



**Indicators for Improvement Planning**

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Tim Dreyer

timdreyer@north-ayrshire.gov,uk

**Learning for Sustainability**

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**Learning for Sustainability**

In answering the [2030 Call to Action](https://www.gov.scot/publications/target-2030-movement-people-planet-prosperity/documents/) and ensuring North Ayrshire learners are in receipt of their Learning for Sustainability entitlement, education settings should provide learners with opportunities to:

* Learn about the world in local and global contexts, developing knowledge and understanding of the natural environment and its interconnectedness with humans.
* Learn to live more sustainably as responsible citizens and be able to apply critical thinking in new contexts, locally and beyond.
* Enhance awareness of the UN Sustainable Development Goals and the framework they provide to secure a better and more sustainable future for all.
* Have opportunities to participate in and lead decision-making and planning to bring about positive and fair change.
* Engage in frequent, meaningful and progressive Outdoor Learning.

The approach to fulfilling the LfS entitlement of pupils will vary across settings as practitioners respond to the unique environmental and learner contexts of the school community.

Many aspects of Learning for Sustainability will already be embedded in the curriculum and ethos of the school. This section provides a series of *LfS Indicators* that can be used to identify strengths and areas for development. Scottish Government is expecting to publish a set of LfS Indicators within the next 12 – 24 months. We intend to collaborate with the Education Scotland LfS team to review our existing indicators and align them with the national example. This collaboration will ensure a unique and contextually appropriate set of LfS indicators for North Ayrshire education settings.

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|  **North Ayrshire *LfS Indicators* at a glance** |
| **Curriculum** | **Culture** | **Community** | **Campus** |
| LfS experiences are regular and visible in planning documents. | LfS is a shared responsibility of all staff. | LfS experiences provide opportunities for learner voice, participation and action. | Outdoor spaces to provide varied and stimulating opportunities for outdoor learning. |
| Learning experiences are linked to the United Nations Sustainable Development Goals. | Where necessary, LfS features on School Improvement Plans. | We have created ongoing partnerships with community organisations that support LfS experiences. | Learner led action plans are improving the sustainability of our school. |
| There is balance of global citizenship, sustainable development education and outdoor learning experiences. | All staff understand how learners receive their LfS entitlement in their setting. | Local greenspaces and community resources are used to extend outdoor learning opportunities. | There are gardening spaces to support biodiversity and food production. |
| Outdoor learning is a regular, curriculum-led experience for all learners. | CLPL is used to develop pedagogy for LfS. | LfS activities are enhancing parental and community engagement. | The school grounds are used to support personal achievement awards and/or qualifications. |
| LfS is a feature of Interdisciplinary Learning experiences. | The setting is engaging with the Rights Respecting School Award. |  | All learners have equitable access to outdoor learning. |
| LFS careers are showcased in DYW initiatives. | LfS values are reflected in the polices, decision making and actions of the establishment. |  | Learners are involved in assessing the risks and benefits of outdoor learning activities and outdoor play spaces. |

