



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Bishop Eden's Primary School



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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

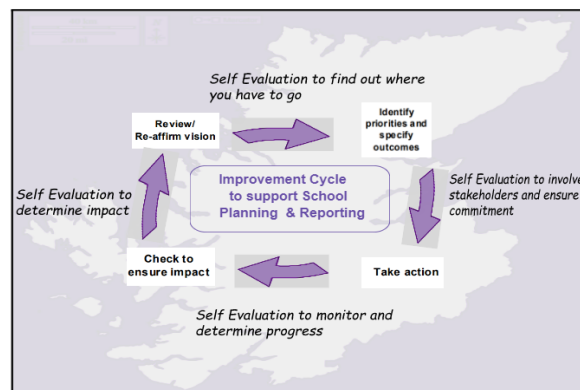
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
Head Teacher
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.

Attendance
90.1%

Average Class Size
14.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
29

Teacher Numbers
3

Pupil Teacher Ratio
9.6

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Majority

**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 29 children attending the school. P1 – 4 are taught together in a multi-stage class and there is a separate class for P5-7.

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.

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 satisfactory. 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

Satisfactory progress

Writing

Satisfactory progress

**Listening and
talking**

Good progress

Numeracy

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

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 (Profiling)

Purpose:

ASG

- To develop an ASG approach to profiling and profiles.
- 100% of primary school aged children in our ASG having ownership of their profiles (differentiated approaches to meet the needs of learners)
- Parents across ASG will be offered support in engaging in their children's learning.

Bishop Eden's Primary School

- All pupils will develop profiles digitally and be able to progress in their independence to document and share their learning journey.
- Staff and Pupils will be able to confidently engage with the Highland Digital Skills Progression, and this will be used as a tool to assess measurement
- Children and their families will be able to use this tool to engage and understand the learner's journey and support them better as a result
- Learners will have increased their digital literacy in a way that supports learning directly
- Family engagement with learning will increase

Progress:

We have engaged in 3 ASG CAT sessions to look at shared standards and expectations of our profiles

Parents have had 3 opportunities to attend open day events which have included access to pupil profiles

As a staff we have used CAT sessions to discuss and finalise what profiles should look like at Bishop Eden's Primary

Staff have been given time out of class to have learning conversations with pupils

Impact:

- ASG staff reported:
Across all levels there is a consistent approach to the content of our learners' profiles.
At early level less than half of our ASG children have ownership of their profile.
At first level, the majority of learners have ownership of their profile.
At second level, all children have a pupil profile which is individual to their learner.
- Almost all parents across the ASG have been offered the opportunity to engage with their children's profile.
- We have a good approach to ASG profiling due to clear guidance from the Local Authority as to what a profile should include. However, there is currently no set

format for ASG profiling, including digital or paper. All children have a profile.

- In our school every child has the beginning of a profile with the same key contents. Children in Primary 1-6 have paper profiles with Primary 7 pupils having a mix of paper and digital.
- The Highland Digital Skills Progression has been used as a tool across the school for all pupils.
- Parental engagement sessions across the academic year have included the opportunity to participate in the profile and give feedback on the learning. Parental engagement at events has been good.
- All parent responses in the May 2025 survey indicate that parents are aware of learning profiles and most know how they can access their child's profile.
- The majority of children are aware of where they are in their learning and what their next steps are.

Next steps:

- Build on the work undertaken this session to raise parental awareness of pupil profiles through open afternoon events
- Host parent profile information sessions
- Encourage parents to feel confident in commenting on their child's progress.
- Continue to work with the ASG to ensure a consistent approach is evident

School Priority:

Developing a consistent approach to planning, tracking and assessment

Purpose:

- Develop a whole school consistent approach to planning for literacy and numeracy using streamlined documents for medium term planning of literacy, numeracy, HWB
- Develop a whole school approach to tracking
- Termly tracking of literacy, numeracy and HWB for all pupils
- Raising attainment across curriculum.
- Experiences of the learners are more appropriately challenging and better matched to their learning needs.
- To ensure our children's learning has purpose, coherence and to ensure progression
- HGIOURS based pupil information gathering: pre and post

Progress:

We have used CAT sessions to develop a whole school approach to medium and long-term planning using Local Authority Literacy and Numeracy Frameworks.

Impact:

We have made good progress in developing a consistent approach to planning. We have streamlined our documents to ensure a more coherent approach. All planning documents will be fully implemented from August 2025

We have used CAT sessions to complete school tracking documents and to attend Local Authority training on Number Sprinkles, Literacy for All, P&A and end of year reporting.

We have updated our main programme for teaching numeracy. Teejay textbooks and online planning materials have been purchased. Training has been given to staff on the use of TeeJay online resources.

