



Our Lady of Peace Primary School

STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-27. I hope that you find it helpful and informative.

Lesley-Anne Dick

Head Teacher

OUR SCHOOL

Our Lady of Peace Primary School (OLOP) is a Catholic School in Linwood with a current role of 259.

We also have a non-denominational Early Learning and Childcare Class (ELCC Class) with a role of 42.

Our school building is in good condition and provides good facilities for our children to learn.

Facilities include a Library Area, Nurture Room, Dining Hall, Visiting Services/Small Meeting Room, STEM Den and a separate Gym Hall with stage.

Our 'STEM Den' (Science, Technology, Engineering & Maths) provides an excellent space for our children to explore STEM subjects, art and music.

Our 'Hive' is an additional space for our early years children to eat lunch and to participate in transition activities. It is also used for meetings with parents.

There are extensive school grounds with an outdoor classroom, trim trail, raised flowerbeds, Gruffalo's Reading Garden, Hagrid's Hut, a courtyard garden, football pitch and a multi-use games area (MUGA).

OUR VISION, VALUES AND AIMS

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 VALUES

Welcoming: You are welcome at OLOP and accepted for who you are. We recognise how diverse our school community is, and we celebrate that. At OLOP, 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 OLOP. 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 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

SUCSESSES AND ACHIEVEMENTS

Renfrewshire's Nurturing Relationships Approach (RNRA)

- Following on from achieving our Gold Nurture Award:
 - The Head Teacher presented at the RNRA Nurture Conference, "RNRA in May." She was supported by our Friendship Makers, Peace Pantry and Young Leaders of Learning Pupil Leadership Groups.
 - As one of the original "RNRA Pathfinder Schools" we were delighted to be included the "10 years of RNRA" film that was shared with participant at the conference.

Visible Learning

- The school has successfully completed the three-year Visible Learning training programme, with clear evidence that the key principles are now embedded in everyday practice.
- The final report acknowledges that Visible Learning is reflected in the school's culture, systems and shared language, with a strong focus on learner progress, effective feedback and the use of evidence to improve outcomes. Most significantly, our children demonstrate a clear understanding of themselves as learners, confidently discussing progress, strategies for improvement, resilience and the importance of learning from mistakes.
- This indicates that Visible Learning is fully embedded within the learner culture of the school and continues to support high-quality learning, teaching and ongoing improvement.

Our Peace Pantry – Giving families 'Peace of Mind'

- We successfully secured 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.

Friendship Makers

- Our Friendship Makers successfully received £1000 from the Tesco Bue Token initiative which allowed them to purchase branded uniforms and resources to support the club.

Digital Learning

The school has continued to make strong progress in developing digital learning across all stages. Almost all P4–7 learners can confidently access their Glow logins, supporting independence in accessing learning resources, completing classwork, and engaging with digital platforms both in school and at home. With support, all P1–3 learners are developing their ability to access Glow, helping to build early digital skills and confidence.

A Digital Schools Plan has been developed, providing a clear strategic direction for the ongoing development of digital literacy and pedagogy. This is supporting a consistent approach across the school and contributing to improved learner engagement and digital confidence.

Leadership

- The Head Teacher continues to demonstrate a strong and sustained commitment to developing leadership capacity across the school. This strategic focus on professional learning and distributed leadership has supported a number of staff to progress into promoted and acting leadership roles across the authority, as well as enabling staff to lead on key aspects of school improvement.
- During this session, leadership development has remained a key priority despite a period of significant staffing change. The Acting Depute Head Teacher has quickly established herself as an effective Pupil Support Coordinator for the whole school, demonstrating strong knowledge of both in-school and local authority supports to meet the needs of learners, while also leading the ELCC team and building positive relationships. Alongside this, the Acting Principal Teacher has led the development of digital learning and Young Leaders of Learning, ensuring continuity, stability and ongoing progress during a time of transition.
- The Head Teacher has continued to support colleagues across the authority, including through facilitation of professional learning linked to the school improvement cycle.
- Overall, although the session has presented challenges in relation to temporary staffing, the school has maintained a clear focus on leadership development.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Improvement Priority 1:

Develop high-quality learning, teaching & assessment leading to improved attainment and achievement

Talk for Writing:

