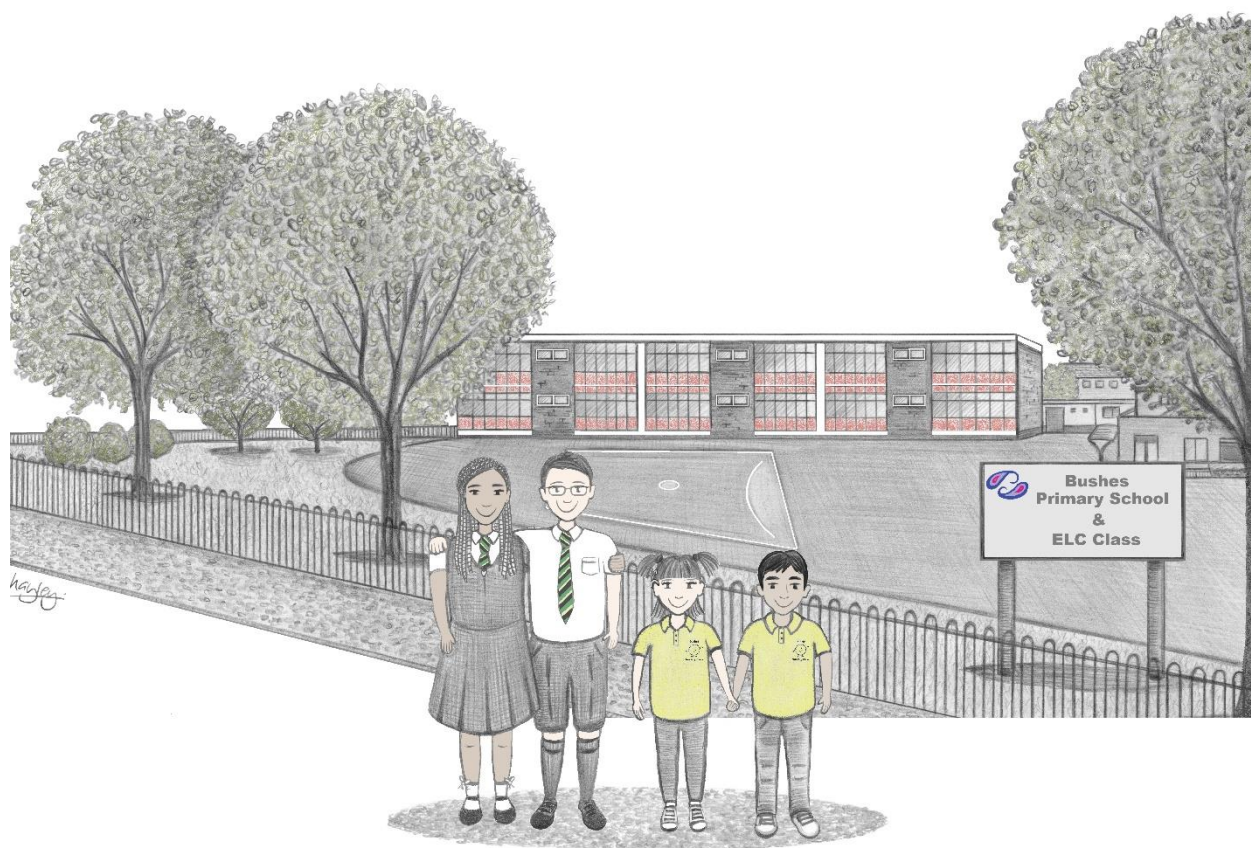


Bushes Primary School and Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Craig McCrorie

Head Teacher



OUR SCHOOL

We are a non-denominational school of around 340 children with an Early Learning and Childcare Class (ELC Class) which provides full day places for up to 40 children under the Government initiative of 1140 hours. Built in 1958 and refurbished in 2007, the building provides barrier free access and good facilities. The playground has been developed into a community resource.

At Bushes, we pride ourselves on our nurturing ethos for all. We place a high level of importance on professional development for our staff and are committed to giving our children the best education possible.

The school and ELC Class have a very good reputation in the community with a high proportion of our pupils attending the school as the result of a placing request. The Parent Council are active supporters of the school. The ELC Class was last inspected by the Care Inspectorate on 25th October 2022 and the school was last inspected by HMIE in 2012. A review was carried out by the Local Authority in January 2020.

