

Bushes Primary School and Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2026

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 2026-2027. 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 (31% for session 26-27). The ELC Class was last inspected by the Care Inspectorate on 25th October 2022 and the school and ELCC were last inspected by HMIE in February 2026.

(<https://educationinspectorate.gov.scot/find-an-inspection-report/details/?id=1837>)

The Leadership Team consists of a Head Teacher, two Depute Head Teachers and one Principal Teacher. 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 18, 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, five Additional Support Needs Assistants, three clerical staff, one Service Delivery Officer, and one music instructor who work a mixture of full time and part-time hours. 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.

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 2025-26 we have had several successes and achievements:

- Received a very positive His Majesty's Inspectorate of Education (HMIE) inspection report for the school and ELC Class:

School	
Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good
ELC Class	
Quality Indicators	Evaluation
Curriculum	very good
Learning, teaching and assessment	very good
Wellbeing, inclusion and equality	very good

- Achieved PATHS Model School status in the school and ELC Class in recognition of our work to utilise this programme to promote social and emotional learning by supporting children from a young age to raise awareness of their feelings and helps them to develop self-regulation skills.
- 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 (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, St Vincent's Hospice and Mary's Meals.
- Several highly successful and profitable events run by our dedicated Parent Council. These included Halloween, and Christmas raffles; 3 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.
- Primary 1 and Primary 2 classes performed a Nativity and children in Primary 3 to Primary 7 performed in a Christmas Concert. Both of these events were 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 Provisionally Registered Teacher and run by pupils.
- Children in Primary 7 performed 2 live performances of their show 'Littler Mermaid Jnr'. Parents, carers and invited guests were blown away by the performance, a real testament to the hard work of our pupils and the dedication of our staff.
- Pupils in Primary 5 to Primary 7 Pupils taking part in extra-curricular music tuition at GHS and performing in the Christmas concert.
- The continuation of regular Values assemblies and rewards with the HT to recognise the achievements of all pupils. House Captains have led a number of assemblies focussing on each of our Values and how children can uphold and embody them.

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 25-26 is as follows:

Priority 1 – To provide high-quality learning for all

- All staff are aware of The Renfrewshire Way learning and teaching toolkit and resources within, and it is being utilised to enhance their professional understanding and classroom practice to the benefit of the children and the learner experiences and outcomes.
- The current Learning, Teaching and Assessment Policy have been reviewed considering impact on learner experiences and outcomes and our updated Learning, Teaching and Assessment Policy is being finalised.
- A policy around challenge for pupils within their learning is being finalised.
- Developed and implemented a skills-based learning policy across ELCC-P7. Children are clear about what skills they are developing, and skills progress as children move from ELCC through the school.
- In June 2026, attainment in writing at the expected level for their stage across the whole school remained at 75%.
- In June 2026, we continue to support children to close the gap between attainment in reading and writing across the school.
- A clear, structured, progressive and consistent approach to the assessment of writing, in combination with additional evidence-based reading and writing assessments is being utilised to support teacher judgement.

Priority 2 – Ensuring pupils are actively involved in on-going self-evaluation activities leading to improvement

- 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:

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.

- There has been an increase in the range of lunchtime and after-school clubs offered this session, including Boomwhackers, Board Games Club, Newspaper Club, Girls' Football, Choir, Netball Club, Homework Club and Art Club. This has been positive for pupils, and they have enjoyed the clubs on offer. The majority of the clubs have taken place in classrooms or the gym hall rather than within the designated multi-use relationship space. The YLLs are keen to transform this space further into a 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.

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

Enhancing Outdoor Play to Build Belonging: The YLLs are keen to continue developing our outdoor spaces to foster inclusion and positive peer relationships.

- This initiative began positively, with a range of outdoor play resources being purchased through funding from the Parent Council. This equipment has been helpful in supporting outdoor learning opportunities within class time.
- Further resources such as parachutes, balls, hoops and Kapla were available during break and lunch times at the start of the school session but as the session progressed, however, the range of available resources reduced, with only footballs and basketballs remaining in regular use. This was largely due to resources becoming broken, misplaced or not being consistently cared for.
- 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.

