



Our Lady of Peace Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Our Lady of Peace Primary School & ELCC Class has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities –
protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our school's Vision, Values and Aims

Our School Values

"WALK"

- **Welcoming** - You are welcome at Our Lady of Peace and accepted for who you are. We recognise how diverse our school community is, and we celebrate that. At Our Lady of Peace, we offer support and learning at all levels that gets it right for our children and their families. We put our children at the centre of what we do and the decisions we make.
- **Achieving** - We are a team at Our Lady of Peace. We encourage everyone to 'Aim High' and to 'do their best.' Effort and hard work are part of who we are. We will offer each child the support they need, and we provide a range of stimulating teaching and learning experiences for all children and in partnership with parents, take into account their individual educational, pastoral and social needs.
- **Love & Kindness** - Kindness helps us create a school where we feel safe and valued. We think about the impact our words and behaviour have on each other. We respect and listen to each other. We recognise the diversity in our school, and we celebrate it. We will challenge all unkind behaviour and actions in an honest and supportive way.

Our Vision

We are a family at Our Lady of Peace.

Our vision is of a school where children are welcomed, where they feel safe, where they are connected and are supported to learn and to grow.

We are Always Learning, and Aiming High

Our Aims

Our Lady of Peace is a community of faith* and learning. We aim to:

- Promote effective partnerships with parents, children, the Church and the community
- Ensure a safe, relaxed and happy environment in which children can feel confident and secure, where children's rights are respected, and gospel values* promoted
- Be an inclusive school and value the views and experiences of all our children
- Create a motivating environment where all learners are encouraged to achieve their full personal and academic potential and where success is celebrated

** This applies to the school only and not the ELCC Class*



Who did we consult?

To identify our priorities for improvement, we sought the views of the whole school community (staff, children, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of Our Lady of Peace Primary School and ELCC Class such as:

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Parent Council Meetings
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Newsletters
- PEF Consultation
- GIRFEC Meetings
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings
- Pupil Focus Groups
- Staff Focus Group

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities:

- Cluster Meetings
- Head Teacher Meetings
- Quality Assurance Visits from HQ
- School Chaplain & Diocese of Paisley
- Visible Learning +
- PATHS Trainer
- Link Educational Psychologist
- SSERC
- Education Scotland – STEM Nation Award
- Scottish Book Trust
- Renfrewshire's Literacy Development Officer

All information gathered is collated and used to assist us to identify next steps and areas for improvement.



How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- QI visits from HQ
- HT Cluster Meetings
- Staff evaluation and discussions/professional dialogue
- Pupil evaluations on learning experiences
- Staff/pupil/parents' views
- Planned calendar of monitoring, evaluation and feedback (including SLT Learning Visits)
- Photographs/reports on activities
- Continuous robust Quality Assurance programme
- Evidence of quality learning and teaching experiences and outcomes within short and long-term planning
- Tracking and attainment meetings
- Minutes of staff collegiate meetings
- Transition assessments
- Staff display working knowledge of new policies and procedures
- Staff will complete CLPL record in line with GTCS requirements
- Ongoing professional dialogue.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.



Improvement Priority 1: Develop high quality learning, teaching & assessment leading to improved attainment and achievement

NIF Priorities	NIF - 7 Key Outcomes (see page 2 for full descriptors)	
1. Placing the human rights and needs of every child and young person at the centre of education	Develop knowledge, skills, values and attributes to support children and young people to thrive	Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
2. Improvement in children and young people's health and wellbeing	Excellent partnerships in line with GIRFEC	Improving relationships behaviour and attendance with increased engagement in learning
3. Closing the attainment gap between the most and least disadvantaged and children and young people	Inclusive and relevant curriculum and assessment	Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality
4. Improvement in skills sustained, positive school-leaver destinations for all young people	High levels of achievement across the curriculum with action to close the poverty-related attainment gap	

