



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

THRUMSTER PRIMARY SCHOOL



Introduction: Local and National Context

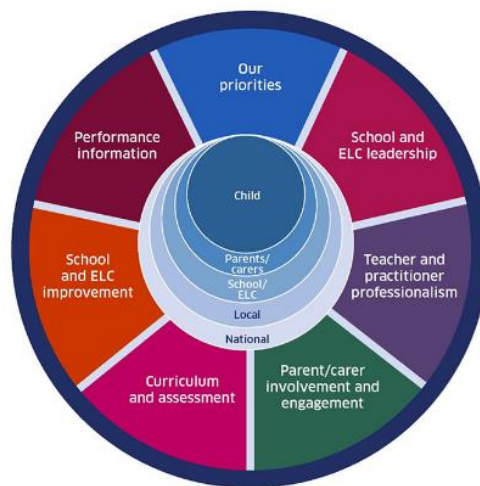
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 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

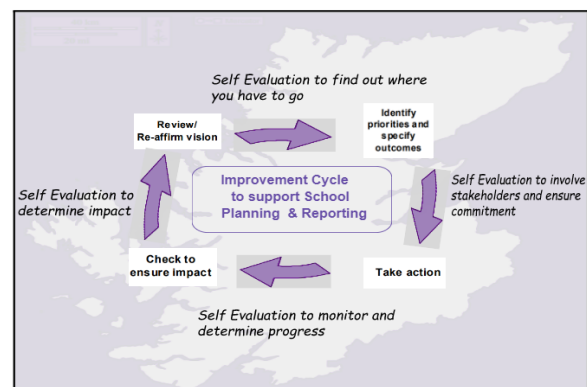
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Linsey Mackay
Head Teacher
Thrumster 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
94.1%

Average Class Size
15

Meeting PE Target
Target Met

Pupil Numbers
30

Teacher Numbers
3

Pupil Teacher Ratio
11.1

Thrumster Primary School is located in a rural, coastal setting serving the local community of Thrumster in Caithness.

There are 33 children attending the school, ranging from P1 - P7. P1 - 3 are taught together in a multi-stage class and P4-7 are taught in a separate multi-stage class. A separate Nursery is provided for 3 – 4 year olds.

The headteacher has overall leadership responsibility for Thrumster Primary School and Watten Primary School. The headteacher is supported by a principal teacher. Staff from both schools work together regularly.

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 and the majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our values guide the way we work.

Together we value: • Respect • Friendship • Kindness • Honesty • Positivity

Our vision at Thrumster School and ELCC is :

Growing our family within our community to empower our learners to be the best they can be

Our Aims

In partnership with our parents/carers and the wider community, we aim to

- create a welcoming environment, where respect, happiness and empathy are promoted
- work together to create a nurturing and inclusive environment to support each individual to reach their full potential
- use our unique environment and community to provide wide and varied learning experiences
- challenge and motivate children in their learning

reviewed June 2023 (pupils, parents, staff and partners)

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](#).

Developing our provision for Health and Wellbeing

Purpose:

We know that many of our pupils are not ready for learning because of their needs relating to their Health and Wellbeing. Our curriculum for Personal Social and Emotional development must be revised in order to meet the needs of our learners more effectively.

Progress:

- Teaching staff took part in a collegiate session on the use of the Highland Well Being profile. They engaged in individual CPD as appropriate to meet the needs of their pupils.
- Our Rights Respecting Committee is established and have held meetings with our RRS lead staff member. They have actioned whole school sessions to raise pupil's awareness and understanding of children's rights. ELC children are participating with school pupils during RRS activities.

Impact:

Teaching staff are informed about the component parts of the Highland Well Being Profile and are using the whole school, whole class and individual approach contained within this. More use is being made of our house teams for children in ELC and P1-7 this year with increasing house team activity sessions. ELC are more aware of their house team and are joining in more activities within their house team which aids transition. House points and certificates are used to highlight and reward which highlights our values.

