



Our Lady of Peace Primary School

School Improvement Plan

2026-27

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
- 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 – Meta Skills & Digital Learning

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
We have built on our three-year Visible Learning journey, strengthening practitioners' understanding of high-quality learning, teaching and assessment through a focus on teacher mind frames, effective questioning, assessment and feedback, and collaborative practice. This has led to greater consistency in pedagogy and improved learner engagement, as evidenced through self-evaluation and professional dialogue. To support our next stage of improvement, we will focus on developing Meta Skills in line with the Skills Development Scotland (SDS) Framework. This will enable practitioners to more explicitly embed skills such as communication, collaboration, critical thinking, creativity, resilience and self-management across learning. In doing so, we aim to further enhance learner agency, raise attainment and achievement, and ensure children and young people are well equipped for learning, life and work. This is also a shared priority across our cluster.	By June 2027, all teachers will have: - Developed a shared understanding of Meta Skills and their importance in supporting children and young people's readiness for learning, life and work. - Engaged in pupil-led Skills Academies linked to Meta Skills. By June 2027, there will be increased consistency in the explicit teaching, language and application of Meta Skills across all stages. By June 2027: Most learners will be able to name several Meta Skills and identify areas of strength. Most learners in P5-7 will be able to recognise and articulate their own Meta Skills development. All learners from P-7 will have received at least one wider achievement award each term, nominated by staff, families or pupils. All learners in P7 will have engaged with the My World of Work Profiling Tool. By June 2027, Most parents will have a clear understanding of Meta Skills and will be	- Staff self-evaluation, collegiate sessions and learning visits will demonstrate a shared understanding of Meta Skills and their consistent use in learning, teaching and assessment across all stages. - Evidence from pupil-led Skills Academies and classroom practice will demonstrate increased opportunities for learners to develop and apply Meta Skills in meaningful contexts. - Learner conversations and pupil profiling evidence will show that most learners can identify and articulate their Meta Skills strengths and areas for development (with increasing depth in P5-7). - Wider achievement records and awards will demonstrate that all learners receive regular recognition of skills development and wider achievements throughout the year. - Parental engagement feedback and cluster moderation evidence demonstrate increased understanding of Meta Skills and a shared, consistent approach to progression across stages and transitions.	Developing Meta Skills - Year 1 Focus: Building Understanding and Establishing Practice Collegiate sessions to: - Introduce the SDS Meta Skills Framework and progression model. - Identify current strengths and gaps in practice using SDS self-evaluation/audit tools. - Identify 2 or 3 priority Meta Skills for whole-school focus. - Agree visual displays, prompts and classroom language linked to selected Meta Skills. - Agree how Meta Skills language can be used during learning conversations, feedback and in learning intentions. - Develop a shared staff understanding of what Meta Skills look like in practice across stages. - Principal Teacher will work with the P7 Young Leaders of Learning to develop: - Agreed whole-school Meta Skills vocabulary and learner-friendly definitions. - Skills Academies to take place on Friday afternoons. - Introduce Meta Skills focused awards (See YLL SIP Page below) - Develop children and parents' understanding of Meta Skills and their value for learning, life and work through workshops, newsletters, curriculum sessions, and shared learner experiences. - Introduce My World of Work Profiling Tool in Primary 7. - Develop pupil-led whole school wider achievement tracker linked to Wider Achievement Awards. - Cluster Development: Working parties/Project leads from each cluster primary school to collaborate with St Benedict's High School in developing a shared 3-year Meta Skills progression plan, ensuring consistency, progression and continuity across the cluster.