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Over the past few years, we have been developing the Talk for Writing approach to establish consistent, high-quality teaching and learning across the school, with the aim of raising writing attainment, which had fallen to 73% during the COVID-19 pandemic. Whole school attainment in Writing has now increased to 82%, (from 80% pre-pandemic), there have been increased levels in all year group and 93% of children have continued to make at least 1 year's progress. This year's P6 has the lowest attainment in Writing. (80%) A recent staff survey indicates that all teachers are confident in using the Talk for Writing approach. Through professional dialogue however, we recognise that time is needed to fully embed the practice across the school. A recent pupil focus group revealed all children like Talk for Writing because it makes the writing process easier and fun. Most parents who responded to our annual questionnaire said their child enjoyed Talk for Writing.	Almost all children will continue to make at least one year's progress by June 2026. Whole school attainment in Writing will increase by between 1% - 4% by June 2026. By June 2026, all teaching staff will agree that we have a balanced and manageable Literacy & English. Timetable which covers key aspects of learning. Almost all children in P1 to 7 will see themselves as writers by June 2026. By June 2026, all parents will have been provided with opportunities to learn more about the Talk for Writing approach and ways they can support their child to progress in writing.	- TJ Data and School Tracker will show increases in attainment. - SNSA and GL Assessment will confirm TJ Data. - In-house moderation activities will ensure a shared understanding of each level and accurate teacher judgements. - Monitoring and moderation of jotters will show improvements. - Comparison of 'Myself as a Writer' surveys will demonstrate changes in children's perceptions of writing. - Pupil learning conversations (individual target setting, focus groups etc.) - Peer class visit feedback. - Learner feedback - target group - Target group writing journals. - Stage, whole school and cluster moderation activities. - Audit of progress using the Talk for Writing School Improvement Cycle. - Feedback from parents via events, family learning opportunities and surveys. - RAG rating the Talk for Writing 'non-negotiables' collaboratively with teaching and support staff.	Continue to develop and implement the Talk for Writing Approach – Year 3: - Use of prior learning and pass on information to inform teaching including: - Use of 2024-25 GL Assessment data. - Use of TJ Assessment Trackers. - GL Assessments to be completed again in May 2026. - Continue to seek children's changing views by using the 'Myself as a Writer' survey annually. - Continue to implement the whole school Talk for Writing Plan. For Year 3, we have agreed to: - Continue to facilitate time for staff to plan for learning, teaching and assessment of writing across levels. (ELCC to P1, P2 to P4 and P5 to P7) - Review the number of units that can be taught over the year, whilst ensuring all important aspects are covered from P1 to P7. - Term 1: 2x fiction & 2x non-fiction/poetry - Term 2: 1 x fiction & 1 non-fiction/poetry - Term 3: 1 x fiction & 1 non-fiction/poetry - Update forward plans further to show the progression of TFW. - Ensure a focus on 'Everyday Toolkit' particularly in P1-3. - Continue to develop high-quality non-fiction resources. - Continue to ensure that assessment drives teaching. - Balance Literacy timetables to allow all aspects of Literacy & English to be covered. - Source effective model texts for non-fiction; use of A.I. - Continue to develop good handwriting. - Literacy Champion to undertake a full audit of implementation informed by the Talk for Writing Leadership Toolkit/RAG rating (with staff) to identify areas of strength and areas for further development. - Ensure any new staff attend local authority training. - Use of UKLA Author Visits to inspire and motivate children's writing.



