



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Bishop Eden's Primary School





**The Highland
Council**
**Comhairle na
Gàidhealtachd**

Introduction: Local and National Context

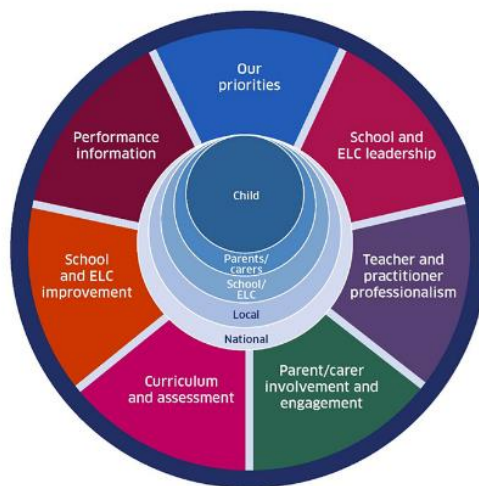
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- 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 attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

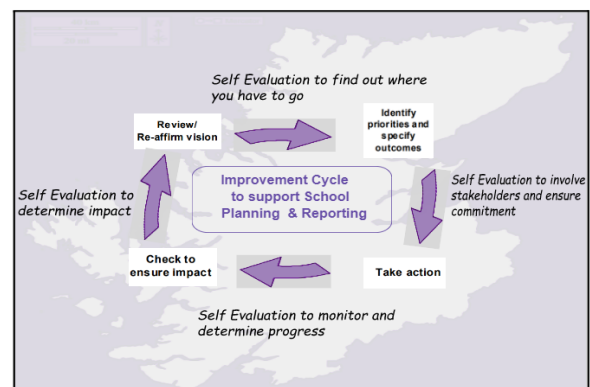
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Emma Rennie

Bishop Eden's Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

All primary schools to include

Attendance
93%

Average Class Size
14

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
28

Teacher Numbers
3

Pupil Teacher Ratio
9.3

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

Listening and
talking

Most

Numeracy

Majority

Bishop Eden's Primary School is a denominational school located on the West side of Inverness serving all parts of the wider Inverness area as there is no catchment area.

There are 28 children attending the school. P1 – 5 are taught together in a multi-stage class and there is a separate class for P6/7.

The headteacher has overall leadership responsibility for Bishop Eden's Primary School as well as teaching 2.5 days per week this session which will remain next session. This session there has been a change of headteacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: Bishop Eden's Succeeds Together
Values: Respect, Safe, Responsible

Respect, Responsible, Safe

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

ASG Moderation

Purpose:

Further develop staff confidence and consistency in using benchmarks to improve outcomes for learners.

Progress:

Staff have engaged in planning and evaluating sessions with colleagues in the ASG.

All staff attended sessions on how to create HQA and use of data to inform planning

All staff engaged in a final session based on their development needs

Termly attainment meetings have taken place to discuss predictions, progress and interventions needed.

Next steps:

- P1-7 staff will be involved in the maintaining of the P&A tracking on SEEMiS next session
- Continue to ensure time is allocated for staff to analyse assessment information and engage in professional dialogue with colleagues.

Impact:

Staff are more confident in using Benchmarks to inform planning and refer to these when confirming achievement of a level.

All staff are confident in what makes a High-Quality Assessment

Staff are bundling Experiences and Outcomes when developing High Quality Assessment Tasks for the pupils.

Staff are more confident and accurate in making judgements of progression through and achievement of a level

Attainment in Literacy and Numeracy has increased overall by more than the projected 5%.

Curriculum Development

Purpose:

- To ensure our children's learning has purpose, coherence and to ensure progression
- Continuation of development of Writing for Pleasure and Reading for Pleasure
- Continuation of using Outdoor Learning
- Moving forward by taking the different pedagogical approaches such as writing for pleasure, outdoor learning and play to develop high quality IDL and High Quality Assessments
- Developing quality planning and progressions to support this learning, teaching and assessment, such as a LFS skills progression pathway.
- Increased family engagement with outdoor learning, writing for pleasure and high quality assessments
- Raise attainment in Literacy and Numeracy

Progress:

Learning is now shared with families through individual learning profiles

Staff have now created IDL planners that are shared with children.