Shared Allotment Project: The YLLs see real potential in working with the Senior Leadership Team, the Eco Committee and our ELCC class to establish a shared allotment. This space would give classes the opportunity to grow herbs and vegetables together, encouraging teamwork, responsibility, and a deeper connection with our environment and each other.

- Progress has been made towards the development of the Shared Allotment Project, with a designated area on the school grounds now fenced off and prepared for future development. This has provided a clear foundation for the project moving forward.
- 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.

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 and this data was utilised to create an accurate database of pupils' extra-curricular activities. 12.9% of pupils had no access to a club so these pupils were targeted and barriers removed to help them to attend a club of their interest within school.
- Positive feedback from most of club participants and children appreciated having their say in which clubs would be offered by children and staff.

PUPIL EQUITY FUNDING (PEF)

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 25-26, we used PEF to:

- 1. Increase our core teacher staffing by 0.4 Full Time Equivalent (2 days per week). This has provided targeted support for learning in Literacy and Numeracy.**
- 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:

- Tracking predictions made by teachers in term 1 against term 4 professional judgements highlight attainment has increased in:
 - Primary 1 - Reading, Writing, Numeracy
 - Primary 2 – Listening and Talking
 - Primary 3 – Writing remained the same
 - Primary 4 - Listening, Talking, Reading and Writing
 - Primary 5 – Writing and Numeracy (Listening and Talking remained the same)
 - Primary 7 – Listening, Talking, Reading, Writing and Numeracy
- Attainment gap reduced in Writing in P5 (37%) and P6 (10%)
- Attainment gap reduced in Reading in P5 (33%) and P6 (18%)
- Attainment gap reduced in Numeracy in P3 (6%), P5 (8%) and P6 (19%)

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:
 - 82% of families engage with Seesaw
 - There have been over 10000 pupils' posts over the course of this session
 - Almost all 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:
 - School and ELC Class successfully gained Model School Status Award in recognition of our work
 - 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 all feel that their child feels safe at school and almost all feel 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, they feel safe when at school and staff look after them well.

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.

KEY STRENGTHS OF THE SCHOOL

In February 2026, a team of His Majesty's Inspectors of Education visited Bushes Primary School and Early Learning and Childcare Class (ELCC). During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff. The inspection team found the following strengths in the school and ELCC's work.

- ✓ Children in the school and ELCC are kind, caring and look out for each other. They demonstrate clearly the school's and ELCC's values. They are very proud of their school and ELCC and are keen to learn.
- ✓ Staff in the school and ELCC know children and their families very well and build nurturing relationships based on mutual respect, understanding and kindness. This creates a positive and warm learning environment where children feel safe and happy.
- ✓ Staff in the school and ELCC make effective use of a range of data to identify any gaps in children's learning. They work in close partnership with parents and partners to provide support to help children to make progress in their learning. This ensures consistently high levels of attainment and achievement at all levels.
- ✓ The headteacher, ably supported by senior leaders, provides strong, strategic leadership across the school and ELCC. Together, they have an ambitious vision, which is shared by all staff. All staff have a clear understanding of the school and ELCC's strengths and areas for improvement. They strive to achieve the very best outcomes for all children.

All/Almost all parents felt:

- My child is treated fairly at school (All)
- My child feels safe at school (All)
- Overall, I am happy with the school (All)
- My child enjoys learning at school (Almost all)
- The school helps my child to be more confident (Almost all)
- The school asks for my views e.g. through questionnaires, surveys at pupil progress evenings etc. (Almost all)
- My child's learning is progressing well (Almost all)
- The school keeps me well informed about my child's progress (Almost all)
- I feel staff really know my child as an individual and supports them well (Almost all)

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.
- Most pupils in Bushes have good manners.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

