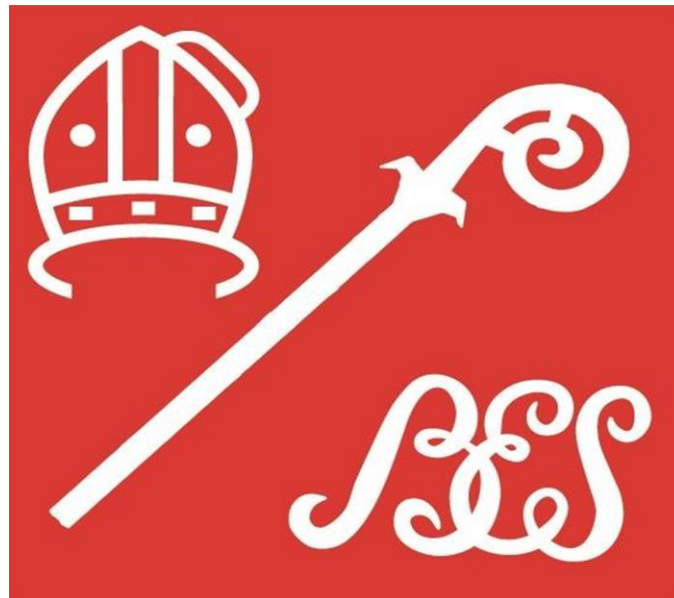


Standards and Quality Report

2021/22

BISHOP EDEN'S PRIMARY SCHOOL



Bishop Eden's Primary

HIGHLAND COUNCIL | 73 KING ST, INVERNESS, IV3 5H

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Bishop Eden's Primary School is a small, denominational school linked to the Scottish Episcopal Church and Inverness Cathedral. This link is very important to us and we have a strong history and partnership with the Cathedral and the clergy there. Prior to lockdown and Covid restrictions Bishop Mark Strange and The Very Reverend Sarah Murray regularly visited the school, as did other members of the congregation who helped out in school. We attended services at the cathedral and regularly shared assemblies. Now as we are able, we are beginning to put these back into place.

The school's catchment area is based on being a member of the Scottish Episcopalian Church and for those who are not, a placing request must be submitted. We are a city centre school and many of our pupils leave within walking distance of the school. Much of this area is considered an area of deprivation and therefore 50% of our pupils live within SIMD 1 -2. Our children come from a variety of backgrounds and enjoy the small scale and community feel our school is committed to.

We are a nurturing school where positive relationships are at the heart of all we do, and we set high expectations for ourselves. In 21/22 we had 32 pupils enrolled in P1-7, with a P1-3, P4/5 and P6/77 composite classes with 3 members of teaching staff and the HT. Our improvement agenda for 2021/2022 continued a focus of recovery of both health and wellbeing and attainment.

Our School Vision, Values and Aims

Vision

Bishop Eden's Succeeds Together

Values

At Bishop Eden's Primary School, the values we have chosen as most important in our school community : Respect, Safe and Responsible, which was chosen by all stakeholders.

As a community, we endeavour to ensure these values are part of everyday within the school and utilise them to encourage our pupils to reach their full potential through our curriculum for excellence.

Aims

- For our young people to reach their personal potential in everything they do
- To be a safe, caring place where children can be themselves and flourish
- To have a wide curriculum with many different experiences
- To be an Eco-friendly school helping other people around the world
- With the support of the Scottish Episcopal Church our pupils will benefit from involvement with a Christian community
- To be a place where families and the local community come together to support the wellbeing of the school

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

'If we are struggling with our work, the teachers help us' ~A, P1

'If you feel sad checking in in the morning and you don't want to talk about it, my teacher talks to me later in the day' ~E, P4

'I feel looked after' J, P1

'Good staff allows meaningful discussion and debate. Most understand jokes and enjoy helping students', D, P6

'Being a small school really helps us with so many things', L P6

'The Playground' O, P6

The grown ups give you advice, if you forget something ,they remind you', J,P2

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

~Football can sometimes be unfair.

~Asking us our opinion about more things

~More pupil council meetings

Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: *Develop and Culture of Kindness with a focus on Health and Wellbeing for all.*

Progress and impact:

- We worked with the Educational Psychologist using Appreciate inquiry with all staff to develop our school vision. This has allowed the school to work more cohesively and therefore provide a more consistent approach throughout the school.
- Staff attended CPD and CAT sessions at Merkinch to understand using nurture and trauma informed approaches us through Pivotal education. Staff had asked for more support in managing pupils who are distressed, and this developed their skills.
- We developed a termly action plan based on the moderation cycle to allow us to focus on different areas of our positive relationships that we wanted to change within the school. We reflected and reviewed this allowing for small gains in development over time.
- We have continued to develop our positive relationships policy within the school, and this has also led back to also taking it wider and discussing our vision for our pupils. We will continue to develop this.
- We have used wellbeing surveys to monitor the health and wellbeing of our pupils and allow them to voice what they need from us. We have used this data to inform and plan interventions using our CSW to support and monitor impact.
- We have started to integrate the UNCRC rights into our learning and use it to help support our pupils to understand how we must respect others. We have introduced BEST SKILLS which is led by pupil voice into what skills need developed in our school to ensure we are showing our school values (respect, safe, responsible)
- We developed Playground buddies to support pupils to provide positive role models, develop leadership and allow pupils to highlight and recognise positive behaviours in other. We also continue to develop the role of Pupil council to be leaders within the school, allow them to make decisions and lead things, be role models and develop their own leadership.
- Impact: staff spoke about how this year has felt less stressful, classes are calmer and this has resulted in all learners being able to access more learning.