	better equipped to support their child's development for learning, life and work. By June 2027, a shared cluster approach to Meta Skills will be in place to support improved continuity and progression for learners across stages, particularly at key transition points.		
Although our use of digital technology has improved, it is currently limited, often supporting research tasks or targeted interventions such as dyslexia support. Self-evaluation shows that digital is not yet fully embedded across the curriculum or used consistently to develop learners' digital skills. To address this, we will implement a structured 5-step Digital Schools Award plan to embed digital learning and teaching across all curricular areas. This will support the development of essential digital skills and enhance learners' engagement, creativity and independence, ensuring they are well prepared for learning, life and work.	By June 2027, digital technology will be increasingly embedded across the curriculum, enhancing learning, teaching and assessment and supporting improved learner engagement and attainment. By June 2027, all staff will be becoming more confident and competent in using digital tools to support high-quality learning experiences. By June 2027, most learners will demonstrate well-developed digital skills and apply these effectively across a range of contexts. By June 2027, most parents will have a clear understanding of how digital technology supports learning By June 2028, the school will have achieved Digital Schools Award accreditation, demonstrating a strategic, consistent and high-quality approach to digital learning and teaching across all curricular areas. By June 2028, the school will have a sustainable, progressive digital skills framework in place, ensuring continued improvement and alignment with national expectations.	• Pre- and post-confidence surveys will demonstrate increased confidence and competence in the use of digital technology amongst staff and learners. • Learning visits, classroom observations and pupil feedback will evidence that digital technology is increasingly embedded across the curriculum. • GIRFEC, tracking and Child's Plan meetings will evidence the effective use of digital approaches and accessibility tools to support inclusion. • Parent feedback will demonstrate increased understanding of how digital technology supports learning. • Evidence from the Digital Schools framework will demonstrate progress towards achieving Digital Schools Award accreditation by June 2028.	Digital Schools – Year 1 • Develop a structured 5-stage Digital Schools plan to guide progression towards accreditation. • Establish a project lead and pupil and parent working groups to support planning, implementation and evaluation of digital learning across the school. • Review and implement a Digital Code of Conduct, linked to online safety and anti-bullying policies. • Develop clear approaches to planning and assessment, ensuring digital technology is embedded meaningfully across the curriculum. • Engage in Local Authority professional learning to build staff confidence and competence in digital pedagogy. • Raise the profile and visibility of digital learning across the school through displays, QR codes and shared digital content. • Ensure strong links between digital skills and Meta Skills, supporting communication, collaboration, creativity and problem-solving. • Improve digital inclusion and support for learners through ASN approaches, including the use of tools such as Trellis and Child's Plans.



Improvement Priority 2: Nurture, Relationships and Inclusion

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
Our self-evaluation (HGios 4, Q1 2.3 and 3.1) highlights that while strong relationships and a nurturing ethos are evident across the school, there is a need to ensure our approaches remain current, consistent and clearly understood by all stakeholders. We have identified the need to refresh and strengthen understanding of the Six Principles of Nurture and NVR approaches to ensure consistency of practice across the school. With several new staff members and increasing numbers of neurodivergent learners, maintaining a nurturing, relational and inclusive approach is essential to meeting the diverse needs of all children and supporting positive wellbeing, engagement and attainment.	By June 2027, all staff will demonstrate a refreshed and shared understanding of the Six Principles of Nurture and NVR approaches, leading to greater consistency in nurturing and relational practice across the school. By June 2027, all staff will demonstrate increased confidence in meeting the needs of neurodivergent learners through nurturing, relational and inclusive approaches. By June 2027, almost all targeted wellbeing supports and interventions will be implemented consistently and evaluated effectively, contributing to improved engagement and positive outcomes for learners. By June 2027, all children will experience an inclusive, supportive environment which promotes wellbeing, engagement and positive outcomes for all learners, including neurodivergent children.	100% staff participation in nurture and NVR refresher training. - Staff self-evaluation and confidence survey will demonstrate increased understanding of the Six Principles of Nurture and NVR approaches and increased confidence in meeting the needs of neurodivergent learners. - Learning visits and classroom observations will evidence consistent nurturing and relational practice, including the effective use of inclusive environments and accessibility tools. - RNRA self-evaluation and Gold reaccreditation evidence will confirm strengths in nurturing practice. - Child's Plans and wellbeing tracking will demonstrate that targeted interventions are implemented consistently and have a positive impact on engagement and wellbeing. - Learner voice and parent feedback will indicate that children feel safe, respected, included and supported and that families have positive perceptions of the school's nurturing ethos.	RNRA Gold Reaccreditation: - Work with Educational Psychologist to provide Professional Learning on the following: - Refresh staff understanding of the Six Principles of Nurture through collegiate sessions and professional reading. - Revisit the principles and practice of Non-Violent Resistance (NVR) to ensure a consistent whole-school approach. - Provide induction and support for new staff to develop understanding of nurturing and relational approaches. - RNRA Core Group: - Audit current nurturing approaches and identify areas requiring further development. - Review policies and procedures to ensure they reflect nurturing and trauma-informed practice. - Use findings from above to create RNRA Action Plan. - Develop new and upscale existing resources to support learners and remove barriers. - Share examples of effective practice across the school on classroom environments and shared language - CIRCLE Inclusive Classroom & 'Renfrewshire's Inclusive Communication Environments' (RICE) - Create parent information leaflets. - Collect evidence to support reaccreditation. - SLT: - Raise pupil awareness of the Six Nurture Principles and the school's nurturing ethos during assemblies - Monitor consistency of practice across the school and identify priorities for further improvement: Class Visits, Pupil Voice Groups. - Seek views of targeted children and parents about the impact of supports contained within their Child's Plans - Facilitate time for staff to share good practice in the use of appropriate accessibility tools. - Develop a 'What my teacher needs to know about me' pupil profile.



