



Renfrewshire Council Children's Services

Bushes Primary School and Early Learning and Childcare Class

Improvement Plan

2026-2027

Planning framework

As part of Children's Services, Bushes Primary School and Early Learning and Childcare Class has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities –
protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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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.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents, staff, and services that support the work of the school. We used a variety of methods of getting the views of those who are involved in the life and work of Bushes Primary and Early Learning and Childcare Class such as:

Consultation with Pupils (School and ELC Class)	Consultation with Staff (School and ELC Class)	Consultation with Parents and Carers (School and ELC Class)	Consultation with Partners (School and ELC Class)
• Pupil questionnaires as part of wider self-evaluation process linked to HGIOURS • Pupil learning target setting and review with class teacher/ELC Officer • Planning in curricular areas (including mind mapping, floorbooks etc.) • Pupil leadership groups (including Pupil action group and House representatives) • Pupil Focus Groups • Child learner profiles in ELC Class	• Staff questionnaires as part of wider self-evaluation process linked to HGIOS 4 • Regular staff and collegiate meetings throughout the session • Annual Professional Review and Development meetings • Evaluation of the service we provide using relevant professional documents and identification of strategic actions for the School Improvement Plan from this process • Staff consultation activities as part of In-Service and planned collegiate activity • Termly Tracking and Monitoring (TAM) meetings focussing on pupils' progress and targets • Team Around the Child (TAC) meetings • Curriculum leadership roles	• Parent/Carer questionnaires as part of wider self-evaluation process • Induction days • Parent Council meetings regularly throughout school session • Parent/Carer feedback at events such as parents' night • Newsletters for school and ELC Class • Team Around the Child (TAC) meetings • Reporting to parents (School and ELC Class) through a meeting and written reports and transfers of information (ELC Class)	• Team Around the Child (TAC) meetings • Local Area Admissions Panel Meetings (ELC Class) • Educational Psychology Service • Home Link Service • Cluster Schools (Heriot, Langcraigs, Brediland, Lochfield and Gleniffer High School) • Active School Coordinator • ELC Classes, primary schools and secondary schools around transition planning and support • Professional health and social care bodies who offer support to our children and pupils.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school and ELCC improvement plan meet the needs of the school and articulate with the local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- A Self-Evaluation and Monitoring Calendar are produced each year, outlining a detailed account of self-evaluation and monitoring strategies carried out to ensure a rigorous approach to monitoring improvement
- Regular staff meetings
- Tracking and monitoring of each pupil's progress through discussions and the use of data. This is discussed at a termly 'Tracking and Monitoring' meeting between teachers and SLT where current reading, spelling, reading, maths progress etc. are discussed and next steps identified and planned for. Health and wellbeing needs are also discussed as part of this process. Parents are contacted to discuss concerns or share success.
- Each child sets targets for their own learning and these are reviewed regularly.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments.
- Scottish National Standardised Assessments have been carried out at P1, P4, and P7. Our continued work on moderation will help to ensure that we are focussing on achieving a level, as well as facilitating opportunities for moderation.
- SLT (Senior Leadership Team) meet regularly to discuss pupil progress in all areas including Health and Wellbeing.
- Monitoring of learning, teaching and assessment in classroom/playroom observations aligned to school, local and national improvement priorities including peer learning visits.
- Regular self-evaluation using relevant professional documents e.g., HGIOS 4 and HGIOURS 4 with all stakeholders with actionable next steps.
- Liaison with external partners who provide support for pupils (e.g. Occupational Therapists, Speech and Language Therapists) to ensure best provision for all children.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

Improvement Priority 1 – Ensuring learning and teaching are consistently high-quality			
NIF Priorities - Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes - Develop knowledge, skills, values and attributes to support children and young people to thrive - Excellent partnerships in line with GIRFEC - Inclusive and relevant curriculum and assessment - High levels of achievement across the curriculum with action to close the poverty-related attainment gap - Highly skilled practitioners and leaders driving excellent learning, teaching and assessment - Improving relationships behaviour and attendance with increased engagement in learning - Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Recent engagement with His Majesty's Inspectors of Education (HMIE) identified the need to further strengthen the consistency and quality of learning and teaching across the school. While positive practice is evident, HMIE recommended a focus on ensuring that all learners consistently experience high-quality teaching approaches that support challenge and progression. By addressing this key recommendation, the school aims to build on existing strengths, support staff professional learning and ensure that every learner receives the highest standard of education.	- By October 2026, our updated Learning, Teaching and Assessment Policy will be finalised and implemented in Term 2 onwards ensuring all stakeholders are aware of what to expect. - By October 2026, our 'What challenge looks like at Bushes' Policy will be finalised and implemented in Term 2 onwards ensuring all stakeholders are aware of what to expect. - By June 2027, almost all children will continue to make at least one year's progress. - By June 2027, all teachers will consistently use data to inform planning and next steps. - By June 2027, almost all parents and pupils will say they are enjoying their learning and that it is challenging. - By June 2027, all staff will be increasingly confident in consistently providing lessons which provide challenge, pupil voice, pupil choice, outdoor learning and digital skills	- Self-evaluation of Q.I 2.3 Learning, Teaching and Assessment and Theme 2 – Our learning and teaching along with parent and pupil questionnaires, shows stakeholders feel teaching and learning is consistent and of high quality. - Tracking and monitoring (TAM) meeting records – highlight approaches having a positive impact on learner experiences and outcomes. - Attainment tracker, SNSA and GL results illustrate interventions are having a positive impact on attainment. - Pre and post staff survey on confidence in challenge, pupil voice, pupil choice, outdoor learning and digital skills	Professional Learning - Time at collegiate sessions allocated to allow staff time to explore the Curriculum Improvement Cycle literature, podcasts etc. Staff encouraged to utilise CLPL hours for professional reading and training opportunities. (HT) - Time given at collegiate sessions for staff to work with stage partners to plan lessons which incorporate challenge, pupil voice, pupil choice, outdoor learning and digital skills. (HT) - Staff to be given further training and input on effective use of observations, assessment approaches and floorbooks for evidencing. (HT) - ELCC staff to continue to support school staff sharing their knowledge and expertise. Teaching staff can observe ELCC colleagues and their good practice. (ELCC Staff) - Professional learning for teaching staff to be provided throughout the session including input and support on skills-based approach. Staff will embed the approach within the skills policy from ELCC to Primary 7 (HT) - Opportunities for moderation ensuring evidence of learning is reliable and used effectively to inform next steps. (Class Teachers and ELCC Staff)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

