



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Bishop Eden's Primary School



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%

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 93.2%	Average Class Size 13.5	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	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

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.

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 very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Good progress	Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Motto: **Bishop Eden's Succeeds Together**

Our Vision:

Bishop Eden's Primary School strives to create a loving, kind and happy community where every child feels safe, supported, encouraged and proud of who they are. We are committed to building a respectful environment where all children are valued, represented and listened to, and feel confident sharing their ideas with pride. We nurture trusting, resilient learners who keep trying even when challenges arise and celebrate the effort they put into their learning. We support every child to become self-aware, hard-working and confident, growing in understanding of themselves and feeling proud of their achievements.

Our Values: **Safe Kind Responsible**

Our Aims:

We are loving, kind and happy — and proud of who we are

We are respectful and we listen to each other

We know we are valued and represented

We trust each other and we don't give up

We understand ourselves, work hard and feel proud of what we achieve

(created February 2026 in consultation with staff, pupils, parents and our wider school community)

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 1: ASG Reading Moderation/Profiling	
School Improvement Plan Priority 1	

Safe Kind Responsible

Summary of progress	Next steps	Stakeholder Views
ASG • Almost all teachers attended ASG sessions • All ASG teaching staff~ invited to engage in contributing their views, ensuring shared ownership of ASG SIP priority. • 3 schools engaged in looking outwards this session and had peer visits across our ASG • As yet limited engagement from feeder high school. ASG • Almost all teachers demonstrate a level of increased confidence in moderating Reading (on a scale of 1:5 55% scaled 3 and above for increased confidence) • 60 % of ASG teachers found CAT sessions useful. • Staff told us they wanted further guidance around; • ~How lessons are structured and ideal lesson • ~5 components of reading: • ~phoneme awareness, phonics, vocabulary, fluency and comprehension • Year 1 has led to a clearer plan for year 2 ~As school leaders we are aware that across ASG we have a spread of knowledge/ expertise. Bishop Eden's Additional Progress Good progress has been made in this area, particularly in strengthening learner engagement, assessment and parental involvement. Almost all pupils have engaged in learning conversations with staff and have a clear understanding of their learning targets. Pupil surveys show an 11% increase in P4–7 pupils knowing their learning targets, with a further 16% able to explain what they need to do to improve. There was a slight increase (2.5%) in pupils engaging with their profiles at least once per term. Very good progress has been made in parental engagement, with a 55% increase in parents commenting on profiles. Sharing High Quality Assessment Tasks during learning events and introducing comment stickers have been particularly effective strategies. We have used feedback from parents to create a profile information sheet which explains each section of their child's profile.	Year two of reading moderation programme • Build teacher confidence in reading assessment. (almost all staff requested this) • Further opportunities to share high quality reading lessons across ASG • Raise awareness of Curriculum improvement Cycle with a focus on literacy including new technical framework and language matters toolkit • Work with SaLt to raise awareness of universal strategy ~ Words Up and how this supports reading • Increase teacher confidence in supporting children with persistent literacy difficulties learning from our link Educational Psychologist. • Further invitation to feeder secondary school. • Raise awareness of profiles with all pupils by always have learning them visible and accessible • Ongoing learning conversations between pupils and staff to ensure all pupils know their personal targets • Increase pupil confidence in setting their own personal learning targets	

Staff confidence in planning assessment tasks across a broader range of curricular areas and skills has increased, resulting in more comprehensive reporting and improved consistency in learners' experiences.		
Impact		
Our approaches have strengthened learning conversations, assessment approaches and parental engagement which have had a positive impact on learner understanding, engagement and equity. Almost all pupils now have a clearer understanding of their learning targets, with pupil surveys and discussions showing increased confidence in explaining next steps in learning. Improved approaches to sharing high-quality assessment information have significantly increased parental engagement, supporting stronger partnerships in learning. Increased staff confidence in planning assessment across a broader range of curricular areas has resulted in more coherent and consistent reporting which in turn has improved learners' experiences and outcomes across the school.		