Last session, we engaged with Themes 1 & 5 from Education Scotland's "Assessment within the BGE: a thematic inspection – Signposts to Highly Effective Practice" in order to further develop our approaches towards Assessment, Tracking & Monitoring. We have streamlined our tracking systems and SLT are confident our systems are more effective and easier to use. Teaching staff have been introduced to the Fact-Story-Action method to support them to interrogate their class data; however, they require time to develop confidence and fluency in using this approach. A recent staff survey indicated that the majority of staff believe the use of assessment trackers would be more manageable with additional training in Excel. We intend to focus on the other themes this session.	Our new Assessment Procedures will be implemented across the school by December 2025. By December 2025, almost all children in Primary 5 to 7 will have had opportunities to be involved in assessing their learning using the My Learning Journey Booklets. By June 2026, almost all teachers will be confident to use the 'Fact-Story-Action Method' to discuss children's learning and progress. By June 2026, almost all teachers will consistently use data to inform planning and next steps. By June 2026, almost all teachers will be confident to use Excel. By June 2026, all teachers will have had the opportunity to participate in cross-cluster working and will moderate their practice in reading comprehension and almost all will be confident in their professional judgements.	• New Assessment Folders in place across the school containing agreed aspects. • Completed Learning Journeys and pupil conversations will indicate that children are not only actively involved in assessing their own learning, but also recognise the positive impact this has on identifying and setting their next steps. • Staff survey will show: ➢ Increased confidence in the use of the Fact-Story-Action method. ➢ Staff use data to inform planning and next steps. ➢ Increased confidence in the use of Excel. ➢ Confidence levels in assessing reading comprehension. ➢ Satisfaction Levels after cross-cluster moderation.	Continue to develop the themes from Education Scotland's "Assessment within the BGE: a thematic inspection – Signposts to Highly Effective Practice": • Implement new Assessment Procedures developed during 2024-25 (Theme 1) • Assessment Folders consistently used across the school (Theme 1) • Introduce Second Level 'My Learning Journey Booklets' and develop First Level. (Theme 6) • Embed School Tracking Systems (Themes 1, 2 & 5) • Facilitate time for staff to look at and analyse Standardised Assessment, Teacher Judgement Data and Teacher Assessment Tracker to inform starting points for new session/next steps. • Facilitate time to interrogate assessment data and prepare for tracking meetings (Fact-Story-Action) • In-house CLPL Session on use of Excel. • Participate in Local Authority Cluster Moderation Pilot on Reading Comprehension with the Trinity & St Benedict's Clusters. (Theme 3) ➢ Looking outwards, work in trios (OLOP, St Fillan's & St Anne's Primary Schools) to moderate the learning and teaching process around 'What we do with a book'." ➢ Visit to each school to share effective practice ➢ Focus: differing reading pedagogies employed across the cluster, methods of assessment used in schools and increased, staff participation in sharing good practice meets.
A recent post self-evaluation of the Visible Learning(VL) strands, using the School Matrix tool, demonstrates that over the past three years we have made: • Substantial progress in: ➢ Visible Learners ➢ Know thy Impact ➢ Inspired & Passionate Leading • Some progress in: ➢ Effective Feedback We will continue the following aspiration: <i>All children at Our Lady of Peace Primary School will show a 0.4 or greater effect size (1 years' progress) in reading, writing and mathematics, and are able to describe their progress and achievement in these areas.</i> <i>All children will exhibit the characteristics of an assessment capable visible learner, they will understand what they are learning, how they are doing and where they will go next.</i>	By June 2026, we will have made substantial progress in all 4 strands of Visible Learning and almost all aspects within each strand will be evaluated as '<i>common-place and systematically embedded in the school.</i>' By June 2026, all teachers will have an increased understanding of John Hattie's 10 Mindframes and use them to improve their practice.	• Self-evaluation of the Visible Learning (VL) strands, using the School Matrix tool. • Staff Mindframes survey will show an increased awareness.	Implementation of Visible Learning to ensure high-quality learning, teaching & assessment: • For each of the VL Strands, use the School Matrix results to prioritise the aspects identified as: ➢ '<i>Where this exists, it is in very small pockets—an exception to the rule</i>' ➢ '<i>This exists within the school but couldn't yet be considered common-place or systematic.</i>' • "10 Teacher Mindframes – Teaching for Success" by John Hattie & Klaus Zierer - Facilitate time for professional reading and group reflection on the following chapters: ➢ The importance of assessment and feedback for teachers. ➢ Working collaboratively and the sense of community. • Collegiate session on Effective Questioning from VL Coach. • Ensure consistent use of identified highly effective teaching strategies across the school.



Improvement Priority 2: Celebrating & Supporting Our Community – our successes, our differences, our uniqueness

NIF Priorities	NIF - 7 Key Outcomes (see page 2 for full descriptors)	
1. Placing the human rights and needs of every child and young person at the centre of education	Develop knowledge, skills, values and attributes to support children and young people to thrive	Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
2. Improvement in children and young people's health and wellbeing	Excellent partnerships in line with GIRFEC	Improving relationships behaviour and attendance with increased engagement in learning
3. Closing the attainment gap between the most and least disadvantaged and children and young people	Inclusive and relevant curriculum and assessment	Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality
4. Improvement in skills sustained, positive school-leaver destinations for all young people	High levels of achievement across the curriculum with action to close the poverty-related attainment gap	