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| **Curriculum –** *Learning, teaching, assessment, pedagogy* |
| **Feature of Practice** | **Progress** | **Next steps for our establishment** | **Notes / Exemplars** |
| *Not yet visible* | *Emerging* | *Embedded* |
| Planning for LfS is well embedded in the curriculum and the culture of our establishment. -LfS is included in unit / weekly / termly planners.-We link LfS learning to annual themed celebrations, awareness weeks and initiatives. |  |  |  |  | Examples of themed celebrations and events that many schools already engage in include Fair Trade Fortnight, Scotland's Climate Action Week, Black History Month, Big Schools Birdwatch, Youth Philanthropy Initiative.[Largs EYC Black History Month](https://blogs.glowscotland.org.uk/glowblogs/public/largsearlyyears/uploads/sites/10681/2025/01/12150206/UNCRC-October-plan-2024.pdf)[S3 YPI](https://ypiscotland.org.uk/educator-zone/)[LfS event calendar.](https://padlet.com/gw15hardiesheena/learning-for-sustainability-calendar-trjay0tst4f2wknd) |
| United Nations Sustainable Development Goals are visible in planning documents, school and classroom displays and are a regular feature of learning. |  |  |  |  | [Example of Turnbull HS S1 geography planning.](https://education.gov.scot/media/imwduyn3/turnbull-s1-course-plan-2021-1.docx)[Speyside HS S1&S2 Global Goals Course.](https://education.gov.scot/media/ifwo2dv4/speyside-global-goals-structure-2024.docx)[Lamlash SDG snapshot.](https://youtu.be/fzVJvWAPBhs?feature=shared) EYCs in the Arran Cluster have made SDGs visible by using stickers to link SDGs to daily routines such as outdoor activity (SDG3), hand washing (SDG6) and switching off lights (SDG13). |
| LfS experiences are planned within and through year levels to ensure there is a balance of experiences across global citizenship, sustainable development education and outdoor learning. |  |  |  |  | [South Lanarkshire Council Curriculum Map.](https://drive.google.com/file/d/16E5iIYZzWrZon14gIyonuNZT-tdZmvc2/view?usp=sharing) [Elderbank whole school LfS planner.](https://glowscotland-my.sharepoint.com/%3Aw%3A/g/personal/gw16dreyertimothy_glow_sch_uk/Eet8HyMb3P9Ct1wYs3BjHtABCADY8wFv9Mje4ls61d_h7w?e=bWBUab)[St Margaret’s Academy West Lothian: LfS Across the curriculum.](https://youtu.be/Y7GA4IXX6Yg) |
| Outdoor learning is a regular, curriculum-led experience for all learners. |  |  |  |  | [Outdoor Play at Largs EYC.](https://blogs.glowscotland.org.uk/glowblogs/largsearlyyears/learning-initiatives/outdoor-play/) [Corsehill Outdoor Learning Progression Framework.](https://glowscotland-my.sharepoint.com/%3Aw%3A/g/personal/gw16dreyertimothy_glow_sch_uk/EfUdXndWmxROpIkak1IjWY4BDlMUHkwlovKoioLMZMYRbQ?e=DBYtr6) |
| LfS contexts are supporting interdisciplinary learning. Learners can make links between their LfS learning and development of meta-skills. |  |  |  |  | [Solar Punk Island](https://daydreambelievers.co.uk/resources/solarpunk-island/) is promoted by Education Scotland as an LfS IDL project for learners aged 9+. [Powering Futures Programme](https://www.poweringfutures.com/education) is a SCQF level 6 award that combines IDL & meta-skills. Delivered at Ardrossan, Irvine Royal and St Matthew’s academies in 2025/26‘[St Palladius Grows’](https://youtu.be/_suexTZzNhY?si=GCNmQQxR9t0klwDK) is an excellent example of an IDL project linked to sustainability.  |
| Information about careers linked to the breadth of the LfS agenda is embedded within learning and teaching. |  |  |  |  | In addition to the My World of Work website, there are also My WoW live sessions that can visit your school free of charge. [Click here](https://www.myworldofwork.co.uk/educators/my-world-of-work-live/) to explore what’s on offer and book. The Ayrshire Chamber of Commerce can connect your school with local businesses for classroom talks, online experience or site visits. engage@ayrshire-chamber.orgThe [STEM Ambassador Hub](https://www.stem.org.uk/stem-ambassadors) and [Speakers for Schools](https://www.speakersforschools.org/) are also useful organisations for DYW support. |

Further examples of LfS in practice can be found on the Education Scotland [Learning for Sustainability portal](https://education.gov.scot/resource-themes/learning-for-sustainability/).