- Almost all children have continued to make at least one year's progress, demonstrating sustained learning across the school and the continued impact of effective learning and teaching. While whole school attainment in Writing has decreased slightly from 82% to 79%, this reflects cohort changes, including a number of new pupils not yet on track and the departure of children who had previously achieved expected levels.
- Teaching staff highly value protected, facilitated time for collaborative planning and moderation, which has led to increased consistency in approaches to writing and a shared understanding of standards across stages. As a result, staff report high levels of confidence in the delivery of Talk for Writing, with this shared practice contributing to improved learning, teaching and pupil outcomes in writing.
- Almost all children in P1-7 continue to see themselves as writers, indicating a strong sense of identity, confidence and engagement in writing across all stages.

Assessment:

- Our new assessment procedures have been successfully implemented across the school, providing a consistent and coherent framework for tracking progress and supporting learner achievement.
- Almost all teachers are confident or very confident in using the Fact-Story-Action Method to effectively discuss children's learning and progress, strengthening shared understanding of attainment and next steps with almost all reporting that they are now more confident in using Excel to support tracking and analysis, enhancing efficiency and accuracy in assessment processes.
- Almost all teachers consistently use data effectively to inform planning and next steps, resulting in more targeted learning experiences and improved outcomes for learners.
- Groups of children in P4-7 have been actively involved in assessing their own learning in Literacy and English through the use of the newly developed 'My Learning Journey Booklets'. Most groups have contributed suggestions to improve their accessibility and child-friendliness, demonstrating meaningful engagement and ownership of the process. This has strengthened learner reflection, increased engagement in learning, and supported a growing understanding of progress and next steps.

Visible Learning:

- The school has made substantial progress across all four strands of Visible Learning, with almost all aspects within each strand now evaluated as common-place and systematically embedded in practice. This reflects a highly developed learning culture in which evidence-informed approaches, collaborative practice and a consistent focus on learner progress are firmly established across the school.

Improvement Priority 2:

Celebrating & Supporting Our Community – our successes, our differences, our uniqueness

Celebrating Our Success & Differences:

- The introduction of the 'Celebrating Our Success and Celebrating Diversity at OLOP' procedures is leading a shared understanding of how achievement and diversity are recognised and valued across the school community.
- All children have been supported to identify and articulate the skills they have developed through classwork and wider achievement opportunities, promoting increased self-awareness and confidence in their strengths and achievements.
- Our 'Whole School Culture Day' provided meaningful opportunities for staff, children and families to celebrate and learn from the diversity within the school community, further strengthening relationships and fostering a strong sense of belonging.
- Professional learning linked to world religions, care experience and anti-racism has enhanced staff knowledge and understanding, supporting more inclusive and responsive practice across the school.
- As a result of the school's continued focus on inclusion and positive relationships, children report feeling welcomed, respected and valued, with a reduction in incidents involving racist and unkind behaviour contributing to a safe and nurturing ethos.

Removing Barriers:

- Most classrooms have been developed as communication-friendly learning environments, enhancing opportunities for speech, language and communication and supporting inclusive practice across the school.
- Targeted children and their families report that OLOP effectively identifies and removes barriers to learning, contributing to improved engagement and ensuring that children receive appropriate support to achieve their potential.
- The revised GIRFEC meeting structure has been successfully implemented, providing a consistent and data-informed approach to child planning and strengthening the integration of wellbeing information in decision-making.
- All staff agree that GIRFEC meetings demonstrate high-quality professional dialogue, with decisions about pupil support informed by triangulated wellbeing data, leading to more targeted and responsive interventions.
- Almost all P5-7 children with a Child's Plan can identify the support strategies in place and explain how these help them in their learning, reflecting increased learner voice, understanding and ownership of their individual support.

Positive Behaviour & Relationships:

- All new teaching and almost all support staff indicate that they have developed confidence in implementing the agreed approaches outlined in the Positive Behaviour and Relationships Policy, ensuring consistency in practice and promoting positive relationships across the school.
- All classes have established OLOP Positive Playground Agreements and Class Charters linked to the school values and expectations, contributing to a shared understanding of positive behaviour and a respectful learning environment.
- All teachers are confident in delivering the key messages of PATHS, supporting the development of children's emotional literacy, self-regulation and positive relationships.
- All Friendship Makers have successfully completed PATHS training and are confident in promoting fair play, inclusion and positive interactions at breaktimes, contributing to a nurturing and supportive playground environment.