			Curriculum Development • Use of Renfrewshire Way resource • Creation of 'What challenge looks like at Bushes' guide and updated Learning, Teaching and Assessment Policy. (HT) • Classroom/playroom SLT and peer visits and observations will focus on challenge and overall teaching and learning experiences. Individual and whole school feedback to be provided to teaching staff. (SLT) • Develop a consistent approach of the Principles of a Curriculum Design across the setting. (ELCC Staff) • Parental engagement (home learning Literacy and Numeracy) – further develop maths bags, create story bags (Talk for Writing). (ELCC Staff) Learner Participation • Provide opportunities for children to develop their digital skills and to enable further sharing of information on Seesaw for parents/carers. (Class Teachers and ELCC Staff)
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Priority 2 – Ensuring pupils are actively involved in on-going self-evaluation activities leading to improvement			
NIF Priorities - Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes - Develop knowledge, skills, values and attributes to support children and young people to thrive - Excellent partnerships in line with GIRFEC - Inclusive and relevant curriculum and assessment - High levels of achievement across the curriculum with action to close the poverty-related attainment gap - Highly skilled practitioners and leaders driving excellent learning, teaching and assessment - Improving relationships behaviour and attendance with increased engagement in learning - Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
Recent engagement with His Majesty's Inspectors of Education (HMIE) identified that, while positive practice is evident, there is a need to further strengthen the effectiveness with which children contribute to improvement. Provide our pupils with greater opportunities to work with other pupils from a cluster school (Langcraigs PS) to plan and implement a joint improvement priority which will benefit both schools. Act upon the items highlighted in the YLL's Action Plan from session 25-26.	- Our pupils will become increasingly aware of our improvement activities and their involvement in identifying and achieving these. - By the end of May 2027, our YLL group will have prepared a short report that will be included in our 2027 School Standards & Quality. This will also include next steps which have been identified for the YLL group of 27/28 ensuring that pupils are involved on an ongoing basis in the improvement priorities at Bushes PS. Creating a Multi-Use Relationship Space: The YLLs would like to transform one of our classrooms into a welcoming multi-use space designed to support friendships, emotional wellbeing, and social connection. Enhancing Outdoor Play to Build Belonging: The YLLs are keen to continue developing our outdoor spaces to foster inclusion and positive peer relationships. Shared Allotment Project: The YLLs see real potential in working with the Senior Leadership Team, the Eco Committee and our ELCC class to develop the shared allotment. This space would give classes the	- Creation of accessible plans. - Survey displaying pupil voice in allocation of Pupil Equity Fund resources. - All children will be part of a Pupil Leadership Group. - Pupil feedback at the end of the YLL project provides evidence that they feel involved in the improvement of their school, and they feel that they are being listened to and that their views are being considered. - YLL group can evidence what they have improved within in each school and can identify next steps for session - Pupil (both those involved directly and those not involved directly in the project), and parental surveys indicates pupil voice is sought, valued and considered.	Learner Participation - Creation of child friendly improvement plan. (HT) - Gather children's views of how Pupil Equity Fund resources are spent for session 27-28. (HT) - Pupil leadership Groups leading on aspects such as Eco Schools, Health and Wellbeing, Digital, STEM etc. (Class Teachers) - Apply for accreditation from Rights Respecting Schools, Reading Award (DHT) Family and Community Engagement - Utilise new formats to share improvement plans and updates on progress with parents/carers in a way that makes the information easily accessible. (HT) Young Leaders of Learning Project (YLL) - Langcraigs & Bushes PTs will identify pupils within their establishment to form their next YLL group, which will consist of 6-8 pupils from Primary 5 or 6. They will utilise the YLL group from session 25-26 for advice and guidance and training. (PT and HT) Creating a Multi-Use Relationship Space: *The Young Leaders of Learning plan to consult stakeholders and develop a spare classroom into a