School Priority 2: Developing consistent approaches to planning, tracking and assessment		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Good progress was made in this area. Whole-school approaches to planning have strengthened consistency, equity and the quality of learning experiences for all pupils. All teachers collaborated in the creation of a whole-school interdisciplinary learning (IDL) planner, designed to capture pupil voice and actively involve learners in the planning of their learning. The introduction of a KWL section has led to increased pupil engagement and ownership of learning. Sharing IDL themes termly through the school newsletter has strengthened parental engagement and encouraged learning conversations at home. This has also enabled family members to contribute meaningfully to learning by sharing their expertise with pupils. A consistent approach to Literacy and Numeracy planning has been embedded across the school, supporting equity by ensuring all learners	• All classes to display our school values • Review our curriculum next session • Display our Vision, Values and Aims for the wider school community to see • Use our planning formats as part of transition to ensure continuity and progression in learning of pupils moving between classes.	

access high-quality learning experiences. The use of agreed planners and a shared core numeracy resource (Teejay Maths), alongside a balance of practical and textbook approaches, has improved coherence and progression. As a result, we are beginning to see improvements in Literacy and Numeracy attainment and clearer evidence of individual learner progress. All stakeholders were given the opportunity to contribute to the development of our refreshed Vision, Values and Aims, which now underpin our curriculum rationale. Almost all pupils can confidently articulate our values and explain how these are demonstrated in school. Visibility and shared ownership have been strengthened through assemblies, worship, school communications, and community events, including our Easter Service at Inverness Cathedral. These strategies have successfully engaged pupils, staff, parents and the wider community, ensuring our shared values are embedded and clearly understood.	Engage with the Curriculum Improvement Cycle materials and the new technical frameworks to support the development of our curriculum rationale	
Impact		
Our approaches to sharing our Vision, Values and Aims have strengthened our school identity and had a clear and positive impact on learner wellbeing and engagement. Almost all pupils can confidently share our VVA's and give examples of what these mean in a Bishop Eden's context. Glasgow Wellbeing Profile data shows that all P4–7 pupils scored themselves an average of 9 or above across the four affiliation measures, demonstrating a strong sense of belonging and connection to the school. Involving pupils in the planning process and streamlining planning documentation has resulted in almost all pupils being able to confidently discuss their learning targets and next steps. Pupil survey data shows increased confidence in knowing themselves as learners. Attainment in literacy and numeracy has remained consistent across most stages, and the development of a shared, consistent language around achievement of a level has strengthened professional dialogue and supported teacher judgements.		

School Priority 3: Curriculum Development to raise attainment		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Some progress has been made in towards this priority.		

providing a strong foundation for future improvement and supporting positive outcomes for all learners.		
Impact		
Our strengthened approach to developing a culture of reading has resulted in pupils taking ownership of reading spaces and showing increased motivation and enjoyment in reading. Parental engagement has been strong, with almost all families participating in reading events, further strengthening home-school partnerships. Teaching staff have increased their knowledge and understanding of trauma-informed practice through targeted professional learning. While this work is at an early stage, it has provided a very strong foundation for the consistent implementation of inclusive approaches next session, supporting equity and positive outcomes for all learners.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This session we have used our PEF to buy 0.2FTE Class teacher time and 5hrs per week PSA time. The focus has been on raising attainment in literacy and numeracy through precision teaching and class teacher interventions.

Almost all targeted pupils made progress in literacy and numeracy this session, with the majority achieving planned outcomes through daily targeted interventions. Interventions have been delivered both at class and individual level.

Releasing the Head Teacher ensured consistent teaching staff and approaches across both classes, strengthening the delivery of literacy and numeracy. The additional time has also been used to provide protected check in time with pupils. This has enabled 1:1 time for pupils with an adult when required.