Very Good Progress has been made in this area

Next steps:

- Continue to develop our school vision as we develop our positive relationship policy and related policies.
- Continue to use and develop our wellbeing assessments and use in part to plan and carry out targeted intervention with our HWB PSA.
- Continue to build on the success of pupil role models with continuing playground buddies, pupil council and creating other leadership opportunities for pupils throughout the school.
- Continue to develop building UNCRC into the curriculum and developing our BEST SKILLS work
- Continue to use termly action plans linked to development work to focus on small tasks making big changes.
- Use outdoor learning to support Health and Wellbeing and embed it across the curriculum.
- Use of HWB PSA to support learners with nurture-based activities and support development of values-based skills.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: *Continued Raising Attainment in Literacy and Numeracy*

Progress and Impact:

- We followed the Highland Council plan for recovery curriculum, completing baseline assessments and targets for individuals and groups for Literacy, Numeracy and Health and Wellbeing. We carried out tracking and review meetings termly.
- We used our SAC literacy PSA and Numeracy Recovery Teacher to support targeted intervention identified through assessment and tracking. Class Teachers worked closely and with both to ensure support was focused on gaps in attainment.
- Play Pedagogy was introduced in p1-3 using realising the Ambition principles. The impact of this has been raised attainment and greater development of skills.
- Class Teachers and Literacy PSA received support from Literacy Development officers and Class teachers also received support from the Numeracy development Officer. This included in class support team teaching, cpd and courses. This enabled teachers to feel more confident and to better understand how to plan and track
- Class Teachers tracked PEF pupils to measure impact throughout the year. This led to look at what barriers stood in the way of raising attainment and what interventions worked best.
- Impact: This year there was a 15% increase in the attainment of our PEF learners reading attainment and a 10% increase in the same group of pupils in their writing attainment

Good Progress has been made in this area

Next Steps:

- Continue to use baseline assessments, tracking and targeted intervention to support literacy and numeracy.
- Use our PEF funded Literacy PSA to support targeted interventions and close gaps in attainment.
- Continue our journey in developing play pedagogy in P1-4.
- Continue to look at different ways to support attainment with our PEF pupils.
- Develop literacy further by using our attainment success built from reading for pleasure to take it into writing using a focus on writing for pleasure.
- As an ASG, develop our moderation skills to ensure we have a good professional understanding of where our learners are to support them.

Improvement Project 3:

Primary focus: School and ELC Leadership

Year of Project: 2

Purpose: *Recovery from Impact of Covid 19*

Progress and impact:

The Local Authority gave every school this driver for their SIP in this school year. The improvement priorities were:

~Health and Wellbeing

~Recovery of Learning, Teaching and Assessment

~Attainment, focusing on gaps caused by Covid 19

Health and Wellbeing

- We worked alongside our Educational Psychologist using a model of appreciative inquiry to further develop a cohesive strategic approach across the school.
- We also completed baseline assessments and a calendar of assessment for Literacy, Numeracy and Health and Wellbeing for all our learners. We were able to plan targeted interventions for individuals and groups and monitor their progress. By meeting and tracking this information we were able to adjust quickly if interventions were not successful or if there was a barrier to the learning.
- We prioritised the Health and Wellbeing of all stakeholders to ensure everyone was in a place to learn and teach. We considered the impact new strategies would have on HWB before putting them in place.
- We have developed a Pupil led committees such as Pupil Council and Playground Buddies. We will continue to develop these further in the next school year.
- As a school, we have continued to develop our positive relationships policy in line with our nurturing and rights respecting principles.

Very Good Progress has been made in this area

Recovery of Learning, Teaching and Assessment and Attainment, focusing on gaps caused by Covid 19

- Using the support of the literacy and Numeracy Development Officers, we were able to continue to develop our professional knowledge to improve learning and teaching.
- We continue to use our Literacy PSA paid for by PEF to provide targeted intervention to close gaps in learning
- We have created a detailed tracking and assessment calendar alongside attainment meetings to carefully monitor groups and pupil progress and ensure we are addressing gaps effectively.
- We have developed play pedagogy in P1-3 in line with Raising the Ambition principles. We used developmental overviews to ensure we were meeting the needs of our pupils alongside HWB targets.
- We began as able around restrictions to again develop community links and opportunities for pupils to develop 'Developing the Young Workforce' Skills. This included volunteer work at Inverness Cathedral Playgroup.
- We used our new enhance digital learning to support parental engagement by using it to share learning opportunities with parents and develop home-school links.
- Impact: This year there was a 15% increase in the attainment of our PEF learners reading attainment and a 10% increase in the same group of pupils in their writing attainment

Good progress has been made in this area

Next steps:

Health and Wellbeing

- Start using the healthy scot curriculum linked to wellbeing indicators.
- Continue to track the health and wellbeing of our pupils and plan interventions to support this.
- Continue to develop different pupil leaders to build positive self-image and responsibility, which in turn will support mental wellbeing.
- Continue to develop our learning around rights and positive relationships.

Recovery of Learning, Teaching and Assessment and Attainment, focusing on gaps caused by Covid 19

- Continue to use Literacy PSA paid for by PEF to support targeted interventions and close gaps in attainment..
- Further develop literacy by looking at writing supported by reading for pleasure.
- Continue to develop our tracking and assessment to ensure that we are closing gaps effectively and providing challenge.
- Continue to develop our play pedagogy in P1-4
- Develop our 'Learning for Sustainability' looking at developing the young workforce and outdoor learning.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality, and inclusion	Very good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Very good
Our relationships

Theme 2 Very good
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:
Good.

We are confident in our capacity for continuous improvement.

We feel as a school we are making improvements and know where we need to still improve.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.bishopeden2021andbeyond.com by contacting the school office.