



Bishopton Primary School

# School Improvement Plan

## 2024/25

# Planning framework

As part of Children's Services, Bishopton Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

## **National Priorities**

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

## **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

## **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.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

## Renfrewshire Council Plan Strategic Outcomes

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

<p>We will encourage kind and connected communities—where our citizens take pride in their <b>place</b>, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local <b>economy</b>—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.</p>	<p>We want Renfrewshire to be a <b>fair</b> 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.</p>	<p>We are working towards a <b>greener</b> 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.</p>	<p>We want our employees to feel proud to work for Renfrewshire Council because we are a <b>values</b> driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.</p>
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## 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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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# Our Vision, Values and Aims

## Vision

Building & Promoting Success

## Values

In Bishopton Primary we all share the following values:-

**FAIRNESS**- everybody getting what they need in order to be successful

**INCLUSION**- opportunity for all

**HONESTY**- be truthful to yourself and others

**CHALLENGE**- high expectation for all

**GLOBAL CITIZENS**- creating a sustainable future

We **aim** to demonstrate these values as we:-

- Enable everyone to achieve by providing high quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allows everyone to develop skills for learning, life and work
- Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive

### **Who did we consult?**

To identify our priorities for improvement, we sought the views of staff, pupils, parents and the wider community. We used a variety of methods of getting the views of those who are involved in the life and work of Bishopton Primary School such as;

- Regular meetings as a whole staff and as departments (Teams)
- Planning meetings termly with a Senior Leadership Team (SLT) member
- Professional Review and Development meetings each session
- Plan and review of School Improvement Plan priorities
- Questionnaires/returns
- Auditing current practice
- Service Delivery Officer (SDO) and Environmental Meetings
- Transition events
- Inter-Agency Working
- Continuous Professional Development (CPD) activities linked to School Improvement priorities
- GLOW and other forms of online communication

### **Parents are consulted through:**

- Parent Council meetings
- Nursery & P1 entrants meetings
- Parent Interviews & Pupil Report evaluations – October & May
- School annual planner and newsletters
- Establishment website
- Team around the child (TAC) Framework
- Parental Questionnaires – general & returns regarding particular events
- Informal daily discussion

### **Pupils are consulted through:**

- Various committees e.g. House Captains
- Circle Time
- TAC Framework including Pupil Support Plans (PSP), Individual Education Plans (IEP), and Integrated Assessments (IA)
- Weekly assemblies
- Suggestion boxes
- Open Door Policy of all SLT and school staff
- Questionnaires/Surveys e.g. Homework survey

- Pupil Council

**Others/Community are consulted through:**

- Copied into school newsletters
- Regular contact from designated member of SLT
- Nursery liaison

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

- Regular meetings with Education Psychologists
- Meeting with Family Wellbeing staff
- Visits to feeder nursery schools

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

**How we will 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:

**QUALITY ASSURANCE**

- Curriculum for Excellence (CfE) teacher judgement levels of attainment
- STAR Reading Data P3-7
- Scottish National Standardised Assessment (SNSA) Data at P1,4&7
- Overall progress towards set targets
- Data collected nationally and/or locally
- Analysis of other key performance data, such as: finance, pupil/staff attendance, pupil exclusion rates, fires safety and health and safety
- Survey returns

**PEOPLE'S VIEWS**

- Individual interviews with members of staff including use of Professional Review and Development (PRD)
- Individual interviews with parents
- Dialogue with pupils

- Parent Council
- Staff, Parent, Pupil focus groups
- Cluster Working
- School website and blogs
- Open Afternoons (Via Google Meet), School Performances (Via Google Meet) and wider publicity
- Assemblies (Via Teams) and Circle Times
- Parent workshops and information evenings (Via Google Meet)
- Working parties e.g. Literacy, Numeracy, Health and Wellbeing (HWB) & Science, Technology, Engineering and Maths (STEM)
- Questionnaires and surveys gauging satisfaction and for suggestions for improving effectiveness
- In-service training for staff
- Evaluations from staff including planning and sharing good practice
- Regular team meetings at all levels

## **DIRECT OBSERVATION**

- Teaching methodologies e.g. Assessment is for Learning (AiFL), cooperative and critical skills, number talks, literacy coaching
- Working collegiately with other teachers, colleagues across our cluster