			• Friendship Makers Pupil Leadership Group: ○ Create a child friendly Positive Relationships & Behaviour Policy/Video based on existing school policy.
Whilst self-evaluation and stakeholder feedback demonstrate the positive impact of our work to strengthen relationships, wellbeing and inclusion across the OLOP family, we recognise the ongoing need to further promote equity, celebrate diversity and deepen understanding of anti-racist practice and care experience. We also recognise the need for continued targeted work to support a small number of families experiencing barriers to attendance and punctuality. Attendance data shows a slight improvement overall; however, 9.4% of learners remain below 85% attendance and a small number experience regular lateness, highlighting the need for continued relationship-based support. Building on our nurturing ethos, we aim to ensure all children experience a strong sense of belonging, positive relationships and inclusion, enabling every member of the OLOP family to feel safe, respected, valued and able to thrive.	By June 2027, all staff will demonstrate increased understanding of anti-racist practice, care experience and inclusive approaches, resulting in greater consistency in meeting the needs of all learners. By June 2027, all children will recognise, value and celebrate the diversity of the OLOP community, with opportunities for leadership and participation reflecting the backgrounds and experiences of our learners. By June 2027, targeted family engagement initiatives, including the 'Nourish & Thrive Together at the Pantry' project, will strengthen partnerships with families and contribute to improved wellbeing and engagement. By June 2027, most children in the targeted attendance group will have an average attendance of 85% or above.	• Staff self-evaluation will demonstrate increased confidence and understanding of anti-racist practice, care experience and inclusive approaches. • SLT walk rounds will evidence consistent use of nurturing and relationship-based approaches, including PATHS and 'I Am Me'. • Pupil surveys will demonstrate that they feel safe, respected, included and have a strong sense of belonging. • Parent and stakeholder feedback will demonstrate positive perceptions of relationships, wellbeing and inclusion across the school community. • Evidence from leadership groups will demonstrate increased representation and participation from our diverse school community. • Participation and feedback from the 'Nourish & Thrive Together at the Pantry' project will demonstrate increased family engagement and positive outcomes for families. • Attendance data will show increases in attendance.	Strengthening Positive, Nurturing & Inclusive Relationships throughout the OLOP Family: • Continue to build on the work from last year around 'Celebrating the Different Cultures within OLOP' including class topics, reading resources and our newly introduced whole school 'Culture Fortnight.' • Ensure our diverse community is represented in our Leadership Groups. • Anti-Racism - SLT look outwards to Fordbank and St James' Paisley to develop action plan. (Use of Cultural Competence Self-Reflection Tool) • Use the 'Learning About Care Experience' resource from 'Who Cares? Scotland' to raise awareness across the school. (Care Experienced Week: 26th - 30th Oct 2026) • Facilitate time to explore wellbeing resources on the Renfrewshire Way Website • Ensure new staff receive information on PATHS and 'I Am Me' to support positive relationships. • Use funding from Renfrewshire Community Food Education Small Grants to introduce our 'Nourish & Thrive Together at the Pantry' Project to strengthen relationships with families and provide accessible opportunities for engagement with the school community: ○ Identify children and families experiencing barriers to attendance and punctuality and invite them to attend inclusive workshops focused on cooking together whilst engaging with school staff. ○ Build positive relationships with classroom assistant who can be the link between home and school. ○ Work with the families to improve attendance. ○ Celebrate and recognise improvements in attendance and punctuality ○ Seek the views of children and families to better understand barriers to attendance and inform supportive interventions.
As a nurturing school, we recognise the importance of meaningful pupil participation in promoting wellbeing, inclusion and a sense of belonging. Developing the Lundy Model will strengthen children's rights, ensure authentic pupil voice and support children to play an active role in shaping their learning and wider school community.	By June 2027, almost all staff will demonstrate a shared understanding of the Lundy Model, resulting in more consistent and inclusive approaches to pupil participation and strengthening the school's nurturing ethos. By June 2027, almost all children will experience increased opportunities to participate meaningfully in decisions affecting their learning and school life.	• Staff self-evaluation and professional dialogue will demonstrate a shared understanding and consistent application of the Lundy Model across the school. • Pupil surveys, will demonstrate that children feel they are listened to and can influence decisions affecting their learning and school community.	Lundy Model of Participation: • Introduce and explore the four elements of the Lundy Model (Space, Voice, Audience and Influence) through collegiate sessions. • Use self-evaluation activities to audit current approaches to pupil participation and identify areas for development. • Share examples of effective practice and reflect on the impact of recent implementation. • See Pupil Voice Section of Priority 3