Scheduled termly monitoring of planning folders and data discussions

We have developed a whole school tracking format. This has been updated throughout the school year.

All classes have a streamlined planning folder that includes standard planning and tracking formats.

Staff have an awareness of the Local Authority approach to supporting Literacy difficulties.

Staff are familiar with Teejay online and are beginning to use it to direct and support their teaching. Ensuring a consistent approach across the school is being used.

Staff are aware of curricular areas that have been covered ensuring learning and teaching is purposeful, progressive and coherent.

We have made good progress in tracking wider achievements, parental engagement and attendance. This has enabled us to target support where required.

As a staff we have used P&A to provide snapshots of where the children are within the CfE levels. We are becoming more confident in using the language associated with the P&A tracking tool.

Staff are confident in where their children are in their learning and use data from SOFA and NSA assessments to inform their planning and next steps for pupils.

Staff talk confidently about the progress of their pupils; using trackers to guide termly data discussions.

Staff confidently use both formative and summative assessments to support their judgements.

Staff have been given time to have individual learning conversations with pupils. These have guided individual learning targets and progress.

All parent responses to the May 2025 survey indicate that they strongly agree/agree that their child is making good progress and they understand how their child's progress is assessed.

Next steps:

- School tracker to include the same language as the P&A tool
- Update CfE levels on school tracker twice per year and use P&A twice per year
- Use HGIOURS to ensure pupil voice is consistently evident in the classroom, learning profiles and wider school
- Embed the use of planning and tracking formats to support learning and teaching
- Review our Curriculum rationale
- Allocate CAT sessions to support the development of the Literacy for All approach

Purpose:

- Creation of a HWB hub to support all pupils
- Whole school implementation of Glasgow wellbeing Profile
- Learning for Sustainability (LfS) skills progression
- Writing for Pleasure (WfP) rationale and progression
- Develop a love of Reading for Pleasure

Progress:

The Bubble Room has been set up to provide a safe, nurturing space for pupils to work on their own or in groups.

CAT sessions have been used to introduce the Glasgow Wellbeing Profile and to analyse the results.

The Keeping Cool in School Programme has been used with all pupils as part of Health and Wellbeing sessions

Impact:

We have strengthened our partnerships with our CSW, Music Tutors and Family Links Worker as they now have a dedicated safe, nurturing space to work with individuals, groups and families.

As a school, we now have a dedicated safe space for assemblies, lunch clubs, after school activities and a space to host meetings. The Parent Council have also accessed the space to host book swaps and Christmas events. The room has also been well used for morning check-ins with individual pupils and as a regulation space.

Staff are becoming more familiar with The Glasgow Wellbeing Profile. It has been implemented twice this session. Results have been shared and analysed with staff and appropriate supporting professionals.

All pupils have access to the Bubble Room throughout the school day.

All Parent responses from May 2025 survey indicate that they strongly agree/agree that their child feels safe, they are treated with respect and emotional wellbeing is supported in school.

Almost all pupils talk very positively about the Bubble Room and enjoy accessing the space.

Almost all pupils can talk confidently about how they are feeling and why.

The majority of P1-P2 pupils found some aspects of the GWP difficult to understand. We therefore took the decision not to repeat the GWP with some pupils.

Staff have increased their confidence in analysing the GWP data and use this to implement support strategies where necessary.

Reading for Pleasure Committee group has been established and has met throughout the school year.

School library area has been maintained by pupils and provides daily access for all.

The Reading for Pleasure committee are currently working towards the Reading Schools Award.

All pupils attended an author workshop led by children's author Stuart Reid. Almost all pupils actively engaged in this session.

All pupils were involved in a whole school writing project where they created their own books in trios.

CAT sessions have been spent planning Writing projects

Staff have engaged with the Writing for Pleasure (WfP) learning materials and have used these to plan for learning

Our overall school scores have increased across the 4 key areas.

Most children are scoring themselves as 8 stars or above in all areas of the GWP.

All pupils are given daily opportunities to read and write for pleasure.

The Reading for Pleasure pupil committee has been established. All members of the committee have contributed to organising whole school book events such as Book blethers and World Book Day. The committee has also created and maintained school displays and cosy spaces indoors and out for reading.

All pupils have had the opportunity to participate in the Readers are Leaders workshop series led by Andy McKechnie. These sessions helped to build confidence in pupils in presenting their literacy work.

All were given the opportunity to showcase their learning during our Christmas Cosy reading/writing event.

Limited progress has been made on creating a Learning for Sustainability rationale and skills progression.

We have achieved Rights Respecting Schools Bronze Award Level this session and have established a RRS committee.