Improvement Priority 2: Review of Assessment, Tracking & Monitoring Procedures:**Learning, Teaching & Assessment:**

- A more streamlined and consistent approach to whole school tracking has been successfully developed, with almost all staff becoming increasingly confident in using tracking documents to monitor progress. Regular opportunities to analyse Standardised Assessment data and the embedding of a consistent format for tracking meetings are leading to more informed discussions and targeted support for learners.
- Our Curriculum for Excellence Professional Judgement data shows that almost all children, except those following individual milestones continue to make at least one year's progress in Literacy and Numeracy.
- Staff surveys, pupil focus groups and classroom observations show that almost all learners are becoming more reflective, confidently discussing their learning using shared dispositions and setting next steps, while most are developing the ability to give meaningful peer feedback.
- All teachers' growing understanding of John Hattie's 10 Mindframes is beginning to positively influence practice; as this becomes more embedded, it is expected to lead to further improvements in the quality of learning and teaching across the school.

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

- A clear and structured Assembly Plan, linked to the UNCRC Rights of the Child, has been implemented, providing regular opportunities to reinforce the school's values, celebrate achievements and strengthen the sense of community across OLOP. It also promotes pupil voice by ensuring learners have opportunities to share their views, lead assemblies and contribute to whole-school improvement.
- Awareness of Laudato Si' and Learning for Sustainability has increased across the school community, with staff, children and families demonstrating a shared understanding of how these principles are embedded within school life.
- The introduction of a three-year Laudato Si' Action Plan has provided a coherent framework for developing Learning for Sustainability and has strengthened the school's commitment to stewardship, social justice and global citizenship.
- Our Community Action Day fostered meaningful partnerships between staff, children, families and community partners, enhancing community engagement and promoting shared responsibility for improving the local and wider environment.

- All classes have engaged in Project-Based Learning linked to Learning for Sustainability themes, providing rich and relevant learning experiences that have increased pupil engagement and developed skills for learning, life and work.
- Almost all staff are confident in taking learning beyond the classroom, resulting in increased opportunities for outdoor and experiential learning and enhancing children's engagement and wellbeing.
- A recent P5-7 pupil focus group highlighted that pupil voice is strong, with learners reporting that their views are valued and actively used to inform school improvement, reflecting a positive culture of participation and shared leadership.

PUPIL EQUITY FUNDING (PEF)

- This year, Our Lady of Peace Primary school has received £65,170 and although PEF is allocated based on free school meal eligibility, staff professional judgement has been used to include additional children in the targeted interventions and approaches.
- All PEF spend to date has been focussed on targeted improvement activity in literacy, numeracy and health and wellbeing. In order to decide what we would allocate the money to, we looked at:
 - What our school data was telling us (Scottish Index of Multiple Deprivation (SIMD), free school meals, clothing grants, care experienced, etc.)
 - Feedback from parental surveys.
 - Self-Evaluation Information.
 - Feedback from Pupil Focus Groups.
 - We also shared, discussed and agreed our ideas/plans with our Parent Council.
- In session 2025-26 we have continued to increase our core staffing to release an experienced class teacher and increased our classroom assistant hours to provide targeted support to groups of children in order to improve outcomes for all whilst closing the poverty-related attainment gap. We have also purchased resources to support this.
- All staff agree that these interventions were instrumental in raising attainment last session and agreed they should continue for session 2026-27.
- Our Raising Attainment Team continue to meet fortnightly to review pupil progress and agree whether supports should continue and if new children should be added to the targeted group.

Intervention 1:

A targeted reading intervention aimed at increasing attainment in P3 Reading by between 4% and 9% successfully supported 7 children. Overall attainment rose from 79% to 89%, while within the targeted group, those on track increased significantly from 29% in June 2025 to 71% by the end of the year, demonstrating a strong positive impact.

A targeted reading intervention aimed at increasing attainment in P5 Reading by between 2% and 5% effectively supported 13 children. While 54% of this group remain on track, showing no overall increase, all learners have made at least one year's progress, indicating some positive impact. Overall P5 attainment has slightly decreased from 74% to 73%, reflecting a change in the cohort due to a reduced year group roll.

