Oor Wee Garden'** - Community Garden Project. Enhanced Provision with external business sponsorship
Christmas Giving Tree – Community gifting for those impacted by extenuating financial and personal factors.
Poverty Alliance Group – Uniform and resources for young people and families
School Breakfast Club – Breakfast Club available for all young people
Enhanced Provision Breakfast Club - Breakfast Club available for Enhanced Provision
Enhanced Provision Soft Start-Finish – Additional supported time at start/end of day to assist EP Parents

Opportunities for Personal Achievement

These provide platforms for learners to enjoy success beyond the classroom, with young people involved in,

Swimming, Gymnastics, BKF Karate, Dance, Junk Kouture, Rugby and Football at a National and International level
Fife Young Musicians Competition finalists and competition winners
Duke of Edinburgh, with participants from our shared Enhanced Provision, as well as a well-established Mainstream programme.

Evaluations (School)				
	2023-24	**2024-25**	**2025-26**	**Inspection Evaluations** (since August 2024)
1.3 Leadership of Change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	N/A
3.2 Raising attainment and achievement	Good	Very Good	Good	N/A