Phonological Awareness Data

50% of pupils have achieved at least 10 out of the 12 identified areas

Schonell Spelling Data

70% (7/10) or 88% (7/8) of targeted pupils have increased their spelling age by 6 months or more. 40% (4/10) or 67% (4/6) of targeted pupils have increased their spelling age by 10 months or more.

Highland Literacy Precision Teaching Data

100% (6/6) identified pupils have increased by 3 sets or more. 66% (4/6) identified pupils have increased by more than 3 sets. This is also reflected in reading data which shows pupils have increased their reading age by an average of 7.6 months

Highland Numeracy Precision Teaching Data

100% (7/7) of pupils completed at least 3 precision cards over the terms and 57% (4/7) have completed 12 or more precision cards over the total period. This increase is also reflected in wider numeracy data.

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, our local Tesco and to the residents at Royal Ness Court.

As part of the reopening of the Northern Meeting Park, our pupils have engaged in 2 opening events.

Some of our pupils participated in the 5K in September, raising £300 towards school funds.

Both classes have benefitted from additional music sessions from Kodaly, Feis Ros and weekly drumming sessions from our resident musician.

Chanter tuition continues to prove popular amongst our pupils, with 5 attending weekly.

P1-5 have participated in an ASG sports event. P6 pupils secured £100 donation from Chisholm's Funeral Home to support with the purchase of medals and stickers for the ASG event.

We have worked closely with our Active School Co-ordinator to provide wider sporting opportunities for our pupils. This session, P4-7 have been given another opportunity to try lawn bowls. We have hosted a weekly after school badminton club for P4-7 pupils from Bishop Eden's and St Joseph's Primary. P5-7 were also given the opportunity to attend dance workshops.

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

Inverness Caledonian Thistle has provided numerous opportunities for our pupils this session, including breakfast club twice weekly, walking bus to enable our pupils to attend 3 after school club sessions at Merkinch Primary School, whole school Christmas lunch at the football stadium with the first team players and coaches. Some P5-7 pupils have also participated in the Football Champions programme alongside pupils from St Joseph's Primary School.

The whole school have learned about James Braidwood and have produced art panels which will be on display in Inverness Cathedral at the start of the new term. Our House Captains successfully led a house art morning to produce the art panels.

All pupils have participated in a Relax Kids taster session.

P1-4 had the opportunity to see a live orchestra at Eden Court Theatre and P5-7 were given the opportunity to see a film at Eden Court as part of the Inverness film Festival.

P5-7 participated in a series of Curling taster sessions at Inverness Ice Centre.

Parent Council have raised funds through their Easter and Summer events. The Parent Council have supported wider experiences for our pupils through part funding of P1-4's visit to Brodie Castle and P5-7's visit to Fort George as part of their IDL projects.

The Pupil Council successfully organised a Wear Yellow Day for the Highland Hospice, raising over £117

We have introduced a Wall of Fame display board to showcase pupil achievements out of school. Parents have supported and contributed towards this.

Our Family Links worker secured funding from Creative Fish to enable our P4-7 pupils to participate in an after school art club delivered by an artist.

Representatives from our Pupil Council have met with the Parent Council and wider stakeholders to discuss changes they would like to see in our playground. All pupils have had the opportunity to design playground markings and complete surveys to voice how they would like the playground to look. The Community Payback Team have restored our school mosaic and have helped to tidy our playground, ready to create a sensory garden area.

Comments from learners, families, stakeholders and staff

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

Learners

You get to join in games – P2

We don't laugh when some makes a mistake – P6

Teachers help you in the class and when you get hurt outside – P7

People are kind and respectful – P1

Teachers help you and don't ignore you when you need help – P6

Everyone always makes you feel welcome – P4

We get to make decisions – playground, what to read, what to learn about – P5

Make us feel welcome and like a second family – P5

I like this school because of Writing for Pleasure – P4

I like this school because it is small and we get to use Kapla – P3 & P4 pupils

I like this school because of lunch; you can talk to people – P4

Everyone is included and have good manners – P3

I like everything in this school – P2

I like this school because I like to read books – P3

We have enjoyed taking part in science – P7

I liked Sports Day because we work in our House Groups – P6

I have enjoyed Drumming – P6

Families

Thank you to everyone for creating such a lovely afternoon.