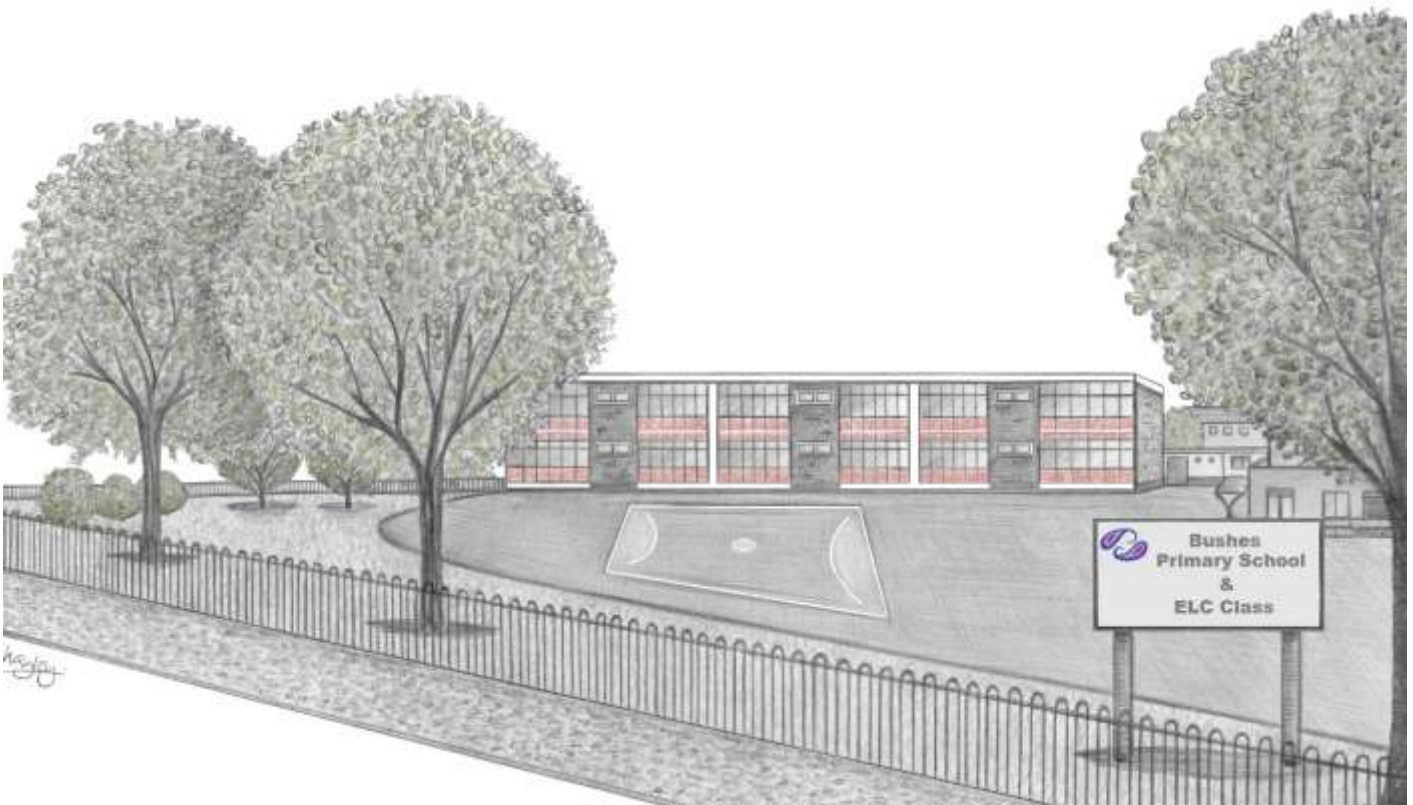
We believe that we have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward. Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

In 2026-27 we will:

- Provide high quality learning for all through a focus on teaching and learning, developing digital skills, providing quality outdoor learning opportunities and children taking the lead in their learning. We will also reflect on the work emanating from the Curriculum Improvement Cycle.
- Ensure pupil voice is captured in all aspects of the school and ELC Class, including but not limited to, improvement planning, Pupil Equity Fund planning and learning.
- To develop Racial Literacy and Anti-Racist Practice in line with Scottish Government priorities.

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.



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