Improvement Priority 3: Develop a whole school and community approach to learning for sustainability (Year 2)

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
Learning for Sustainability (Lfs) continues to be a key national priority, with Target 2030 setting the expectation that all 3–18 learning settings embed Lfs as an entitlement for all learners. In line with Curriculum for Excellence, Lfs is increasingly a feature of our school practice, with strong links to the United Nations Sustainable Development Goals and Laudato Si'. Through self-evaluation, we recognise that while we have engaged in a range of activities aligned to Lfs, there is a need to develop more consistent and coherent approaches across all stages. Building on staff engagement and training during session 2025-26, the next stage will focus on strengthening high-quality outdoor learning and embedding Lfs more coherently across the curriculum to ensure all learners develop the knowledge, skills and values required to become responsible global citizens.	By June 2027, all staff will: - Demonstrate a shared understanding of Learning for Sustainability and consistently embed it within learning, teaching and assessment across all stages. - Demonstrate increased confidence in the delivery of outdoor learning - Plan and deliver learning experiences which consistently integrate Learning for Sustainability across the curriculum By June 2027, all learners will: - Experience high-quality, Learning for Sustainability experiences, including regular and progressive outdoor learning opportunities. - Demonstrate increased knowledge, skills and values linked to the United Nations Sustainable Development Goals and Laudato Si' By June 2027, evidence from self-evaluation, learner voice and classroom practice will demonstrate a more consistent and embedded approach to Learning for Sustainability and outdoor learning across the school.	- Staff self-evaluation, professional dialogue and learning visits will demonstrate: - Increased understanding of Lfs and consistent embedding across learning, teaching and assessment. - Increased confidence in planning and delivering high-quality outdoor learning experiences. - Class visits and SLT walk rounds will demonstrate that all learners experience regular, progressive and high-quality outdoor learning and Lfs experiences across the curriculum. - Learner conversations will evidence increased knowledge, skills and values linked to the UN Sustainable Development Goals and Laudato Si', demonstrating growing global citizenship.	Lfs & Laudato Si: - Ensure the Lfs Sketch Note from Education Scotland, United Nations Sustainable Development Goals and Seven Laudato Si' Goals are on display in all classrooms. - SLT will lead self-evaluation exercise using Lfs Toolkit and agree next steps. - Laudato Si' Pupil Leadership Group and DHT will: - Arrange two Community Action Days involving children, families and community partners. - Create a child-friendly 3-year plan for Lfs & Laudato Si - Re-establish our Eco Forms pre-loved uniform shop Developing high quality outdoor learning: - Identify an outdoor learning project lead who will: - Teach outdoor learning, linked to Lfs during non-contact time. - Look outwards to other establishments to seek effective practice. - Work with the new P6 Young Leaders of Learning to improve school grounds and outdoor learning provision. (See Pupil Voice below) - Establish an outdoor learning working party, led by the above project lead, to support implementation and development across the school. They will: - Look outwards to other establishments. - Source high quality resources - Develop a progressive outdoor learning framework across stages linked to Curriculum for Excellence and Lfs. - Support staff through modelling, peer support and sharing of effective practice - Deliver collegiate professional learning sessions on outdoor learning and Lfs to increase staff confidence and consistency. - Seek funding and local volunteers to improve school grounds. - Teachers will Increase frequency and quality of outdoor learning experiences across all curriculum areas: - Take learning outdoors at least twice a week. - From February onwards, begin moving to more outdoor learning/loose parts play at least twice a week.



