

Bushes Primary School and Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2024

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 315 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 from Primary 1 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 are twelve classes in the school, and these are staffed by class teachers, of which we have 16, who work a mixture of full time and part-time hours. In addition to this we have one PEF funded Class Teacher, two Classroom Assistants, four Additional Support Needs Assistants, three clerical staff, one Service Delivery Officer, and one music instructor. In the ELC Class, we have one Senior Early Learning and Childcare Officer, one Early Years Graduate, five Early Learning and Childcare Officers (who work a mixture of full time and part-time hours), and two Early Learning and Childcare Support Workers. 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.

The dedicated staff team work closely together to provide a range of high quality, fun and engaging learning experiences for all pupils.

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**

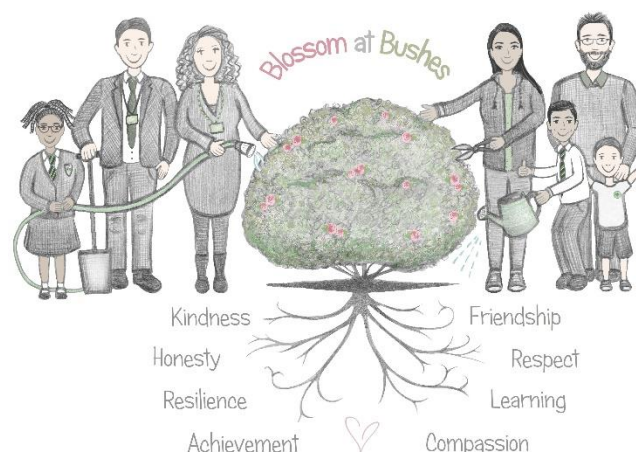
Uphold **HONESTY**

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.

SUCCESSSES 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 2023-24 we have had several successes and achievements. These included:

- Gained Jade Award in Renfrewshire's Nurturing Relationships Approach
- Gained Bronze Award in UNICEF's Rights Respecting Schools Awards
- Gained Scottish Book Trust Reading Schools Core Status Award
- Teaching staff organised and ran a successful 'World of Work' fortnight in November for pupils in P1-P7 to link with National Careers Week.
- Organised and conducted a very successful residential trip for P6 pupils to Lockerbie Manor which was enjoyed by all pupils who attended.
- Organised and conducted a free whole school trip to Finlaystone Country Park for free (with support from the Parent Council) for all pupils in P1-P7. ELCC children had a fun day with a bouncy castle and special foods.
- Continuing to support charities such as Vincent's Hospice (£118.15 raised) and Renfrewshire Foodbank (21 crates were donated).
- Several highly successful and profitable events run by our dedicated Parent Council These included Halloween, Christmas, and Easter raffles; 3 discos, a Winter Fayre and an Easter family movie night. Profits from these events have been utilised to fund various items and initiatives including: a P7 end of primary school prom; ties for P7 leavers; a donation towards the cost of the buses for the P6 residential trip; a donation towards the cost of the whole school trip; a Christmas panto; and food for class Christmas parties. The Parent Council also ran a fundraising event to raise funds for an outdoor storage unit and resources to support outdoor learning.
- 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. This was run by our Primary 5 pupils.
- 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. It was run by our House Captains and Vice-House Captains.
- 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 creating a new garden
- Children in Primary 7 performed 2 live performances of their show 'Aladdin Jnr'. Parents, carers and invited guests were blown away by the children's performances.
- Pupils in Primary 5 to Primary 7 Pupils taking part in extra-curricular music tuition at GHS and performing in Christmas concert
- Primary 7 pupils completed HeartStart training
- Pupils supported Barnardo's PATHS programme for schools 'Kindness Advent Calendar'. This involved pupils making videos to share kindness ideas for each day in the run up to Christmas.
- The continuation of regular Values assemblies and rewards with the HT to recognise the achievements of all pupils.
- Two members of staff completing the 'Improving Our Classrooms' course with one other continuing in the role as mentor within this programme.

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; two teachers completed the 'Improving Our Classrooms' course 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 support and encourage pupils to uphold the school values at all times.
- 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 and to be reflected in the curriculum we provide at Bushes.
- 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 as well as 'Who Cares?' as part of 'Communities that Care'. Teaching staff completed Nurture principle training with the Educational Psychologist and Outdoor Learning training.
- Two teachers have completed the 'Improving Our Classrooms' course. They are working to share their knowledge with other staff.
- One member of staff completing Education Scotland's Aspiring Middle Leadership Programme
- 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 Outdoor learning, Nurture principles, 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 curriculum has continued to be a large focus for this session. This has involved ELC CLASS staff sharing their expertise on outdoor learning with teaching staff; continued work towards the continuation of play-based learning into our Primary 5 to 7 classes next session; the further development of Talk for Writing; and the development of Number Talks across the school.
- Teaching and ELC CLASS staff continue to adapt their approaches to teaching to accommodate the experiences children have had over the past four years. Two teachers have run a Nurture Space within the school two days per week (one each) to provide emotional and pastoral support to pupils. 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, ELC CLASS and P1 stay and play sessions, 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 in our survey regarding what the school and ELC Class does well and 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.
- Continued to have 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.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Assessment of Children's Progress