Attainment in Reading across P1-7 has not met the targeted increase of 1-3%, with a slight decrease from 82% to 81%. However, there are positive indications of impact, with more children now on track than this time last year and almost all making at least one year's progress; this has been offset by cohort changes, including the departure of a number of children who were previously on track and others joining who are not yet on track. Overall, this suggests that interventions are supporting individual progress, although this is not yet fully reflected in whole-school attainment data.

Intervention 2:

A targeted intervention aimed at increasing attainment in P7 Writing by between 2% and 4% has successfully supported 12 children. Overall attainment in P7 writing increased from 79% to 89%, while within the targeted group, those on track rose significantly from 83% in June 2025 to 100% by the end of the year, demonstrating a strong positive impact.

Attainment in Writing across P1-7 has not met the targeted increase of 1-3%, with a decrease from 82% to 79%. This has been influenced by cohort changes, including a high proportion of new pupils not yet on track (60%) and the departure of several children who were previously on track. However, almost all children have made at least one year's progress, indicating positive individual gains, although this is not yet fully reflected in whole-school attainment data.

Intervention 3:

Targeted support for children in receipt of Clothing Grants aimed to reduce the proportion who are not on track and have attendance below 90%, with a goal of a 4–9% reduction by June 2026, has been successful, decreasing from 32% to 28%. This demonstrates that interventions are having a positive impact on improving attendance and attainment for our most vulnerable learners.

Intervention 4:

A targeted nurture group has been implemented, with a focus on improving combined Developmental and Diagnostic Boxall scores by 10% by June 2026. Ongoing monitoring indicates positive engagement and emerging progress for most children, with final impact data to be reviewed in September 2026.

KEY STRENGTHS OF THE SCHOOL

- The Senior Leadership Team (SLT) remains committed to continuous improvement and has actively pursued opportunities to enhance their leadership skills, strengthening their capacity to drive school improvement effectively.
- The Head Teacher continues to support the development of others across Renfrewshire schools, recently delivering a session on the School Improvement Cycle to Head Teacher colleagues. Colleagues welcomed the opportunity to see how ongoing self-evaluation informs next steps in improvement planning, alongside practical examples of how the Improvement Cycle is used to effectively drive forward change.
- The Head Teacher strongly promotes the school's vision, values and aims, building positive relationships and inclusive practices across the school community. She is viewed as a positive role model who promotes a solution-focused approach. All parents who responded to the 2025–26 questionnaire believe the school is well led.
- The Senior Leadership Team remains ambitious in ensuring the highest quality learning experiences for all children.
- Staff are committed to providing a caring and nurturing environment, underpinned by positive relationships across the whole school community.
- Visitors regularly comment on the welcoming ethos of the school.
- Children are well mannered, caring and motivated, demonstrating positive attitudes to learning and high aspirations.
- A whole-school nurturing approach ensures that staff consistently meet the individual needs of children and families.
- STEM remains a strong feature, supported by high-quality resources and effective partnerships with SSERC, STEM Ambassadors and local businesses.
- Children report that they feel supported, challenged and cared for by approachable and friendly staff.
- Staff recognise and utilise their individual skills and strengths to take on leadership roles that support school improvement.
- All staff remain committed to ensuring children are at the heart of everything we do and to providing the highest quality educational experience.
- Our Lady of Peace is highly regarded within the local community, reflected in the number of families choosing to enrol or move their children to the school, demonstrating strong confidence in the quality of education, care and support provided.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

- Develop high quality learning, teaching & assessment leading to improved attainment and achievement:
 - Developing Meta Skills - Year 1
 - Working towards a Digital Schools Award - Year 1
- Nurture, Relationships and Inclusion
 - Working towards RNRA Gold Reaccreditation
 - Nurturing Positive, Nurturing & Inclusive Relationships throughout the OLOP Family
 - Develop Pupil Voice using the Lundy Model to strengthen meaningful participation and ensure children's views influence school improvement priorities.
- Develop a whole school and community approach to learning for sustainability – Year 2
 - Further develop Learning for Sustainability linked to Laudato Si'.
 - Outdoor Learning

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.