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| **3.3 Culture** – *Learner voice, UNCRC, ethos, relationships* |
| **Feature of Practice** | **Progress** | **Next steps for our establishment** | **Notes / Exemplars** |
| *Not yet visible* | *Emerging* | *Embedded* |
| There is a member of senior leadership with an explicit responsibility for Learning for Sustainability. Staff across the establishment work collaboratively to strengthen their understanding of LfS. |  |  |  |  | St Anthony’s, St John’s and St Winning’s primary schools are using LfS learning experiences as a context for moderation in the 2025-26 session. This will include a showcase of good practice at the end of the session.  |
| Where necessary, Learning for Sustainability features on our Establishment Improvement Plan as an explicit priority, or is evident in other priorities, to provide a clear way forward. |  |  |  |  | St Winnings PS included LfS as a specific priority on their 2024-25 School Improvement Plan. Alternatively, settings may choose to include LfS themes across multiple priorities.  |
| All staff, learners and stakeholders have a good understanding of LfS. LfS is visible and has a high profile in our establishment. This is evident with all practitioners demonstrating LfS in their practice and all learners receiving their entitlement to Learning for Sustainability. We have a clear understanding of the learning experiences that deliver this entitlement within and across CfE levels. |  |  |  |  | What learning experiences are provided to learners at each year level to ensure they receive their Learning for Sustainability Entitlement?Refer to section 2.2 – how are these points addressed? [South Lanarkshire Council Curriculum Map.](https://drive.google.com/file/d/16E5iIYZzWrZon14gIyonuNZT-tdZmvc2/view?usp=sharing) [Elderbank LfS Progression Planner](https://glowscotland-my.sharepoint.com/%3Aw%3A/g/personal/gw16dreyertimothy_glow_sch_uk/Eet8HyMb3P9Ct1wYs3BjHtABCADY8wFv9Mje4ls61d_h7w?e=DYz4Rp) |
| Staff are engaging in CLPL to develop pedagogical approaches that support LfS.  |  |  |  |  | CLPL for outdoor learning and sustainable development education can be requested through NAC STEM and other national partners. [WOSDEC](https://wosdec.org.uk/) provide high quality global citizenship professional learning. |
| The ethos and culture of our setting reflects a commitment to children's rights and we have engaged in the Rights Respecting Schools Award on a journey to achieve gold accreditation. |  |  |  |  | Beith Primary School is one of several schools in NAC that have achieved the [UNCRC Gold Award](https://www.unicef.org.uk/rights-respecting-schools/) and are currently working on their 3rd accreditation at Gold level.  |
| LfS values are reflected in the polices, decision making and actions of the establishment.  |  |  |  |  | Examples include:-a uniform/prom wear swap shop is established. E.g. Royal Resources at Irvine Royal Academy. -pupils have input on areas of the school grounds that can be developed to support biodiversity -purchases support local business and Fair Trade.-where possible, procurement supports local businesses. |

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| **3.4 Community –** Buildings, grounds, transport, energy & water use |
| **Feature of Practice** | **Progress** | **Next steps for our establishment** | **Notes / Exemplars** |
| *Not yet visible* | *Emerging* | *Embedded* |
| LfS learning experiences provide opportunities for learner voice, participation and action. Learners are able to engage in charity fundraising, conservation work, campaigning and awareness raising through committees and clubs.  |  |  |  |  | These could include Eco-committees, STEM clubs, JRSOs, etc.[Youth Activist Toolkit.](https://stridemagazine.org.uk/resources/item/523-youth-action-toolkit)[Micro Tyco](https://www.wildheartsgroup.com/microtyco/): Dalry PS are past winners of the [Young Reporters for the Environment](https://www.keepscotlandbeautiful.org/young-reporters-for-the-environment/) competition.*‘*[*Craftivism*](https://youtu.be/LC2I5C3Vl_Y)*’* at Kinross High School.  |
| We have created partnerships with community organisations that are enhancing the curriculum and opportunities to learn about the wider world. Partnerships provide opportunities for our learners to contribute effectively to their communities as active citizens.  |  |  |  |  | [Cumbrae PS Inspection Report](https://education.gov.scot/media/wycev54l/cumbrae-ps-sif-230424.pdf) *‘Strong effective partnerships…’*Examples could be working with local allotments, charities, care homes, conservation groups, food larders, climate and biodiversity actions etc. |
| Where possible we are making use of local greenspaces and community resources to extend outdoor learning opportunities. |  |  |  |  | There are many examples of settings using local greenspaces including Largs EYC use of Inverclyde woodland area, Elderbank PS use of local woodlands and West Kilbride PS use of [Ardneil beach](https://northayrshirecounciledu-my.sharepoint.com/personal/gemmacarson_ea365_n-ayrshire_sch_uk/_layouts/15/stream.aspx?id=%2Fpersonal%2Fgemmacarson%5Fea365%5Fn%2Dayrshire%5Fsch%5Fuk%2FDocuments%2FAttachments%2FOur%20Coast%20Trailer%20v1%2Emp4&ct=1734519962232&or=Outlook%2DBody&cid=7413D7E5%2D2767%2D46B7%2D89B8%2D899C3C4A2EE7&ga=1&referrer=StreamWebApp%2EWeb&referrerScenario=AddressBarCopied%2Eview%2E36d962f1%2D1c65%2D4c1b%2Da6c7%2Deca2d6070071).  |
| LfS activities are enhancing parental and community engagement |  |  |  |  | Examples include volunteering to develop school grounds, school and community gardening, supporting DYW events, food bank collections, etc.St Mary’s *Growing Together Outdoors Club* has provided opportunity for pupils from each school on the Largs campus to work together after school and engage parent and community volunteers.  |