As Priority 2: As a nurturing school, we recognise the importance of meaningful pupil participation in promoting wellbeing, inclusion and a sense of belonging. Developing the Lundy Model will strengthen children's rights, ensure authentic pupil voice and support children to play an active role in shaping their learning and wider school community.	By June 2027, almost all children will experience meaningful opportunities to participate in decision-making and contribute to school improvement through pupil voice and leadership. By June 2027, most children involved in leadership groups and the Young Leaders of Learning Programme will demonstrate increased confidence, communication and leadership skills. By June 2027, pupil voice will increasingly influence learning, school improvement and wider community partnerships, strengthening children's sense of belonging and citizenship. By June 2027, partnerships with the wider community will provide meaningful opportunities for children to develop leadership skills and contribute positively to their local community.	• Learner conversations will demonstrate that children feel listened to and believe their views influence decisions within the school. • Evidence from Leadership Groups and Young Leaders of Learning activities demonstrates increased confidence and leadership skills. • Displays and other evidence of learning will demonstrate how pupil voice is gathered and acted upon across the school. • Stakeholder feedback and community partnerships will evidence positive contributions made by children to the wider community. • Participation and achievement in leadership programmes and awards will demonstrate increasing opportunities for leadership and citizenship.	Further develop Pupil Voice and Pupil Leadership Skills • See Lundy Model section in Priority 1. • 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 3: ➢ Identify a new group of Primary 6 Leaders to be involved. ➢ Agree focus with partner 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 2027 • Continue to develop wall displays in corridors as areas to celebrate learning including pupil voice skills. • Consider existing and new P5-7 Leadership Groups meeting once a month • 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.
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2026-27 YLL School Improvement Plan!



Why We're Doing This!

We feel some of the children are not being recognised for achievements both in and out of school. Awarding skills means everyone gets a chance to be awarded for different qualities and skills that they have. We want skills academies so everyone can apply and show skills the way they want. Learning new experiences and showing strengths they may have. We want to change our Friday afternoons as it is the same each week.



What we are going to achieve

Introduce skills awards August 2026 and start giving awards out September 2026
Monthly awards to be given out and tracked linked to skills as of October 2026
January 2027 introduction of skills academies



How We're Going to Do This!

- Introduce awards at assemblies
- Class lessons to learn about skills awards
- YLL to be responsible for gathering nominations and giving awards
- YLL will track awards
- We will have skills academies for 4 week blocks and then class economy for 4 weeks
- We want to keep classes together
- Teachers choose skills they feel comfortable teaching
- Introduce at assembly
- Skills academies update on website through a podcast created by YLL