- In the ELC CLASS, the majority pre-school children are achieving 80% or more of the measure for both Literacy, Numeracy and Health and Wellbeing.
- In Primary 1, almost all children are achieving the expected level in Talking and Listening and Numeracy. Most children are achieving the expected level in Reading and Writing.
- In Primary 4, almost all children are achieving the expected level in Talking and Listening. Most children are achieving the expected level in Reading, Writing and Numeracy.
- In Primary 7, almost all children are achieving the expected level in Talking and Listening. Most children are achieving the expected level in Reading, Writing and Numeracy.
- 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/ELC Class 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

- Staff in the ELC Class and in P1-7 have continued to develop our implementation of Talk for Writing, Number Talks and our approach to play including outdoor learning. This continued development of our curriculum is directly benefitting pupils and the experiences they receive at Bushes. Work continues to ensure changes are applied consistently across the school and ELC Class.
- 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 our next Nurture principle and 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.
- The use of GL assessments this session has further strengthened our use of data to inform teacher judgement.
- Children in the ELC Class took part in a programme to support the promotion of, and their understanding of, the Wellbeing Indicators (SHANARRI) with 'Big Cal Junior'

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, Team Around Child (TAC) meetings, 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 tracking and monitoring evidence to help us pinpoint what we need to review; 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:

- Continuing to develop our curriculum and learning and teaching. We have invested further in the development of Talk for Writing across the whole school and ELC Class, begun to develop a whole school approach to play and supporting the planning and teaching of high-quality Maths lessons using Number Talks and the new Authority Maths planner
- Continuing to improve parental engagement using apps such as Seesaw, Sumdog and IDL
- Supporting the health and wellbeing needs of pupils by working with a PATHS coach and embedding the use of the resource across the ELC Class and school
- Providing targeted interventions through use of data (including GL assessments purchased through PEF) to enable teaching and support staff paid for through PEF to raise attainment with these pupils

During session 23/24, we used PEF to increase our core teacher staffing by 0.9 FTE. This has provided targeted support for learning in Literacy and Numeracy as well as time for staff to lead developments across the school including PATHS, Numeracy, Literacy, Play, Outdoor Learning. This has supported us in reducing the poverty related attainment gap in all areas in P1, in Listening&Talking and Reading in P4 and in Reading, Writing and Numeracy in P7.

PEF was used to purchase IDL and Sumdog software. Children in the target groups utilised these resources as part of the approach to raising attainment within Literacy and Numeracy.

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 provide support for staff to develop our curriculum. All staff involved stated they have benefitted from time to develop aspects of the curriculum and wider staff have benefitted from this approach with a positive impact on their classroom practice.

Feedback from teachers and pupils following PATHS coaching is that the children are in a better place to learn and found the use of the resource and approach to be beneficial.

KEY STRENGTHS OF THE SCHOOL

- ✓ Motivated 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.
- ✓ A dedicated staff team who has developed strong relationships with children, parents, and visiting professionals, creating a highly nurturing and inclusive ethos where all children feel safe and valued and which helps to support successful learning across all stages, reflecting on children's individual needs when providing support.
- ✓ 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.
- ✓ Development of our approach to play across the school.

KEY STRENGTHS OF THE SCHOOL

Almost all parents felt:

- My child enjoys learning at school
- My child is treated fairly at school
- My child feels safe at school

Almost all pupils felt:

- Bushes Primary is a happy, friendly school.
- I enjoy being a pupil at Bushes Primary.
- I feel safe when I am at school and staff look after me well.
- The adults in Bushes Primary care about me and I can talk to someone if I am worried.
- The adults in Bushes Primary listen to me and are interested in what I have to say.
- My lessons are interesting and fun and help me to learn.
- My teacher talks to me about what I have done well.
- My teachers tell me how I can improve and make my work better.
- I am given responsibilities in school and encouraged to be responsible for my own learning.
- I think I am doing well at school and am making progress in my learning.
- I know I can ask my teachers for help when I am stuck.
- I know what my targets are and what I need to do meet them.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We believe that we have made good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

In 2024-25 we will:

- Continue to focus on attainment in Writing across the school and continue to implement Talk for Writing to support this.
- Continuing to improve levels of attainment by developing our approach to Play, Outdoor Learning, skills-based approach to learning.
- Continue to support pupils Health and Well-being by utilising the Nurture Space for targeted pupils.
- Continue to develop the nurturing community we have at Bushes by working on Renfrewshire's Nurturing Relationships Approach (RNRA) as a whole school community
- Increase pupil voice by taking part in the Young Leaders of Learning programme
- Improve access for pupils to extracurricular clubs and activities (Parent and Pupil identified priority)
- Increase parental voice through ELCC focus groups
- Develop leadership across the ELCC and school providing regular leadership opportunities 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

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