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	opportunity to grow herbs and vegetables together, encouraging teamwork, responsibility, and a deeper connection with our environment and each other.		welcoming multi-purpose area that can support expressive arts, technology activities as well as lunchtime clubs. Pupil consultation showed that there is the desire for a wider variety of clubs for next session, with P7 pupils particularly enthusiastic about taking leadership roles in planning and running these opportunities for younger pupils. (PT and HT) Enhancing Outdoor Play to Build Belonging: *The Young Leaders of Learning remain keen about developing this area further next session. They are keen to explore funding opportunities to purchase new outdoor play equipment and to introduce pupil monitors who would take responsibility for organising, distributing and caring for resources. *The YLLs will lead the creation of a long-term plan for the development of the playground. (PT and HT) Shared Allotment Project: *The Young Leaders of Learning remain enthusiastic about continuing this initiative next session and are keen to work collaboratively with ELCC staff, the Eco Leadership Group and wider members of the school community to help shape and develop the space. (PT and HT in collaboration with ELCC staff)
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Priority 3 – To develop Racial Literacy and Anti-Racist Practice.

NIF Priorities

- **Placing the human rights and needs of every child and young person at the centre of education**
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes

- **Develop knowledge, skills, values and attributes to support children and young people to thrive**
- Excellent partnerships in line with GIRFEC
- **Inclusive and relevant curriculum and assessment**
- High levels of achievement across the curriculum with action to close the poverty-related attainment gap
- Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
- Improving relationships behaviour and attendance with increased engagement in learning
- Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, <i>"Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally."</i> As Scotland's educational landscape becomes increasingly diverse, it is important that staff have the confidence, knowledge and skills to engage in meaningful conversations about race, identity and inclusion, and to challenge racism effectively when it occurs. By developing racial literacy and embedding anti-racist approaches, we aim to strengthen pupils' understanding of equality, foster a greater sense of belonging for all learners and ensure that our curriculum reflects the diverse world in which our children live.	By June 2027, Learners will: • Demonstrate increased understanding of diversity, equality, identity and inclusion. • Show respect for different cultures, backgrounds and experiences. • Report feeling safe, included and represented within the school community. • Feel more confident in recognising and challenging stereotypes and prejudice. Staff will: • Demonstrate increased confidence in discussing race and racism. • Consistently challenge discriminatory language and behaviour. • Plan learning experiences that reflect diverse perspectives and contributions across the curriculum. In the School Community:	• Pupil surveys pre and post implementation of interventions. The surveys will show measurable growth in pupils' racial literacy, more positive attitudes towards diversity, and an improvement in the overall school climate regarding race and inclusivity. • Increased engagement with race-related discussions and a sense of empowerment to act against discrimination would also be positive indicators of the success of the interventions. • Staff audit, using the NEU Framework for Developing an Anti-racist Approach, pre and post implementation of interventions will illustrate an increase in staff confidence levels • Professional development evaluations illustrate an increase in staff confidence levels • Learner focus group demonstrates improved understanding of diversity and inclusion.	Professional Learning • Educational Psychologist to deliver staff training on racial literacy, unconscious bias and anti-racist practice. (HT) • Engage with national guidance and resources from Education Scotland and the Scottish Government. (HT) • Facilitate professional dialogue throughout the year. (HT) Curriculum Development • Conduct an audit across all stages of curricular resources. (DHT) • Increase representation of diverse authors, historical figures, scientists, artists and role models. (DHT) • Embed learning about diversity, equality and inclusion across curriculum areas. (Class Teachers) • Develop progressive learning experiences linked to Rights Respecting Schools. (Class Teachers) • Apply for Rights Respecting School Silver Award. (HT) Learner Participation • Establish a pupil focus group to gather views on inclusion and representation. (DHT)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

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	• Families will feel welcomed, respected and included. • The school environment will reflect and celebrates diversity. • A culture of equity, inclusion and belonging is evident across the school. • Tracking of racist incidents will result in: ➤ Increased awareness and vigilance ➤ Improved reporting and accountability ➤ Specific targeted interventions ➤ Greater support for affected pupils ➤ Reduced recurrence of incidents ➤ Enhanced inclusive school culture ➤ Better informed policy development ➤ Further build parental engagement and trust	• Parent and family feedback indicates that the school is welcoming and inclusive. • Learning walks and classroom visits illustrate increased representation of diverse cultures, identities and experiences.	• Create opportunities for learners to lead assemblies and awareness campaigns linked to diversity and inclusion. (DHT) School Environment • Audit displays, resources and library materials to ensure diverse representation. (DHT) • Develop inclusive displays that reflect the identities and experiences of the school community. (Class Teachers) • Celebrate diversity through ongoing learning rather than isolated events. (Class Teachers) • Create update Relationships Policy (HT) Family and Community Engagement • Seek feedback from families regarding inclusion and belonging. (DHT) • Promote opportunities for families to share cultural experiences and traditions. (DHT) • Strengthen partnerships with organisations that support equality and anti-racist education including local places of worship. (DHT)
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