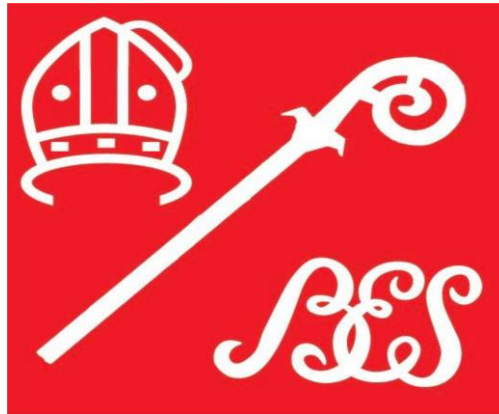


2022/23



BISHOP EDEN'S  
PRIMARY SCHOOL

**Bishop Eden's Primary School**  
HIGHLAND COUNCIL | 73 KING ST, INVERNESS IV3 5HX

# Introduction: Local and National Context

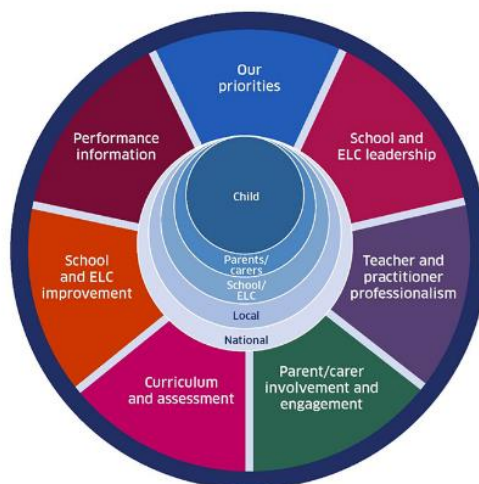
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

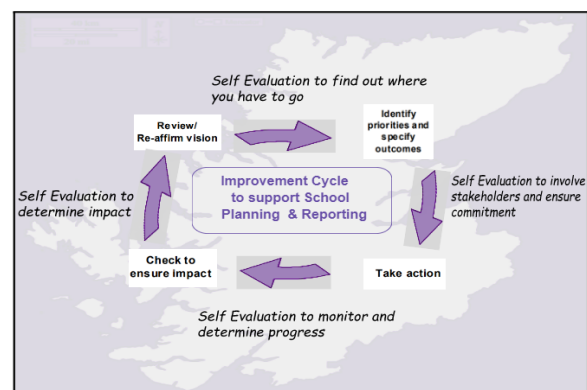
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Allison Howie  
Head Teacher  
Bishop Eden's Primary

## School Profile

### Pròifil na Sgoile

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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.

**Attendance**  
91.5%

**Average Class Size**  
15.5

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
32

**Teacher Numbers**  
3

**Pupil Teacher Ratio**  
10.7

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

There are 32 children attending the school. P1 – 3 are taught together in a multi-stage class and there is a separate class for P4-7.

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 increase to 3.5 next session.

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.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Very good progress

**Numeracy**

Good progress

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

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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:

- Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment
- This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

##### Progress:

- Most ASG teaching staff attended all or the majority of collegiate sessions
- Almost all staff report that they have a shared understanding of effective assessment and moderation.
- Almost all staff report that the tracking and monitoring process leads to improved outcomes for learners.
- Few staff reported that the process has made assessment and reporting less manageable

##### Impact:

- Across the ASG each school aimed to produce one HQAT per term. High-quality assessments provide reliable and valid data to inform all users and stakeholders, including teachers and parents, about how well children have learned and support learning conversations about next steps in learning.
- Shared understanding of effective assessment and moderation has led to a consistency of expectations supporting professional judgement across our ASG. to support this most staff use a quality body of evidence to support assessment judgements and decisions about next steps.
- Analysis of data by teaching staff using robust tracking and monitoring means that staff can plan next step in learning, closing identified gaps in children's learning.
- Through self-evaluation, ASG teaching staff recognised there was a lack of confidence and consistency in teacher professional judgement, this led to a shared improvement plan supported by our CLO. In year one of this project we have made good progress resulting in improving staff confidence and consistency.

**Further developing staff capacity in providing secure professional judgement in using benchmarks by working across our ASG ~ 3 x CAT sessions**

**Enhance leadership at all levels by working with our CLO to support our ASG QUAMSO**

School Priority:

#### Writing for Pleasure

##### Purpose:

*Respect, Responsible, Safe*

- This project has been developed in response to lower levels of attainment in writing compared to reading.
- Understanding and improving Learning, Teaching and Assessment
- To increase motivation and engagement in writing using pupils' high motivation for reading to increase attainment

Rationale: Use pupil voice to lead improvements in methodology and develop improved practice based on pupils needs to increase motivation and attainment.

#### Progress:

- ✓ Most children have made appropriate progress in writing this year.
- ✓ Almost all children in P1-3 see themselves as writers, can identify strengths and pressures, likes and dislike when writing and are able to use this knowledge to lead their own learning targets and evaluations.
- ✓ Most pupils in P5-7 are motivated and are beginning to identify the skills needed to engage more independently with their writing through personal motivation.

#### Impact:

- ✓ Pupil focus groups and surveys have led to better understanding how pupils want to learn and what motivates them. This has enabled us to change our practice with successful results. Families have been enthusiastic about the change and have shared how much more motivated their children are.
- ✓ Good progress was made in this area.