## **DIRECT OBSERVATION - DOCUMENTS**

- Pupils' work (including displays and photographic evidence)
- Reports to parents
- Programmes of study
- Teachers' plans and evaluations
- Progress reports on the development plan
- Policies and guidelines
- Minutes of meetings

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



**Improvement Priority 1 – Raising attainment for all through improvements in Learning, Teaching and Assessment**

<p><b>HGIOS/HGIOELC QIs</b> 2.3</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Quality Indicator (QI) 2.3 – Learning, Teaching and Assessment was graded 'good' in our HMIE inspection in September 2023. The following areas for improvement were noted in the report.</p> <ul style="list-style-type: none"> <li>• Staff should build on the highly effective practice that already exists to develop greater consistency in delivering high quality learning and teaching across the school. Most teachers provide children with high quality feedback about their learning. Existing good practice in this area should be further shared across the school to ensure a consistent approach from which all children benefit. There is a need to ensure that all children are clear about their overall progress and their next steps in learning.</li> </ul> <p>It is the aim of all staff to raise this grading to very good through consistent high quality approaches to learning, teaching and assessment in all classes, with the aim of maintaining average rates of very good attainment in listening and talking, reading and numeracy and maths, and increasing the</p>	<p>By June 2025 Reading attainment will increase to: P4- 91% P5- 91% P7- 89%</p> <p>By June 2025 Writing attainment will increase to: P4- 89% P6 – 89% P7 – 86% (see priority 2 for further information)</p> <p>By June 25 Numeracy attainment will increase to: P6- 85% P7-93%</p> <p>This will be achieved through improved teacher efficacy in delivering consistent approaches to 5 areas of learning and teaching across all classes.</p> <p>By June 2025 a new learning and teaching strategy will have been developed ensuring sustainability of the agreed approaches as new staff join the school.</p>	<p>STAR reading test data 3 times per year. Reading Running Records at least termly IDL scores- reviewed every 6 weeks Talk for Writing hot piece assessments 2 per term End of Unit Numeracy and Maths assessments End of Pathway numeracy and maths assessments</p> <p>Class observation data shows more consistent approaches to the use of the identified 5 strategies in all classes</p> <p>Peer observation and professional dialogue of class teachers focussed on consistent approaches</p> <p>Teacher pre and post session evaluations Pupil focus groups Test of change data</p> <p>New learning and teaching policy evaluations</p>	<p>Series of in house CPD sessions based around the West Partnership, Spotlight on Effective Practice series and IOC materials, for class teachers. Following each session part of the learning and teaching strategy to be developed and agreed. Strategy will be completed by the end of the 5 sessions:</p> <ul style="list-style-type: none"> <li>• Session 1- 9/1/25- Learning Intentions and Success Criteria</li> <li>• Session 2 – 5/2/25 – Effective Questioning &amp; Effective Feedback</li> <li>• Session 3 – 20/2/25 – Differentiation</li> <li>• Session 4- 5/3/25- Metacognition</li> <li>• Session 5- 27/3/25- Retrieval Practice</li> </ul> <p>Staff will carry out small tests of change based on each module to implement within their own class</p> <p>Learning and Teaching strategy to be co-developed and implemented by all class teachers in all classes across the school. Pupil focus group to be formed to discuss the 5 elements and how they are perceived from a pupils view.</p> <p>AifL information redistributed to all staff. AifL strategies to be a observed during peer observations and a focus for professional dialogue.</p>

good rates of attainment in Writing to very good.

Current average attainment rates

	L&T	R	W	N
Whole school	98%	92%	89%	93%

HMIe also noted:

- Continue to develop whole school approaches to assessing children’s progress and attainment, involving parents in the review of how and when information is shared.

By June 2025 a new assessment calendar including high quality assessments will have been created and implemented in all classes

By June 25 a parent leaflet on Bishopton Primary approaches to assessment will have been created and distributed to all parents

Feedback from parent focus group on assessment

Assessment information on data tracker

In school moderation activities directed by the QAMSOs based on examples of high quality assessments

New assessment calendar to be created by teaching staff

Parent assessment focus group to be established and information leaflet on assessment to be created and distributed.