There are planned opportunities for children to work across the school on themes.

All staff have been involved in the development of high quality learning assessments

Elements of Writing and Reading for Pleasure are used daily across the school.

A whole school library has been established in the heart of the school

Interdisciplinary learning provided a number of wider learning opportunities.

A Secret Garden is in the early stages of development to promote outdoor learning opportunities for all pupils.

Impact:

The majority of children are engaging with their digital profile and are updating it regularly

Responses from recent Google survey indicate that most parents feel they receive regular information

This is now helping to develop a consistent approach to IDL learning and teaching experiences.

This has led to a lot more joined up working across the whole school.

Attainment in literacy and numeracy has increased from the previous session.

The majority of children are eager to share their stories with their peers. Almost all children engage in personal choice reading every day.

All children are eager to access the library. All children are given daily opportunities to access the school library.

The majority of children have engaged in learning out with the classroom. This has enabled learning to be given a purpose and put into real life contexts.

The majority of children have engaged in outdoor learning opportunities both in school and in the wider community.

Next steps:

- Collegiate time to be allocated to whole school IDL planning to further develop
- Writing for Pleasure to be embedded across the school.
- A Writing for Pleasure rationale to be created
- Learning for Sustainability rationale to be created
- Develop a clear and consistent approach to planning, tracking and assessment across the school

School Priority:**Digital Profiling****Purpose:**

- **Increase family engagement with learning**
- **Improve Online safety awareness for all stakeholders (staff, families, pupils)**
- **Support a more cohesive way for pupils to engage with their learning and record it.**
- **Pupils leading and developing digital literacy skills**
- **Raising Attainment in Literacy and Numeracy, by using tools such as Read and Write, Book Creator and access to targets and learning on digital profiles.**

Progress**Impact:**

All staff engaged in the initial digital profile session

This enabled staff to create Google sites for all children as a way of sharing progress of learning with parents.

Every child has a digital profile personal to them

Some children can talk confidently about the purpose of their profile and where they are in their learning journey.

A digital buddy system has been established across the school

All stages have used book creator jotters for literacy and numeracy.

Most children can upload slides and documents onto their profiles independently or with peer support.

All stages are in the early stages of documenting learning weekly

Digital literacy skills have increased for almost all pupils. As a result, our committee groups are developing the use of Google Sites to share and record their meeting minutes and group developments.

IDL planning is starting to be shared with pupils via digital profiles.

The majority of pupils have increased their independence and motivation for learning.

Next steps:

- Regular family learning sessions/open afternoons to engage families in quality discussions about their child's learning.
- Implement and embed the Highland digital skills progression
- Develop the use of weekly/daily learning reflections

Respect, Responsible, Safe

- Digital Profiling will be an ASG priority for 2024/25

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
<p>Use of targeted interventions using emerging literacy and writing for pleasure (SIP) to increase both reading and writing attainment.</p> <p>Class teacher additionality so class has consistent approach to literacy which will also provide security/HWB to pupils.</p> <p>CT to also work with targeted group above for 30 minutes each day to provide targeted writing for pleasure input.</p>	<p>89% of pupils are working at the expected age/stage for Reading and Writing</p> <p>100% of pupils have made progress in Reading and Writing</p>	<p>Writing for Pleasure has had huge impact on pupil motivation to write. They are identifying as writers. The majority identified pupils have engaged in peer conferencing where they have confidently talked about their writing, provided feedback and worked on next steps.</p> <p>The P1-5 class teacher has noted that almost all children are responding well to the Writing for Pleasure approach and are able to transfer skills from gained through the Talk for Writing programme to the Writing for Pleasure programme. There has been a noted increase in confidence with almost all children actively participating in the authors chair.</p> <p>Through the development of Writing for Pleasure the majority of children have had increased independence and choice over their daily writing. Some children are actively using loose parts to link their storytelling through play.</p> <p>Having class teacher additionality has allowed a consistent approach to literacy teaching across P1-5</p> <p>Feedback from the Writing for Pleasure survey highlights the following: <i>Children feel confident and happy when they are writing. They feel they have a say over what they write, how they write it and they feel that they are listened to. You may regularly invite them to write about things they are interested in, passionate about or knowledgeable of. They also know what to do and how to do it. Importantly, they also know what they should do when they don't know what to do. You have a class of happy writers who feel they can write well. Finally, according to the National Literacy Trust, children who enjoy writing are eight times more likely to write above the expected standard.</i></p>	<p>0.2 Teacher</p>