The Leadership Team consists of a Head Teacher, two Depute Head Teachers and one Principal Teacher (filled on a job-share basis). Clear remits have been assigned to the Leadership Team. The HT has overall responsibility for the school with a focus on monitoring learning and teaching in P2-4. One DHT has responsibility over monitoring learning and teaching in the ELC Class & P1 with the other DHT having responsibility over monitoring learning and teaching in P5-P7. There is seventeen Class Teachers, one PEF funded Class Teacher, one Senior Early Learning and Childcare Officer, one Early Years Graduate, five Early Learning and Childcare Officers, two Early Learning and Childcare Support Officers, two Classroom Assistants, four Additional Support Needs Assistants, three clerical staff, one Home Link Worker, one Service Delivery Officer and one music instructor. The environmental services team comprises of three Senior Facilities Operatives, catering, and cleaning staff. Together, staff provide a warm, supportive, nurturing, and caring environment for learning where children are supported to reach their full potential.

A very strong team has been created amongst all staff within the school and our capacity for continuous improvement is good. We are very well placed to meet the opportunities and challenges that lie ahead.

OUR VISION, VALUES AND AIMS

Following consultation with children, staff, parents, and the wider community we are delighted with our school and ELC Class Vision, Values and Aims. These are...



Bushes Vision, Values and Aims



"Blossom at Bushes"

To create the happy environment our school community needs to thrive, all stakeholders have established a clear Vision and set of Core Values as well as our aims for the whole school community.

Our Vision

We believe that all children are created equal and are owed the best we have to give. As a whole school community, we will work together tirelessly to develop and advance the unique set of skills and talents each of our pupils have and encourage every one of them to believe they can be successful and empower them to achieve amazing things.

Our Values are at the root of everything we do at Bushes:

Build each other up through **KINDNESS** and **FRIENDSHIP**

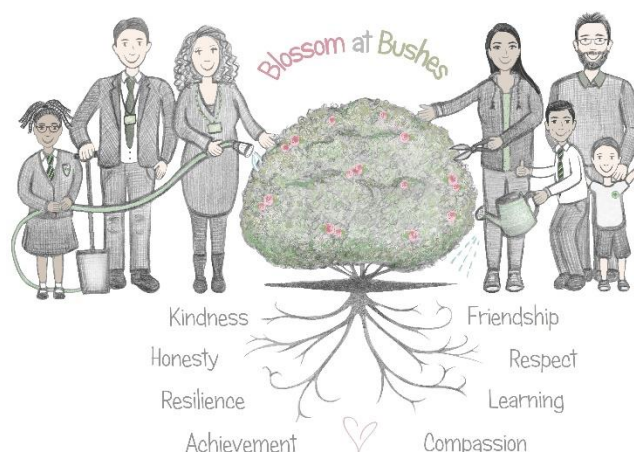
Uphold **HONESTY**

Share **RESPECT**

Have **RESILIENCE**

Encourage **LEARNING** and **ACHIEVEMENT**

Show **COMPASSION**



Aims for our Pupils

- To provide a happy, safe, stimulating, supportive and nurturing environment where children can meet their full potential as both learners and people, and can develop respect for themselves, others and their surroundings.
- To provide a rich, exciting and progressive curriculum which engages and motivates children and through which every child can develop fully as lifelong learners with skills to equip them for their future.
- To encourage children to be independent, motivated, curious, creative and resilient learners who have a love of, and are capable of leading, their own learning.
- To provide children with the opportunities to contribute their voice to, and play an active role in, the development of the School and ELC Class.
- To provide opportunities for every child to feel part of, and be able to positively contribute to, the school, local and global community, helping them to become responsible members of society.
- To actively promote good physical and mental health amongst all children.
- To celebrate children's achievements and ensure they receive recognition and praise for their efforts and achievements in all areas of their life, both within and out with the ELC Class and School.
- To provide equity for all children.

Aims for our Families and Community

- To provide a supportive and nurturing environment, working collaboratively and in partnership with parents and carers to help every child achieve their full potential.
- To empower parents and carers to play an active role in their child's education.
- To develop and sustain close links between parents and the local community to further children's learning.
- To promote, support, respect and value parental engagement in contributing to the ongoing development of the school.

Aims for our Staff

- To provide a supportive and nurturing environment wherein staff work collaboratively to provide the best educational experience possible for every child.
- To support them in keeping up to date with latest National and Council policies and procedures and continuing to develop their practice through Continual Professional Development opportunities.
- To nurture and respect each child as an individual and play an active role in their personal, as well as their educational development.
- To serve the community of Bushes with empathy, progressive learning and pride.

