

Bushes Primary School and Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school and ELC Class' progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Craig McCrorie

Head Teacher



OUR SCHOOL AND ELC CLASS

We are a non-denominational school of around 300 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 Parent Council are active supporters of the school and at Bushes we seek to create positive relationships with our parents for the benefit of all our children. 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 (28% for session 25-26). 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 part-time 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, 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 two 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 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**

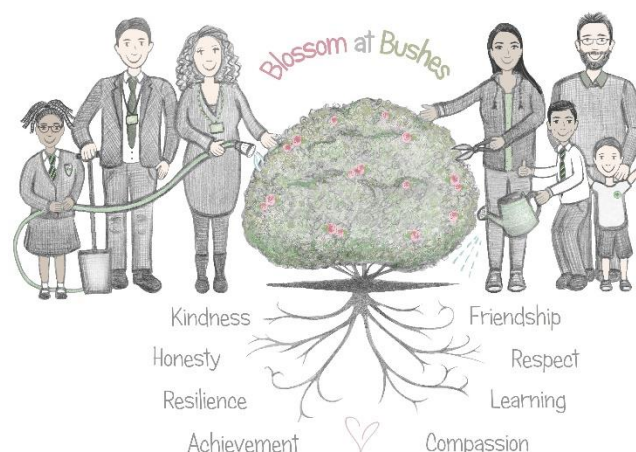
Uphold **HONESTY**

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 2024-25 we have had several successes and achievements:

- 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 Pollock 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 Renfrewshire Foodbank.
- Several highly successful and profitable events run by our dedicated Parent Council. These included Halloween, and Christmas 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; 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.
- 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 organised by our Newly Qualified Teacher and run by 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.
- Children in Primary 7 performed 2 live performances of their show 'Frozen 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 the Christmas concert.
- 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. Health and Wellbeing Group raised over £1000 from a special raffle which will go towards the purchase of items to support children's health and wellbeing.
- The continuation of regular Values assemblies and rewards with the HT to recognise the achievements of all pupils.

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 AND ELC CLASS?

The progress made towards our improvement priorities during session 24-25 is as follows:

Priority 1 - Raising attainment through developing pedagogy within identified areas of the curriculum

- Attainment in writing across the school currently sits at 75%.
- Attainment in writing of the pupils who are in P4 has increased by 7% to 86%.
- The gap between attainment in reading and writing at Early level has reduced to 2% .
- Almost all learners identified in need of emotional support by class teachers are able to engage in restorative conversations and are able to talk about their emotions and identify how to deal with these in a positive way. The readiness to learn displayed by almost all of these learners improved as reported by their class teachers.
- Nurture space operated 2 days per week. Staff used teacher judgement and Health and Wellbeing surveys to identify pupils in need of support. Once pupils had been identified, parents were involved, and a plan of support over 6-8 weeks was put in place. Pre and post input survey were completed as part of this process and indicated an improvement in children's health and wellbeing as a result of this input. Class teachers state there has been an increase in the engagement in the learning in class of children receiving input from Nurture Space.
- Staff who have led curricular developments including Talk for Writing, PATHS and Numeracy feel empowered and actively seek to share their learning with colleagues. This has led to changes in practices across the school and ELC Class that have benefitted the children.

Priority 2 – Enhance self-evaluation and school improvement activities by further involving learners and parents in the process

- Our Young Leaders of Learning (YLL) group created a joint action plan with Langcraigs with clear identified tasks which shaped their work for the rest of the school session. Following their work this year they created the following report:

Pupil Voice and Community:

- We visited Langcraigs Primary School to learn from their positive practices. We loved their access to learning resources and toys in the outdoor space.
- We gathered ideas to bring back to Bushes to strengthen pupil voice, relationships, and wellbeing.

Relationships and Wellbeing:

- We proposed the development of a Bushes Wellbeing/Relations Space. Next session, we want to use a dedicated room for lunchtime clubs, social activities, and a Suggestion & Worry Box to ensure all pupils feel heard.
- We collaborated with staff to make school more inclusive and welcoming.