Stakeholders including email feedback

All the staff go above and beyond to make the school environment a place to learn and grow.,

Bishop Eden's IS Welcoming, Nurturing, Full of learning, Happy.

The residents of Royal Ness Court greatly appreciated you coming with the Provost of the Cathedral, the Very Revd, Sarah Murray, Rev Laura Symon and the pupils of Bishop Eden School to deliver the Carol Service at Royal Ness Court. The children were a delight and brightened our day and we really enjoyed singing with them. It was a blessing to hear and see the Christmas Story being presented and it helped all of us to be reminded of the true meaning of Christmas.

Safe Kind Responsible

We realise a lot of time and commitment was involved in making the service such a success. - Margaret Drummond (chair of RNC Owners Committee)

The older children are a credit to you all - so very humble and realistic in what they would like. – Lynn MacGillivray Play Co-ordinator

Thank you for your warm welcome to your lovely school... what a pleasure it was to come in and work with your pupils. Their behaviour was super and they are a credit to you and your staff. – Rebecca MacIver Relax Kids

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.	Good
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
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Safe Kind Responsible

Prìomhachasan airson planadh airson leasachadh

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Curriculum Rationale Year 2	National - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in attainment, particularly in literacy and numeracy Local - Curriculum and assessment - School and ELC improvement - School and ELC leadership - Teacher and practitioner professionalism	This is year 2 of this priority. Self-evaluation identified that our Curriculum Rationale (last updated 2018) needed to be reviewed to ensure it is still relevant to our context and needs of our pupils. We have also identified that we needed clarity, consistency and coherence around the approaches we use, for literacy and numeracy. This session we have refreshed our Vision, Values and Aims, and a consistent approach to planning and IDL which has increased pupil voice and engagement. Our next steps are to develop a clear, shared Curriculum Rationale that reflects our context and ensures progression and consistency across stages. This will have the greatest impact by providing a coherent curriculum framework, improving consistency in learning and teaching, strengthening progression and transitions, and ensuring pupil voice informs high-quality, relevant learning.
HWB/CIRCLE Inclusive Practice and Collaborative Learning	National - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Placing the human rights and needs of every child and young person at the centre of education Local - Curriculum and assessment - School and ELC improvement - School and ELC leadership - Teacher and practitioner professionalism	Evidence from our self-evaluation shows that The CIRCLE resource was not implemented as fully as planned last session, resulting in inconsistency in inclusive approaches across the school. Data from the Glasgow Wellbeing Profile indicates that 60% of pupils scored themselves at 5 or below in at least one area. Attendance data also shows a decline, with 25% of pupils attending at 80% or below and 28% arriving late at least twice per month, affecting continuity in learning. Staff have increased their understanding of trauma and a growing commitment to inclusive practice. Next session, by focussing on consistent implementation of CIRCLE and embedding inclusive pedagogy across all classes, we will be improving attendance and punctuality through clear routines and high-quality learning experiences. By focussing on these priorities, we will ensure a consistent, inclusive approach to learning and teaching across the school, supporting improved wellbeing, engagement and readiness to learn. This in turn will lead to improved attendance, participation and attainment for all learners, and greater coherence in curriculum delivery.
ASG Improvement Priorities		
Reading Moderation	National	This is Year 2 of our ASG Reading Moderation plan. Data from our staff survey has shown almost all staff would like to increase their knowledge of the assessment of reading. Teacher feedback also

	• Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in attainment, particularly in literacy and numeracy Local • Curriculum and assessment • School and ELC improvement • School and ELC leadership Teacher and practitioner professionalism	suggests that supporting children with persistent literacy difficulties learning would be beneficial focus along with further opportunities to share high quality reading lessons across ASG.
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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.