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| **3.5 Campus –** *Place, partnerships, families, local action* |
| **Feature of Practice** | **Progress** | **Next steps for our establishment** | **Notes / Exemplars** |
| *Not yet visible* | *Emerging* | *Embedded* |
| We have conducted a school grounds audit to identify learning spaces and outdoor learning activities these spaces can support. As part of this process, we continue to develop our outdoor spaces to provide varied and stimulating opportunities for outdoor learning, skill development and engaging with nature.  |  |  |  |  | ['Building the Curriculum: Outside and In'](https://education.gov.scot/media/mnvnzrrl/elc34-building-your-curriculum.pdf) is a valuable starting point. * [Self-reflection tool.](https://education.gov.scot/media/omadhjhu/btc-out-in-reflection-tool.pdf)
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| We have learner led action plans that are improving the sustainability of our school.  |  |  |  |  | For example, reducing energy use, reducing food waste, increasing recycling, climate action, biodiversity conservation/restoration. Climate Ready Classrooms and Eco-Schools provide frameworks for creating pupil action plans.[Count Your Carbon](https://www.countyourcarbon.org/) allows schools to calculate annual carbon usage and supports pupils to create a Carbon Reduction Action Plan.  |
| Gardening for biodiversity and food production provides progressive curricular experiences and skill development for all learners. Gardening provides context for personal achievement, afterschool clubs and parental and community engagement. |  |  |  |  | [NAC School Gardening Handbook.](https://drive.google.com/file/d/1h_4cfoYoSd_x9vximXAaFl2pdtjXO3W8/view)[Skill progression in Gardening (Primary).](https://glowscotland-my.sharepoint.com/%3Ab%3A/g/personal/gw16dreyertimothy_glow_sch_uk/EVpu0Nq_-ApDltHch9Z75JoBwPZzHjiM0Vd9Sm2TqgI8TA?e=zVfVC3) St Mary’s Growing Together Outdoors Club.  |
| We are using our campus to support personal achievement awards such as John Muir, RSPB Wild Challenge, Junior Foresters and the KSB Biodiversity Award. In secondary schools the campus supports the delivery of senior phase qualifications such as Rural Skills, Bee Keeping, Horticulture, Environmental Science NQ and Climate Change and Sustainability NPA. |  |  |  |  | Garnock CC are successfully delivering Rural Skills in addition to the core science offer. The Education Scotland [LfS portal](https://education.gov.scot/resources/learning-for-sustainability-advice-and-guidance/) lists a range of qualifications appropriate for secondary learners.   |
| Our learners are involved in assessing the risks and benefits of outdoor learning activities and outdoor play spaces. |  |  |  |  | Largs Early Years Centre [SIMOA](https://blogs.glowscotland.org.uk/glowblogs/largsearlyyears/learning-initiatives/simoa/) (*Safety Inspect Montor Observe Act).* Pages 55 – 57 of [Loose Parts Play: A toolkit](https://inspiringscotland.org.uk/wp-content/uploads/2019/07/Loose-Parts-Play-Toolkit-2019-web.pdf) provides valuable guidance on including learners in risk-benefit assessment.  |
| We are taking measures to ensure that all learners have equitable access to outdoor learning. This includes management of resources, spaces and accessibility for learners with additional support needs. |  |  |  |  | Lockhart Campus – access is included in architecture and planning.  |
| The Education Infrastructure team is consulted prior to any proposed works and developments to school grounds taking place. This is achieved by completing the Pre-Project Approvals form. |  |  |  |  | [Pre-project approvals form](https://forms.office.com/pages/responsepage.aspx?id=stT1vp5s4E-b30U5irQzJy6nK4p5c4xPoeihFnZnONtUOUVOQ1pQWEdVVUo2MFdNUloyUDlMSU9ZWS4u).The infrastructure team can be contacted via educ\_infrastructure@north-ayrshire.gov.uk if you have any queries about developing your school grounds.  |

Further examples of LfS in practice can be found on the Education Scotland [Learning for Sustainability portal](https://education.gov.scot/resource-themes/learning-for-sustainability/).