SUCSESSES AND ACHIEVEMENTS

At Bushes, we believe that every one of our pupils has a unique set of talents. We are privileged to have the opportunity to help each pupil develop these during their time with us at Bushes. During session 2022-23 we have had several successes and achievements. These included:

- Continuing to cater for the educational and emotional needs for all our pupils following the impact of the COVID pandemic.
- Continued to support parents to support their children's learning. This has taken place through a variety of mediums including Seesaw, open days etc.
- Hosted a parents information evening and a parents' open afternoon.
- Teaching staff organised and ran a successful 'World of Work' fortnight for pupils in P1-P7.
- Re-introduction of some staff led after-school clubs for P1-P7 pupils including, netball, coding, writing and knitting
- Organised and conducted a very successful residential trip for P6 pupils.
- Organised and conducted a free whole school trip to Finlaystone Country Park for free for all pupils in P1-P7. ELCC children had a fun day with a bouncy castle and special foods.
- Continuing to run several events throughout the school year to support charities such as Macmillan Coffee Morning (organised and run by P7 pupils), St Vincent's Hospice and Renfrewshire Foodbank.
- Held successful 'Coffee, Tea and Chat' sessions. Each class hosted one of these sessions providing an opportunity for parents and carers to come into the school and build links.
- Several highly successful and profitable events run by our dedicated Parent Council These included Halloween, Christmas, and Easter raffles; 4 discos and a Winter Fayre. Profits from these events have been utilised to fund various items and initiatives including a P7 end of primary school prom, a donation towards the cost of the buses for the residential trip, a donation towards the cost of the whole school trip, a virtual Christmas panto and repairs to the trim trail and playground equipment.
- ELC Class, Primary 1 and Primary 2 classes performed a Nativity that was a great success and enjoyed by all parents and carers.
- Children in P1-P7 had the opportunity to take part in a Talent Show that was performed in front of the whole school.
- All children from the ELCC to Primary 7 performed in our Scottish Showcase. This was an event celebrating Scotland and was performed in front of parents and carers.
- Children in Primary 7 performed 2 live performances of their show 'Moana'. This was the first time in 4 years this could take place and parents, carers and invited guests were blown away by the children's performances.
- The continuation of regular Values assemblies to recognise the achievements of all pupils.
- One member of staff completing the 'Improving Our Classrooms' course with one taking on the role of mentor within this programme.
- One member of staff completing the 'Aspiring Principal Teacher' programme
- One member of staff completing Education Scotland's Aspiring Middle Leadership Programme
- Children in one of our leadership groups had the opportunity to take part in participatory budgeting. Children were given a budget to assign towards new library books for the school library.
- Pupil leadership groups from Primary 2 to Primary 7 have been responsible for making changes to the school environment for the benefit of all pupils e.g., ECO group planting a new garden

We are also aware of the value we should place on each child's achievements outside of school and our role of developing each pupil fully. Pupils regularly bring in trophies, medals, certificates etc. to share their success and achievements with their class as well as the Head Teacher and other members of the school staff. These are recorded in the school newsletter and are shared, along with academic and social successes and achievements, with the whole school at our regular assemblies.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- One teacher is participating in the Aspiring Middle Leadership Programme through Education Scotland; one teacher completed the Aspiring Principal Teacher programme; one teacher completed the 'Improving Our Classrooms' course with Masters credits and one teacher fulfilling the role as a mentor within this course.
- Pupils are part of 'Pupil Leadership' groups aimed at empowering them to lead initiatives within the school and develop their leadership skills.
- House captains promote school values within the school and aim to raise standards of behaviour across the school.
- Pupils in the Pupil Action Group (PAG) took part in a participatory budgeting project to purchase new books for the school library.
- Almost all teaching staff have an area of the curriculum they have a 'Champion' role within (ICT, Numeracy, Literacy, STEM, Health and Wellbeing, PATHS) and they continue to support developments within the school. This work supports our drive to ensure consistency in the educational experiences children receive across the school.
- Primary 1 to 4 staff are continuing to lead the development of play pedagogy within our school, working with an educational consultant for guidance and support. This has led to the development of a more inclusive and responsive Early level and First level provision within the school which supports pupils' transition from the ELC Class into Primary 1 and Primary 1 into Primary 2 and so on. Work has begun to extend this into our Primary 5 to 7 classes.
- SLT and teaching staff utilise data to target specific children who would benefit from further support/input in specific curricular areas.