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Previous self-evaluation highlighted the need to do more to celebrate children's successes and achievements. While a Wider Achievement Form is available for parents to submit nominations, uptake has been low, indicating the need for further promotion. In addition, we recognise the importance of celebrating not only achievements but also the development of key skills. Although significant work was undertaken in this area last session, further time is needed to develop and embed our improvement ideas more fully We value the growing diversity within our school community and are committed to fostering an environment where every child feels safe, included, and respected. We are aware of incidents of unkind behaviour experienced by some of our pupils and recognise the vital importance of proactively teaching anti-racism and promoting kindness, understanding, and respect for all. While significant progress has been made in removing barriers to learning through the use of accessibility tools, we acknowledge that staff need time to build confidence and	By June 2026: All staff, children and families will be aware of our 'Celebrating Our Success' and 'Celebrating Diversity at OLOP' Procedures. All children will have had the opportunity to identify the skills they have developed during classwork and wider achievement activities. All staff, children and families will have had the opportunity to participate in our Whole School Culture Day. All teachers will have engaged with the following resources: ➢ Other World Religion - Diocese of Paisley ➢ Learning About Care Experience' - 'Who Cares Scotland? ➢ Anti-Racism Scotland All children will feel welcomed and respected and incidents involving racist and unkind behaviour will reduce.	- Documents shared on Seesaw and with Parent Council. - Classroom Observations and SLT Walk 'Rounds to have a focus on skills development. - Attendance at Whole School Culture Day and post event feedback. - Feedback from teachers and children on new resources. - Reports of racist and unkind behaviour will reduce	Implement our 'Celebrating Our Success' Position Statement and Wider Achievement Nomination Procedures developed last session including: - Monitoring and tracking of wider achievement linked to skills - Revised nomination forms for parents, staff and children – easy to access - Golden Assembly - Our Wow Wall - Continue to develop children's ability to identify the skills and learning dispositions developed during class work and wider achievement activities by using the Learning Dispositions Progression and resources developed during session 2023-24 Celebrate the different cultures within our OLOP Community - Introduce a whole school 'Culture Day' with the support of our Celebrating our Community Pupil Leadership Group and Parent Focus Group. (Each class/base choose a theme) - The pupil leadership group will seek views of children, parents and staff to agree further events - Implement our 'Celebrating Diversity at OLOP' Position Statement developed during 2024-25. - Ensure our diverse community is represented in our Leadership Groups. - Use of updated resources from the Diocese of Paisley to teach Other World Religions. - Implement the 'Learning About Care Experience' resource from 'Who Cares Scotland?' to raise awareness of what it means to be care experienced across the school (ELCC to P7. (Care Experienced Week – 23rd – 31st October 2025) - Engage with the new resource from Anti-Racism Scotland. - Purchase new library resources and reading books that reflect diverse voices and include themes of racial literacy and anti-racism.