## Improvement Priority 2 - Raise attainment in Literacy with a sustained focus on writing

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
Q.I 2.3 Q.I 2.4 Q.I 3.2	<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	School Leadership Progress Teacher Professionalism Parental Engagement	Assessment of Children's Progress School Improvement Performance Information
Rationale for Change	Outcome and Expected Impact	Measures	
			Interventions/Actions

<p>Teacher professional judgement (ACEL)/SNSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing. 73% of PEF pupils are off track for writing.</p> <p>Teacher professional judgement (ACEL)/SNSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment at specific stages for writing. 11% of pupils across the school are off track for writing.</p> <p>In this coming session (2024-25), there is a need to raise attainment in writing specifically at stage P4, P6, P7.</p> <p>Professional dialogue and learner conversations indicate an ongoing need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure. This will ensure we maximise the clear links between pupil engagement and attainment in writing.</p> <p>Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is required on implementation of the approach across the school to ensure a consistent approach. Jotter monitoring by SMT and discussion at curriculum development session demonstrate that staff understanding of the process is not yet consistent</p>	<p>By June 2025, there will be evidence of narrowing the poverty-related attainment gap in writing, with a 55% reduction of PEF pupils off track for writing (down from 73% of PEF pupils off track in writing to 18%).</p> <p>By June 2025 Writing attainment will increase to:  P4- 89%  P6 – 89%  P7 – 86%</p> <p>By June 2025, all teachers to be more confident and skilled in the learning and teaching of fiction and non-fiction writing, in particular shared writing and the planning process. Staff who require further training to receive it. Most support staff are more confident and skilled in providing in-class support for writing.</p> <p>By June 2025, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p> <p>By June 2025, parents will have had opportunities to support pupils with writing at home using home learning packs resulting in a better understanding of the elements of the Talk for Writing process.</p>	<ul style="list-style-type: none"> <li>• Teacher professional judgement/ACEL Writing data</li> <li>• PEF pupils' work/assessments from support group</li> <li>• Talk for Writing Toolkit tracker per stage</li> <li>• 'Hot pieces' of writing in jotters</li> <li>• Standardised assessment data including SNSA/ACEL</li> <li>• Tracking and monitoring meetings</li> <li>• Evaluations of training for returning staff and staff engagement with CLPL, specifically around shared writing</li> <li>• June 2024 and May 2025 evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey</li> <li>• Peer and SLT learning observations and feedback with writing focus</li> <li>• Stage, whole school and cluster writing moderation activities</li> <li>• Audit of progress using the Talk for Writing School Improvement Cycle</li> <li>• Feedback from parents/carers via events, family learning opportunities and surveys</li> <li>• Pupil learning conversations (individual target setting on Seesaw)</li> </ul>	<p>PEF pupil writing support- in class support and extraction group</p> <p>All classes to use all school planning and tracking systems, in particular Talk for Writing toolkit tracker and newly integrated writing planner.</p> <p>Provision of ongoing professional learning for all teaching and support staff in the Talk for Writing approach including initial CLPL for new/returning staff in fiction, non-fiction and Early Level training.</p> <p>Shared Writing training input and moderation of shared writing, and writing more generally, both in-house and with cluster/comparator schools.</p> <p>Project leadership team to undertake a full audit of implementation informed by the Talk for Writing Leadership Toolkit/RAG rating (with staff) to identify areas of strength and areas for further development.</p> <p>Staff team create 'What does excellent Literacy look like at Bishopton' visual to promote consistency of writing approach.</p> <p>Link with Literacy Champion on reading outcomes, reading spine, etc.</p> <p>Create home learning packs (Jan 2025) for all stages.</p>
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			<p>By September '24, all teaching staff will be familiar with the Talk for Writing 'Planning, Progression and Assessment' overviews and will use these to plan learner experiences in line with CfE and inform professional judgements on pupil progress.</p> <p>Focus on shared writing at all stages. Teaching staff will complete the 'Art of Shared Writing' reflection survey and results will be used to inform support required including professional learning, peer visits etc.</p> <p>Provision of a variety of opportunities for parents/carers to engage with the Talk for Writing approach, how this impacts on their child's learning and how parents/carers can use aspects of this to support- home writing activities.</p>
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### Improvement Priority 3 – Raising attainment in Literacy through cluster reading moderation