Teacher Professionalism

- All staff participated in the annual Child Protection update training, with teaching staff completing Circle resource training (ELC Class staff completed Up, Up and Away resource training) and Talk for Writing training.
- One teacher has completed the 'Improving Our Classrooms' course with Masters credits. They are working to share their knowledge with other staff.
- Every member of staff has participated in a range of professional learning opportunities linked to their own professional development needs and the improvement plan. This has included training on high quality teaching and learning, Play Pedagogy, Numeracy and supporting children with Additional Support Needs in the classroom. This has led to staff utilising new techniques and teaching styles to the benefit of all learners.
- Developing our play pedagogy has continued to be a large focus for this session and has been led by our P1 to P4 staff who have worked to provide a more seamless transition from nursery to school and into First level. They have also been working towards the continuation of play-based learning into our Primary 5 to 7 classes next session.
- Teaching and ELCC staff continue to adapt their approaches to teaching to accommodate the experiences children have had over the past three years. Support staff have been flexible and have adapted their roles to support children's Health and Wellbeing in-school. All staff have contributed positively to the supporting and nurturing environment that has been provided to all children during the difficulties of the pandemic and as we have emerged from it.

Parental Engagement

- A variety of methods have been used regularly to engage parents this session. This has included Seesaw, parents' evenings, parents' open afternoon and information evening, 'Tea, Coffee and Chat' sessions, Twitter, newsletters, and any necessary meetings. We have encouraged parental engagement during this session to support both academic progress but also to ensure we were catering for the pastoral and Health and Well-Being needs of our pupils and their families.
- Parental involvement included asking parents to provide feedback at our parents' evening regarding what should be our priorities for next session. These views were combined with those of pupils and staff to create this document and the improvement plan for next session.
- Parent Council continue to meet regularly and have done so throughout the past year, contributing positively to the school.
- Sharing children's learning with parents through the use of ICT has continued this year in the school and ELC Class. Parents have commented on the positive nature of this use of ICT to share pupil's learning across the school, which is supporting pupil progress.
- We have continued to have online monthly Values assemblies where nominated children receive a personalised certificate and letter to take home and share with their families along with an invite to a hot chocolate party to enjoy with their peers and the HT! This has had a hugely motivational effect on all learners to strive and uphold the school values at all times.

Assessment of Children's Progress

- In the ELCC, most pre-school children are achieving 80% or more of the measure for both Literacy, Numeracy and Health and Wellbeing.
- In Primary 1, most children are achieving the expected level in Reading, Writing, Talking and Listening. Most children are achieving the expected level in Numeracy and Shape with almost all doing so in Information Handling.
- In Primary 4, most children are achieving the expected level in Reading, Writing and Listening with almost all doing so in Talking. Most children are achieving the expected level in Numeracy, Shape and Information Handling.
- In Primary 7, most children are achieving the expected level in Reading and Writing, almost all doing so in Talking, with all doing so in Listening. Most children are achieving the expected level in Numeracy, Shape and Information Handling.
- Staff work collegiately within their stages to discuss progress and compare standards. Data from a variety of assessment sources is used diagnostically to identify areas of development for children and to make judgements on progress and attainment and inform next steps. Termly Tracking and Monitoring meetings with SLT and teaching staff are a key aspect of this process. Staff have been sharing good practice and visiting each other's classes as part of their commitment to continuously improve their practice for the benefit of the children.
- Data is used in termly tracking and monitoring meetings to discuss children needing extra support/challenge and planning how this will occur.

School Improvement

- Within P1 to P4 we are embedding our play-based approach to learning. This is supporting us to achieve greater continuity and progression in learning across Early and First Level of the curriculum. This involved continuing to work with an educational consultant who offered support and guidance to the staff to support them throughout this process. Plans for taking this approach forward in Primary 5 to 7 have also been developed.
- We are continuing to develop pupil leadership and voice within the school and ELC Class. This session we continued with 'Pupil Leadership Days' with classes meeting regularly to lead an area of development across the school. This has included Eco, Health and Wellbeing and STEM. Pupils have also continued to lead our House Points System as well as taking ownership of their learning by regularly setting and reviewing targets. They have also contributed their ideas to the self-evaluation process and will continue to do so regularly next session.
- Staff have taken on leadership roles within the school and ELC Class with these staff members keen to share their knowledge with all staff to support consistent practices across the school.
- All staff have undertaken training in Promoting Alternative Thinking Strategies (PATHS) and Circle resource training (Up, Up and Away for ELCC staff). Our Renfrewshire's Nurturing Relationships core group have also been developing strategies and resources to use across the school to bring a consistency of language and approach to our daily interactions with pupils. This work will equip children with the skills to understand and manage their emotions and also to help us all create the most nurturing environment possible for all of our children, staff and parents.

Performance Information

- Members of the senior leadership team meet termly with groups of teachers and ELC Officers to discuss children's progress using analysed data to raise attainment across the school. We continue to revise our tracking meetings to ensure there is a greater focus on supporting the most vulnerable and disadvantaged children as well as providing support and challenge for all.
- All staff know our children and families very well. We use all available information including Getting It Right For Every Child (GIRFEC) reviews, standardised assessment data and teacher assessment and judgement to provide appropriate support to our most vulnerable and disadvantaged children and measure the impact of this support to ensure improved outcomes.