<p>~Result in release of HT to support SIP agenda, including supporting Family Engagement across all targeted families.</p>		<p>Due to changes in HT over the last school session this area of the plan has been limited in it's implementation. A parental engagement spreadsheet was created in March 24 to track and monitor parental input. Family engagement will continue to be on both the SIP and PEF plan for next session.</p> <p>Since March 2024</p> <p>27% of families responded to recent google survey</p> <p>86% of parents attended parents evening</p> <p>27% of families have shared wider achievements and/or contributed to learning</p>	
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Wider achievements

Coileanaidhean nas fharsainghe

All pupils participate in weekly music sessions with our resident music instructor. As a result, all have had the opportunity to perform at the Inverness Music Festival. The P1-P5 class have participated in two blocks of Kodaly music sessions.

Inverness Caledonian Thistle have provided numerous opportunities for our pupils this session, including daily breakfast club, weekly after school club, whole school Christmas lunch at the football stadium with the first team players and coaches and also a 10 week block of Football Champion sessions for P5-7 with one of our neighbouring schools. These sessions have been well attended with half or more of the school accessing breakfast/after school each week.

P7 pupils have had the opportunity to participate in a 5-week block at the Day 1 mentoring transition programme. Day 1 have also provided an end of year trip for P7 to the local trampoline park with another school within the ASG. This has further enhanced the transition process.

The ECO group have worked with Wills Bros to plant trees in the local area as part of development works taking place in local green spaces. Wills Bros have also donated loose parts to support in the creation of our secret garden.

We have had opportunities to participate in science workshops from Generation Science and the Glasgow Science Centre.

All pupils have had the opportunity to participate in workshops led by Eden Court Theatre linking to our IDL topic.

School staff have worked with a local author to deliver The Storyflower project.

All pupils have created flowers to add to the whole school flower display at Inverness Cathedral flower festival.

P4-7 pupils have had a weekly swimming block over the course of this session.

P1-5 pupils have participated in an ASG sports event. P6 pupils supported in the planning of the ASG sports event.

The whole school have participated in an Olympic workshop and showcase morning.

Simpsons Garden Centre donated £100 worth of vouchers to support the creation of our secret garden

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Families – Survey feedback May 2024

All my children have attended Bishop Edens, and have been given so many opportunities for different experiences, they are supported not just academically but in everyday life

I always find the school staff very accommodating, and everyone is so kind, warm and welcoming.

Pupils

Reading for Pleasure

The new library is very quiet. P3 Pupil

I like the new library. It has an option of factual and not factual books. P3 Pupil

The library is cosy. P2 Pupil

I would like to see more Horrible Histories and non-fiction books in the library. P4 Pupil

I like that we were all given a Scots language book for World Book Day. P7 Pupil

Digital Profiles

Our profiles show what we have been doing in school. P7 Pupil

It's for your parents to know what you are learning. P7 Pupil

You get to design your own profile.

We need to start uploading information at least once a week to recap our learning. P6 Pupil

It would be good if we wrote more about what happens each day. P7 Pupil

Staff

It has been so exciting to see the impact of Writing for Pleasure pedagogy on my learners. Every child identifies as a writer, is motivated to write and to share their work on the 'Author's Chair'.

Stakeholders

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Choose an item.	Satisfactory
QI 2.3 Learning, teaching and assessment	Choose an item.	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- *Further development of parental engagement through the use of digital profiling*
- *Develop a consistent approach to curriculum, planning and tracking across the school*
- *Develop a Wellbeing Hub based on baseline data surveyed and collated in Term 1.*

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.