#### Next steps:

**We will continue to develop this area next session as part of our curriculum, looking at further ways we can link writing for pleasure to reading for pleasure and involving families.**

**Use High Quality Assessments to link with Writing for Pleasure**

**Use digital profiles to continue to improve parental engagement with writing**

**Using PEF to provide targeted intervention to support children to close the gaps.**

**The goal next session is for most children to be attaining at an age-appropriate level in writing.**

School Priority:

## Learning for Sustainability

#### Purpose:

- This project has been developed to improve literacy and numeracy attainment in a real-life context, as well as develop skills for life.
- to increase outdoor learning to improve health and wellbeing, develop lifelong skills and raise attainment

**Rationale:** use outdoor learning to develop creativity skills and problem-solving skills, develop literacy and numeracy skills in a real life context which can then be applied to more formal learning back in the classroom. The aim was for this to build confidence and resilience, and therefore improve health and wellbeing.

## Progress:

### Content:

- ✓ Post training all teaching staff feel more confident about how to use outdoor learning to support skills and development across the curriculum.
- ✓ Almost all pupils engaged with outdoor learning in some capacity and were able to decide which aspects they wanted to get involved in. A Learning for Sustainability group was formed, and they helped lead some of the planning for the changes and learning that took place.
- ✓ Almost all pupils were able to take on different responsibilities for different projects. All pupils were involved in a project, and it was led by pupil interests.

## Impact:

- ✓ Consultation with learners has allowed for a better understanding of what type of learning supports them best.
- ✓ Families were able to get involved on various days and time and provide support to the learning. Families were very supportive of the skills their children are developing.
- ✓ Good Progress has been made in this area

## Next steps:

**We will continue to develop this area next year as part of our curriculum development.**  
**We would also like to use this area of improvement to widen our community links and increase opportunities for family learning and engagement**  
**Develop consistent IDL planning to ensure broad range of learning including meta skills for life.**  
**Use High Quality Assessments to link with Outdoor Learning**  
**Use digital profiles to continue to improve parental engagement with writing**

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity fund was predominantly used this year to support a full time Literacy PSA post. The impact of this was that all children in the school, whether 1:1 or in small groups were able to be given additional and highly tailored literacy sessions to support and further progress their learning.

The impact of this has been that almost all pupils have made progress in literacy and most of our PEF pupils have made some progress.

Additional funding was also used to support the Writing for Pleasure development by paying for a 4-week block of additional teacher time to lead the development as well as continuously teach using writing for pleasure methods. PEF funding also paid for new books to support writing for pleasure based on children's views and themes. These have also supported our endeavours to make our school library more diverse and equitable and representative of our school population.

There was both a quantitative and qualitative impact. Focus pupil groups fed back they were enjoying the new sessions and teachers observed the use of the mini lessons and skills learned being transferred into the pupils writing.

## Wider achievements

### Coileanaidhean nas fharsainghe

We were able to use some PEF funding to support Caley Thistle coming to our school once a week for an afterschool club which was provided free to all pupils.

We also enabled access to free afterschool clubs every weekday. Two of which were school run: bible club and board games club and two are run locally and school staff support by transporting pupils to the club. P6/7s were able to volunteer at the local parent group once a month.

We were also able to work with Inverness Museum on a film project and both classes were able to enter Inverness Music festival.

Our whole school community worked collaboratively to raise the funds for our P6/7s to attend an Outdoor Residential this year in May. Pupils led fundraisers as did Parent Council. As a school, we sang in the Market and Eastgate to raise funds as well as pupils running various fundraisers throughout the year.

## **Comments from learners, families, stakeholders and staff**

### **Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach**

#### **Parents:**

“Really impressed with all the hard work.”

“Fantastic variety of books available”

“A lot of effort has gone into it (School improvement)

#### **Pupils:**

#### ***Writing for Pleasure:***

*“Exciting and motivating. It’s all fun!” (P6)*

*“It made me a better friend. Writing isn’t my thing but this makes me want to write more” (P7)*

*“I liked how everyday everyone would go somewhere in the school and start writing” (P6)*

*“I enjoyed everything” (P3)*

#### ***Outdoor Learning:***

*“This was kind of a main focus this year and I really enjoyed it for most of it, the outdoor learning was very fun planting and transforming the back bit of the school” (P7)*

*“I enjoyed planting sunflowers and keeping a diary about how sunflowers grow. I would like to plant some more sunflowers next year.” (P6)*

*“We have grown potatoes. They are quite big now. And we have some sunflowers that are about 40cm” (P5)*

#### **Staff:**

*“Leading outdoor learning across the school has highlighted the family nature of our school. I have seen the older children take on leadership roles through planting and leading play-based learning. Being with the younger children encourages the older ones to re-engage in more creative play through construction, loose parts and model building.” ~ Staff member leading on Outdoor Learning*



## Stakeholders:

*“Pupils from Bishop Eden Primary School have been volunteering with Messy Playgroup and other Children and Families Work and inSpire work in different capacities and through this they have gained essential life skills. They have all been greatly appreciated and this has strengthened the relationship between the school and the cathedral.” ~ Very Rev. Sarah Murray from Inverness Cathedral*

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## Capacity for continuous improvement Comas airson leasachadh leantainneach

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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:

	PRIMARY
<b>QI 1.3</b> Leadership of change	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good

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

- Continuation of ASG Moderation
  - Curriculum Development of HQAs, Learning Conversations, IDL Planning and Progression
  - Digital Profiling to support family engagement
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## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [www.bishopedens2021andbeyond.com](http://www.bishopedens2021andbeyond.com) or by contacting the school office