We have included Global goals and UNCRC links to our IDL planning. Global goals and UNCRC have been introduced via assemblies and in term 3 the whole school undertook IDL projects with a focus on these.

As a school we have made some progress in the creation of a WfP rationale.

All classes have engaged with the WfP teaching materials and have used mini lessons to teach specific concepts, genres and grammar.

All pupils have daily opportunities to write for pleasure, individually and with peers. We have used elements of the programme to conduct a whole school writing project. Pupil confidence in

writing independently has improved. Pupils are enthusiastic about writing, especially as part of a pair or trio.

Next steps:

- Finalise our overall approach to Writing for Pleasure through the creation of a robust rationale and 'how to' guide for staff
- Further develop the use of the Bubble Room to host family engagement sessions with the Family Links Worker
- Continue to use the GWP as a measure for wellbeing to implement individual intervention strategies
- Achieve Reading School status in session 2025/26

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary	Intervention Resource allocation used (breakdown)
Result in release of HT to support SIP agenda, including supporting Family Engagement across all targeted families. HT to work alongside Family Links Worker to provide Parent drop in sessions	71.5% attendance on average at parent events	On average 71.5% of target group families attended parent events; including Christmas Cosy, Carol Singing in the community, World Book Day and Parents Evening. Some events were more popular than others, with 7/9 (77.7%) families attending. Family Links worker has attended school events and will be running Family Fun 31 sessions on Fridays in the new school session. They have offered drop-in sessions; however, it was proved more successful to chat with parents at the gate at the end of the school day. The Family Links Worker has also provided support in running an after-school club for the pupils.	0.2 FTE CT
Class teacher additionality so class has consistent approach which will also provide security/HWB to pupils. Result in release of HT to support in the development of a HWB hub to provide soft start/check in opportunities for all pupils, focussed work based on the Glasgow Wellbeing Profile outcomes	Whole School Affiliation = 92.5% Agency = 90% Autonomy = 87.5% Feeling Healthy & Safe = 90%	Check-ins with identified individuals has provided focused support and protected time for soft starts/check outs. This enables pupils to have 1:1 time with an adult when required. GWP data has been shared with staff regularly. This has given a deeper insight into how pupils are feeling and has highlighted areas to work on.	

HT – to provide weekly Keeping your Cool in School & Relax Kids HWB sessions to both classes (Health & Safety section of Wellbeing Profile)	Healthy and Safe increased on average by 20%	HT has completed 5 Keeping Cool in School Lessons. Almost all pupils can confidently articulate their feelings in different scenarios and can explain what 'cool' responses to situations would be. The younger children have enjoyed engaging in these sessions and will ask to do Relax Kids as part of their school day. A notable difference has been observed during Relax Kids/relaxation time.	
HT to support children in leading lunchtime clubs twice a week (Lego/Craft) (Autonomy section of Wellbeing Profile)	54% of pupils have attended Lego Club more than 4 times each term	Lego club at lunchtime proved popular with the younger children with 13 out of 24 children attending regularly. Children felt confident to request lunchtime groups to run.	
Term 3 – P7 pupils will attend Day 1 Mentoring Programme for 6 week block. HT to support pupils in attending (Affiliation section of Wellbeing Profile)	80% of P7 pupils completed the 6 weeks block	The HT supported P7 pupils in attending the Day 1 programme. 80% of pupils completed the 6 week block. Feedback from pupils included 'It was very fun' 'I enjoyed everything' and all pupils choosing the happy or very happy face to sum up their experience.	
PSA – to provide daily precision teaching in literacy and numeracy to identified pupils across the school (Agency section of Wellbeing Profile)	P5-7 Agency increased on average 14%	GWP – As a school, we have seen an overall increase in each area (Affiliation 34 to 37 points (+3), Agency 35 to 36 points (+1), Autonomy 33 to 35 points (+2) and Feeling Health and Safe 34 to 36 (+2) out of a possible 40 points. The number of responses scoring 1-3 stars decreased from 20 across 14 questions to 6 across 6 questions.	
HT & PSA – to provide daily emotional check ins for identified children (5 x 10 mins per child) or group soft start if applicable (Affiliation & Autonomy section of Wellbeing Profile)	Affiliation increased for the targeted children on average by 37% Autonomy increased on average by 27%	<p>The number of responses within the 4-7 star range decreased from 88 responses across 18 questions to 66 responses across 20 questions.</p> <p>The number of responses scoring 8+ increased from 306 across 20 questions to 344 across 20 questions.</p> <p>25% of the targeted children registered slight decrease in overall scores but almost all were scoring 7 stars or above.</p>	

Wider achievements

Coileanaidhean nas fharsainghe

This session we have strengthened our existing partnerships and have also created new ones.