become more familiar with the tools available. Likewise, pupils also require time to develop the necessary skills to use these tools effectively. Staff have expressed that the opportunity to share practice last year was valuable to their development. Although we have seen notable improvements in behaviour across the school in recent years, we remain committed to sustaining these gains. This includes a continued focus on addressing low-level behaviours promptly and consistently to ensure a positive learning environment for all. This also includes ensuring appropriate wellbeing interventions are implemented early and tracked to support children's social and emotional wellbeing.	• By October 2025 all classrooms will be physical environments that enhance and promote opportunities for speech, language, and communication for all children. • All targeted children and their families will agree that OLOP strives to remove any barriers to learning by June 2026. • By Dec 2025, the revised GIRFEC meeting structure will be introduced across the school, ensuring a consistent, data-informed approach to child planning that integrates wellbeing data. • By June 2026, GIRFEC meetings will reflect high-quality professional dialogue, where decisions about pupil support are consistently informed by triangulated wellbeing data. • By June 2026, almost all children with a Child's Plan will be able to identify the support strategies in place and explain how these help them with their learning.	• SLT Walk Rounds will show that the recommendations contained within the CIRCLE Inclusive Classroom Scale are in place. • Completion of the CIRCLE Participation Scale within termly forward plans. • Feedback from targeted children and their parents will show that planned interventions are removing their barriers to learning. • SLT monitoring of 'My Learning Journey' Books. • School tracking documents show tracking of wellbeing. • Staff feedback will indicate increased clarity and consistency in GIRFEC meetings. • GIRFEC meeting minutes will reflect use of data. • Staff self-evaluation or survey on confidence in GIRFEC processes • SLT termly Check-ins with targeted children.	Removing barriers to ensure wellbeing, equality & inclusion: • Facilitate time for staff to share good practice in the use of appropriate accessibility tools. • Use of CIRCLE Inclusive Classroom & 'Renfrewshire's Inclusive Communication Environments' (RICE) to ensure our environments are inclusive. (Add to Forward Plan) • Front page of 'My Learning Journey' Booklets to provide information about 'what my teacher needs to know about how I learn' on first page. • Completing the above scale when setting up new classrooms for session 2025-26. • Participate in Year 3 PATHS Programme to develop emotional understanding, self-control, social problem solving, peer relations and self-esteem. • RNRA Core Group action for 2025-26 – linked to Into Headship Strategic Initiative. ➢ Finalise and launch the revised GIRFEC meeting format for whole-school use. ➢ Deliver CLPL to staff on using the Wellbeing Assessment Tracker (WAT) to inform planning. ➢ Analyse GL PASS and WAT data to identify trends and key areas for intervention. ➢ Embed the use of WAT into GIRFEC meetings in Term 1. ➢ Monitor the use and quality of WAT entries termly across all stages. • Facilitate time to explore wellbeing resources on the Renfrewshire Way Website
	• By October 2025, all new teaching staff and support will be confident in using the agreed approaches contained and appendices within our Positive Behaviour & Relationship Policy. • All classes will have OLOP Positive Playground Agreements/Class Charter, linked to School Values & Expectations by October 2025. • By June 2026, almost all staff will be confident to teach the messages of PATHS. • By December 2025, all Friendship Makers, will have received PATHS training and be confident to support children to follow fair play rules, have fun and include everyone at play times.	• SLT walk rounds and observations. • Playground Agreements/Class Charter on classroom walls. • Annual staff survey will show increased confidence levels in the use of the Positive Behaviour & Relationships procedures and PATHS. • Friendship Maker survey will show increased confidence levels.	Developing and Maintaining Positive Relationships • Ensure the consistent implementation of the guidance outlined in our Positive Relationships & Behaviour Policy, including the OLOP Expectations and supporting appendices, across the school in order to maintain a calm and respectful environment. • All practices should be firmly rooted in our shared school values. • Ensure all classes to develop their OLOP Playground Agreements/Class Charters linked to School Values & Expectations. • Replenish resources for Playground Boxes. • Introduce additional opportunities in the playground – E.g. reading, drawing, etc. • Continue Friendship Makers Leadership Group (Peer Mediators) to support children to resolve conflict in the playground and lead Friendship Club, twice a week. • PATHS B's Buddies Training for Primary 6 & 7 Friendship Makers. • PATHS catch up training for new staff. • Use of 'I Am Me' resource to support positive relationships.



Improvement Priority 3: Develop a whole school and community approach to learning for sustainability

NIF Priorities	NIF - 7 Key Outcomes (see page 2 for full descriptors)	
1. Placing the human rights and needs of every child and young person at the centre of education	Develop knowledge, skills, values and attributes to support children and young people to thrive	Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
2. Improvement in children and young people's health and wellbeing	Excellent partnerships in line with GIRFEC	Improving relationships behaviour and attendance with increased engagement in learning
3. Closing the attainment gap between the most and least disadvantaged and children and young people	Inclusive and relevant curriculum and assessment	Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality
4. Improvement in skills sustained, positive school-leaver destinations for all young people	High levels of achievement across the curriculum with action to close the poverty-related attainment gap	