Outdoor Play and Leadership:

- We worked with staff and the Parent Council to choose new outdoor toys and learning materials, making break times more fun and engaging.
- We launched the idea of training next year's P6 and P7 pupils as **Play Leaders**, building leadership skills and peer support.

Sustainability and Community Links:

- We discussed plans for a shared allotment space, promoting teamwork, responsibility, and sustainability by encouraging classes to grow herbs and vegetables together.
- Throughout session 2025-2026, all pre-school children will be part of a leadership group, making links with the wider community and ensuring that their voices and opinions are heard.
- Pupils are more actively involved in our school improvement activities.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL AND ELC CLASS?

Priority 3 – Improve access for pupils to extracurricular clubs and activities (Parent and Pupil priority)

- All pupils engaged in the survey of their extra-curricular activities.
- An accurate database of pupils' extra-curricular activities has been created.
- Clubs required to meet children's needs have been identified and these will be fulfilled next session by Primary 7 pupils.
- The implementation of this priority has been impacted by staff absence and as such, planned levels of progress were not achieved. This priority will continue into next session and will empower older children to lead clubs which provide opportunities for younger peers to have experiences that positively impact on their overall health and wellbeing.

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
- Continuing to improve parental engagement
- Supporting the health and wellbeing needs of pupils
- Providing targeted interventions to targeted children who have been identified through use of data

During session 24/25, we used PEF to:

- 1. 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.**

- 2. 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.**

- As a result of this support:
 - 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.
 - The number of children on track- for areas of Literacy has increased by 4% across the school.
 - Tracking predictions made by teachers in term 1 against term 4 professional judgements highlights attainment has increased in:
 - Primary 1 - Listening, Talking, Reading, Writing, Numeracy
 - Primary 2 – Reading (Listening, Talking, Writing remained the same)
 - Primary 3 - Listening, Talking, Reading, Writing, Numeracy
 - Primary 4 - Listening, Talking, Reading, Writing, Numeracy
 - Primary 5 – Writing (Number remained the same)
 - Primary 6 – Listening, Reading, Numeracy (Talking remained the same)
 - Primary 7 – Writing (Listening, Talking, Reading, Numeracy remained the same)
 - Attainment gap reduced in Writing in P2 (7%), P3 (7%), P4 (5%) and P5 (12%)
 - Attainment gap reduced in Reading in P2 (6%), P3 (19%) and P5 (1%)
 - Attainment gap reduced in Numeracy in P3 (34%) and P5 (17%)

3. Purchased Seesaw to improve parental engagement and to provide a means for children and staff to share learning with parents and families.

- As a result of this support:
 - 80% of families engage with Seesaw
 - There has been over 7000 pupils' posts over the course of this session
 - Most parents/carers feel the school keeps them well informed about their child's progress

4. Engaged with PATHS coaching programme to support emotional literacy and overall wellbeing amongst children.

- As a result of this support:
 - 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.
 - Parental feedback states that most feel that their child enjoys learning at school and that the school helps their child to be more confident.
 - Almost all pupils report that Bushes Primary is a happy, friendly school, they enjoy being a pupil at Bushes Primary and they feel safe when at school and staff look after them well.

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 and skills-based learning across the school.

Almost all parents felt:

- My child enjoys learning at school
- The school helps my child to be more confident
- 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.
- I am respected by the adults in Bushes Primary and treated fairly.
- 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.
- Most children in Bushes are well behaved and work hard.
- The resources in my class help me to learn in different ways.

OUR NEXT STEPS – PRIORITIES FOR 2025-26

We believe that we have made good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward. 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.

In 2025-26 we will:

- Provide high quality learning for all through a focus on teaching and learning, creating a skills-based curriculum and continuing to develop our school-wide approach to writing
- Ensure pupils are actively involved in on-going self-evaluation activities leading to improvement through the Young Leaders of Learning project
- Improve access for pupils to extracurricular clubs and activities

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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.