<b>HGIOS/HGIOELC QIs</b>  <b>2.3. 3.2</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Analysis of cluster data over time showed almost all learners progress from Level 2 to achieving Level 5 Literacy by the end of S4. In comparison to local authority data our cluster schools highlighted that 74% of pupils who did not achieve 2<sup>nd</sup> Level at the end of P7 went on to attain Level 5. With this inconsistency staff agreed to focus moderation on our assessment of Reading.</p> <p>In Bishopton Primary 50% of pupils who did not achieve level 2 in reading in P7 went on to achieve level 5 in S4.</p> <p>Bishopton Primary school current reading data is lower than our stretch aim target levels in P3,4&amp;6.</p>	<p>Confidence in the accuracy of teacher judgement will improve based on a range of evidence.</p> <p>Staff will have a better understanding of the benchmarks and what achievement of a level looks like across all schools in the Park Mains cluster.</p> <p>By June 2025 reading attainment will increase to:</p> <p>P4- 91% P5- 91% P7- 90%</p>	<p>Staff evaluation will show confidence in accuracy of professional judgement and ability to provide/discuss supporting evidence in tracking meetings.</p> <p>Evidence of identified good practice/targeted interventions being used during class observations??</p> <p>Reading tracking data will increase for targeted individuals in particular over the course of implementation of identified good practice/targeted interventions</p>	<p>Cluster stage groups already established through skills development and will be used for reading moderation activity in Term 3, focusing on Reading.</p> <p>Cluster HT deliver shared presentation and menti of moderation task in their own establishment.</p> <p>Each teacher will select 2 pupils, one pupil on track (currently 1) and one pupil on cusp of being on track (currently -1) to gather a range of evidence and detail of current practice and targeted interventions.</p> <p>Cluster groups will meet to discuss the evidence gathered and share good practice in learning, teaching and assessment of reading.</p>

## Improvement Priority 4 – Cluster based approach to skills development through practitioner enquiry

<b>HGIOS/HGIOELC QIs</b>  <b>1.3</b> <b>2.3</b> <b>3.3</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">4. School Leadership</td> <td style="width: 50%;">4. Assessment of Children's Progress</td> </tr> <tr> <td>5. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>6. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	4. School Leadership	4. Assessment of Children's Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><b>2023-2028</b> As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3 – 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world (Cluster)</p> <p><b>2024-2025</b> Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills. (Cluster)</p> <p>Last session, as a cluster, each establishment undertook an awareness raising session led by PMHS.</p> <p>Following a visit from HMIe in September 2023 the following improvements were suggested: School staff and children should now continue with their plans to collaborate with</p>	<p><b>2023-2028</b> A skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/learning experiences and be clear about how all their achievements relate to these.</p> <p><b>2024-2025</b> By the session end, almost all teaching staff will have an increased awareness, knowledge, and confidence in skills development.</p> <p>By the end of the session all pupils will have increased ability to identify and talk about skills.</p> <p>Streamlined IDL planning formats will allow teachers to plan more effectively for skills based learning and teaching</p> <p>All classes will move to a skills focussed approach rather than a context driven approach by June 2025</p>	<p>Cluster baseline and post survey to evaluate staff's confidence around skills development.</p> <p>Pupil will undertake a pre and post survey to identify their understanding, awareness and confidence around skills.</p> <p>Monitoring of new IDL planners in forward plans</p> <p>SLT and peer observation of skills based IDL activities</p> <p>Staff and pupil feedback from masterclass activities</p>	<p>Staff will receive refresh input from PMHS to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers and liaise with PMHS project lead.</p> <p>Teamwork      Communication      Thinking skills Social skills      Creativity      Problem solving</p> <p>Practitioner Enquiry, based approach - Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on</p> <ul style="list-style-type: none"> <li>• Share practice in relation to skills</li> <li>• Planning for skills</li> <li>• Research for skills</li> <li>• Create proposal for implementation</li> <li>• Trial within own environment</li> <li>• Evaluation</li> <li>• Share practice/feedback</li> </ul> <p>Working time agreement time of 7.5 hours over the session.</p> <p>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Working groups/practitioner enquiry within school and other establishments).</p>

<p>other local schools, including Park Mains High School, to develop a shared local skills framework. There is a need to help all children to understand more explicitly what skills they are developing through their involvement in leadership opportunities and be able to apply these skills in other contexts.</p> <p>Staff should continue to further develop their approaches to tracking the skills children develop through their achievements.</p>	<p>Skills based, pupil voice activities to be introduced across P2-7 (Masterclass)</p>		<p>New IDL planners with a focus on skills to be developed and implemented in Bishopton Primary School.</p> <p>Mixed stage skills based masterclass activities to be introduced across Primaries 2-7 in Bishopton Primary School</p>
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