Our whole school participated in community carol singing at Christmas in both the Victorian Market and our local Tesco. A group of carol singers were also invited to sing at the full council for members.

Our Eco Committee were invited to represent our school at the Riverside Way Project Opening event.

Our P7 pupils successfully participated in a Maths Challenge Day at Dalneigh Primary School

We have been involved in the Northern Meeting Park Project, helping to design panels which will be on display for the public when the park reopens.

Our older pupils have supported with the Cathedral Playgroup and as a whole school we have welcomed the Cathedral Playgroup into school.

We have strengthened our links with the wider Episcopal community. Our whole school participated in a 3 Church Challenge sponsored walk and managed to raise £563 towards school funds.

The whole school, supported by our resident musician, collectively entered the Inverness Music Festival and received a commended certificate for their efforts.

Our Primary 7 pupils participated in a 6-week block of the Day 1 mentoring transition programme.

Both classes have benefitted from additional music sessions from Kodaly and Feis Ros.

Our P4-P7 have had the opportunity to attend weekly chanter tuition. This has proved very popular this session with 5 pupils having regular tuition.

The whole school participated in a series of 4 workshops led by Inspirational Speaker, Andy McKechnie. Pupils showcased their learning as reporters and authors at our Christmas Cosy.

We have strengthened our links with our local schools by joining up for tennis sessions and our P6/7 residential trip.

We have worked closely with our Active School Co-ordinator to provide wider sporting opportunities for our pupils. Primary 4-7 pupils were given the opportunity to participate in a bowling taster session. The whole school also had the opportunity to attend a boccia after school club, led by our Active Schools Co-ordinator and supported by our Family Links Worker.

The whole school has worked alongside members of the clergy at Inverness Cathedral to design the new Children's Chapel space. We have created Easter gardens to display in the Cathedral for the congregation and members of the public to enjoy. We designed the altar cloth for Ash Wednesday for the Cathedral.

Our P4-7 pupils have benefitted from regular blocks of swimming lessons at Inverness Leisure.

Our whole school have participated in STEM events in school and our P5-7 pupils have had the opportunity to attend STEM workshops at UHI. P4-7 have participated in the RAFD live STEM event.

Our Rights Respecting Schools Pupil group have gained the Bronze RRS accreditation award.

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 individual mentoring. The coaches also supported our World Book Day event.

Parent Council have supported events including our Christmas Cosy, Singing in the market, end of term service, Autumn Disco and Summer Fun Day.

Comments from learners, families, stakeholders and staff

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

Families – Comments from open afternoons and Parent Surveys

*It was a fun learning afternoon. Thank you for inviting us in.
Was a lovely afternoon. Thank you for inviting us.
Had a nice time, such a lovely little school, children so friendly
Their performance was just amazing*

*Relationships between staff and me have been exceptional and always feel that time is made for any queries or concerns
I couldn't be happier with the education and care my child receives.
It feels like a family in the school.*

Pupils

*The school is really small, but great. P7 Pupil
We get to learn about life lessons, like keeping money. P7 Pupil
I really enjoyed doing Sports Day and celebrating as we won. P5 Pupil
I like when parents come in but would like it if the games were slightly more sporty. P5 Pupil
I like being on the Reading Committee, sorting the reading areas around the school and planning events like World Book Day' P5 Pupil
I like the separate classrooms for different things so it's not that noisy. P2 Pupil
I like playing games to help me with my work. P2 Pupil*

Stakeholders

It is always lovely working with you and your team. Thank you

Working with Bishop Eden's Primary School continues to be a joy! There have been several opportunities for us to collaborate with staff and pupils on projects – carol singing at the council headquarters; a sponsored walk around the Episcopal Churches of the city centre; creating resources for the Cathedral; and having the pupils assist with the Cathedral Playgroup among other things. As the term closes, the children are designing a permanent children's altar to be installed in the Cathedral – following a grand tradition from the 1960s, when BEPs children designed the baptistry railings! A particular highlight was the Christmas playgroup session, which was graciously hosted by BEPS - the pupils and staff led the session for our under-3s and their parents, who had a wonderful time and were deeply impressed by the confidence and gentleness that the BEPS children showed not only to the toddlers but to the adults. That confidence and gentleness is a true testimony to the supportive environment that the BEPS team work so hard to create. Contributing to school assemblies at BEPS is always a highlight of my month, and I look forward to continuing partnership in the next session.

Revd Laura Symon, Inverness Cathedral.

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.	Good
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: Satisfactory

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Further development of our pupil learning profiles to ensure a consistent approach, with pupil ownership being at the forefront
- Embed a consistent approach to curriculum, planning and tracking across the school
- Raise attainment in literacy and numeracy through interventions and precision teaching approaches

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.