PUPIL EQUITY FUNDING

Quality assurance information from all stakeholders in our school community is used effectively to inform PEF spending. The views of our parents, staff and children are very important to us and we use a variety of methods to ensure everyone has their say, for example questionnaires, focus groups and event evaluations. Our findings are collated and analysed by the staff team. Results are shared with all stakeholders and used to inform interventions, resource purchase and the focus of professional learning.

Collated consultation information is used alongside monitoring and tracking evidence to help us pinpoint what we need to stop doing; what needs changed; any barriers to improvement; and to agree our short, medium and long-term improvement priorities for the following school year. This ensures a collegiate approach to school improvement and pupil equity fund spending with the views of all in the school community at the heart of decision-making.

Our strategy to close the poverty related attainment gap in Literacy and Numeracy is built around:

- improving the overall quality of learning and teaching. We have invested in a whole school approach to play, development of Talk for Writing across the whole school and supporting the teaching of planning high quality Maths lessons using Heinemann Active Maths
- improving parental engagement through the use of apps such as Seesaw, Sumdog and IDL
- supporting the health and wellbeing needs of pupils utilising resources such as PATHS and working with a Play Therapist
- providing targeted interventions through use data to enable teaching and support staff paid for through PEF to raise attainment with these pupils

During session 22/23, we used PEF to increase our core teacher staffing by 0.6 FTE and our support staff by 0.8 FTE to provide targeted support for learning in Literacy and health and wellbeing. 44 children from P1 to P7 received targeted Literacy support. As a result of this support, 66% of this group are now on track to achieve the appropriate CfE Writing levels.

PEF was used to purchase IDL and Sumdog software. There is evidence that most children in the target groups are being supported in their learning as a result of these resources.

To improve parental engagement, Seesaw was purchased to provide a means for children and staff to share learning with parents and families. Data for parental sign ups and interactions demonstrate that this software is supporting parents to be more involved with their children's learning.

PEF was used to purchase support for staff to develop our approach to play at Bushes. All staff involved stated they benefitted from this support and that it had directly improved their ability to develop play within their class.

Feedback from teachers and pupils following Play Therapy is that the children are in a better place to learn and found the involvement of the Play Therapist to be beneficial. Children are more ready to learn.

KEY STRENGTHS OF THE SCHOOL

- ✓ Highly nurturing and inclusive ethos which helps pupils to feel safe and valued and which helps to support successful learning across all stages.
- ✓ Highly motivated and confident pupils who are enthusiastic about learning, are very proud of their achievements and successes and look to always uphold the school values.
- ✓ Pupils who are well-behaved and are confident, willing, and ready to contribute their voice to the development of the school.
- ✓ Supportive and enthusiastic parents who are keen to support their child's learning and development.
- ✓ Development of our approach to play across the school.
- ✓ A dedicated staff team who have developed strong relationships with children, parents, and visiting professionals, creating a welcoming ethos where all children feel valued and encouraged to do their best.
- ✓ Staff who are willing to develop their professional knowledge and skills and who are keen to develop both their leadership of school improvement priorities and sharing of their knowledge and skills with one another.
- ✓ A very effective and supportive Parent Council who work in partnership with school staff to the benefit of all our pupils.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We believe that we have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

In 2023-24 we will:

- Continue to support and tend to our pupils, parents, and staff's mental and physical health.
- Place particular focus on attainment in Writing across the school, continuing to implement Talk for Writing.
- Continuing to develop high quality learning, teaching and assessment with a focus on Numeracy and outdoor learning.
- Continue to develop and embed our Play Pedagogy in Primary 1 to 4 pupils and introduce it into Primary 5, Primary 6 and Primary 7.
- Continue to develop the nurturing community we have at Bushes by working on Renfrewshire's Nurturing Relationships Approach (RNRA) as a whole school community.
- Continue to develop our Health and Well Being curriculum including Promoting Alternative Thinking Strategies (PATHS) and United Nations Convention of the Rights of the Child (UNCRC)
- Develop leadership across the whole school providing regular leadership opportunities given for pupils and staff.

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.

Bushes Primary School and Nursery Class

Grampian Avenue

Glenburn

Paisley

PA2 8DW

Phone: 0300 300 0149

Website: <https://blogs.glowscotland.org.uk/re/bushes/>

Twitter: [@BushesPrimary](https://twitter.com/BushesPrimary)

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. We would love to hear from you as we value and act upon the feedback we receive.