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Target 2030 is the bold ambition that sits at the heart of Scotland's Learning for Sustainability Action Plan. The national target is for every 3-18 learning setting in Scotland to become sustainable by 2030 and for all learners to receive their entitlement to Learning for Sustainability. (LFS) LFS is an entitlement for all learners within Curriculum for Excellence. Through self-evaluation, we recognise that while we engage in many activities aligned with LFS, there is a need to develop clear and consistent procedures. As a response to Pope Francis' call to Ecological Action, the Scottish Catholic Education Service (SCEs), SCIAF and Justice & Peace Scotland created 'Laudato Si' Schools Scotland. This is an invitation to all schools to the call to be stewards of God's creation and aims to meet the Holy Father's goal of creating an Ecological Education within our schools. The 7 goals from Laudato Si' link directly to the United Nations Goals for Sustainable Development.	- A clear Assembly Plan will be in place by October 2025. By June 2026: All staff, children and families will be aware of Laudato Si' & LFS and how it is developed at OLOP. - Our 3-year Laudato Si Action Plan, linked to LFS will be in place. All staff, children, families and community partners will have had the opportunity to participate in our Community Action Days. All classes will have engaged in Project-Based Learning focused on a Learning for Sustainability theme. Almost all staff will be confident to take learning out with the classroom. All children in P5-7 will agree that Pupil voice has increased and that their views are used when forming school improvement.	- Assembly Plan in place. Annual surveys will demonstrate: - Awareness and understanding of Laudato Si' and LFS (staff, children & parents) - Increased staff confidence levels in learning out with the classroom. - Children's views on whether they feel their voices are increasingly heard and acted upon. - Attendance at Community Action Days and evaluations. - Forward Plans in place for Project Based Learning and sharing the learning on Seesaw/class assembly. - SLT Walk Rounds	Learning for Sustainability linked to Laudato Si' – Year 1: - CLPL Session to raise awareness on LFS: - Use of Education Scotland sharing practice videos. - Explore and make links between the goals from both United Nations and Laudato Si'. - Explore the LFS Sketch Note from Education Scotland. - Evaluate what we do already. (linked to above Priority) - Agree our focus linked to the Laudato Si' goals: 'Respond to the cry of the earth' and 'Respond to the cry of the poor.' - Establish a Working Group, led by ADHT, who will use the Laudato Si' resources and LFS Self-Evaluation Toolkit to create an action plan for the next 3 years. - Arrange 3 Community Action Days involving children, families and community partners: - Each class take responsibility to look after an agreed area of the school grounds. - Develop clear Assembly Plan: agree themes to be covered.(SLT) - Project Based Learning: Plan for LFS/Laudato Si' project during term 3. - Review of Social Studies linked to Skills for Learning, Life & Work and ensure more opportunities for personalisation and choice and sharing the learning. - Consider existing and new P5-7 Leadership Groups meeting once a month. - Develop guidance on how outdoor learning can remove barriers to learning and support children's wellbeing: - A collegiate session on Outdoor Learning to reflect on current practice and explore the possibilities of using our existing spaces. - CLPL session on taking learning out with the classroom.(Playtime Revolution - Learning Through Landscapes) - After CLPL session establish a short-life working group to agree next steps. - Community Links: - Peace Pantry: Work towards a Social Enterprise Scotland Champion Award. - Continue to build links with local care home and adult care centre: Friendship Makers, Young STEM Leaders, Choir, etc. - Re-establish our Eco Forms pre-loved uniform shop - Young STEM Leaders to work with East Fulton & Woodlands Primary Schools.



			Further develop Pupil Voice and Pupil Leadership Skills • Existing Pupil Leadership Groups to engage with How Good Is OUR School, Theme 3 – Our School & Community • Participate in the Young Leaders of Learning Programme Year 2: ➢ Identify a new group of Primary 6 Leaders to be involved. (P7 to train new P6 leaders) ➢ P7 Young Leaders to assist in putting into action the agreed next steps from session 2024-25. ➢ Agree focus with partner school. (Glencoats Primary School) ➢ 1 day for children training – Education Manager ➢ Teams meeting prior to school visit for pupils to discuss visit and help create agendas ➢ School Visits – Self-Evaluation. ➢ Participate in Showcase Conference – May/June 2026 • PATHS B Buddy training for Primary 6 Friendship Makers. • As part of Class Economy, all P7 pupils will be part of Leadership groups, where they will help create action plans, carry out tasks and evaluate impact with their teacher's assistance. • Continue to develop wall displays in corridors as areas to celebrate learning including pupil voice skills.
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