- Our weekly assemblies celebrate success at individual, group, class and whole school level. A house point system is used by all staff with a particular focus on celebrating pupil's success.
- As well as all children being members of a pupil committee we have captains and vice captains of our teams this year which has increases the leadership opportunities for our senior pupils.
- Our RRS committee has been established this year and a staff lead identified. This committee have met and arranged sessions for pupils to promote and improve children's understanding of the rights of all children.
- In ELC a well being wall has been created and more outdoor play is happening.

As well as all children being members of a pupil committee we have captains and vice captains of our teams this year which has increases the leadership opportunities for our senior pupils. Our RRS committee is in the early stages of it's work and is also providing leadership opportunities for our pupils as well as our committees. Our RRS staff lead is liaising on this with a colleague from outwith our cluster sharing good practice.

In ELC their well being wall is being used by children which has helped them be more aware of their own feelings and those of others. H & W is part of termly ELC tracking meeting's focus and appropriate actions taken from this. Improved outdoor clothing has increased independence and opportunities for outdoor play, There has been an increase in children choosing to access play outdoors. All EYPs are using their focus area to provide resources and experiences to enhance children's learning and well being.

Almost all pupils tell us they think feel nurtured and that they are achieving. We still observe children being at optimum levels to learn is impacted on by their health and well being and this will continue to be a focus.

Some progress was made in this area.

Next steps:

Use of the Highland Well Being Profile with pupils consistently across P1-7.

Continued use of our House Team system and rewards to improve teamwork skills and to maintain a high profile of our school values.

Use Highland Health and Well Being Progressions within our planning.

Continue working towards our silver Rights Respecting Schools award and embed rights within ELC setting.

Health and Well Being tracker to be developed in ELC and embedded in termly tracking meetings.

Continue to provide quality outdoor learning opportunities for children in ELC to participate in.

Increase attainment in writing and numeracy

Purpose:

Our internal and external performance data indicates that we need to accelerate the progress that children make in writing.

Progress:

- Staff have engaged in S Graham writing sessions on aspects of functional writing. Staff have moderated writing pieces with their cluster schools. Our Principal Teacher

Impact:

Teachers have utilised some aspects of this training during writing sessions with pupils to increase the scaffolding of writing for pupils(to be embedded fully next session) . A cyclic plan for the

has viewed practice in another school as they embed this training and approach.

- All staff have undertaken Literacy for All in a Diverse World training

delivery of the specific aspects of writing delivered by Stephen Graham has been created for use in session 24-25 and onward so children will benefit from a consistent, progressive approach to teaching and learning within writing.

Teaching and learning approaches are increasingly being adapted with pupils being given more choice in their learning to support best outcomes for them(eg. more time, alternative space). Pupils tell us what works well for them. We are beginning to utilise Highland Council's screening profile to increase the robustness of evidence especially where we can see difficulties and/or more significant effort being needed to better support children's achievement and well being.

Progress in this area was impacted on by the timescales not being appropriately set and due to staff changes, absence and external factors. Some progress was made.

Next steps:

Embed use of Stephen Graham writing approached trained on using the cyclic plan created.

Create literacy profiles for children identified as appropriate

Reviewing teaching and learning framework, ensure familiarity with expectations of Highland Council frameworks

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The resources allocated to the school from the Pupil Equity Fund (PEF) has primarily been used to fund hours for a Pupil Support Assistant (PSA) to take focus groups and individuals to support them with mental strategies in maths, reading fluency and structuring their writing.

2 individual pupils from P5-P7 have been part of one or more target groups and most all have made satisfactory progress.

Wider achievements

Coileanaidhean nas fharsainghe

In September our P7 pupils joined those from 6 other rural schools for a residential trip to Fairburn Activity Centre. Pupils tell us they enjoyed the activities there including mountain biking and zorbing. They especially enjoyed connected with pupils from the other schools.

Over the course of the school year our Active Schools Co-ordinator has provided lunch time activity sessions for P1-7 which were well attended. Our P6-7 pupils were given the opportunity to earn their young leaders award and a number did this successfully through assisting our Active Schools Co-ordinator. Our Primary 7 pupils achieved their Bikeability Level 1 and 2 with training delivered by parent volunteers.

Our pupils in P1-3 continue to benefit from Kodaly sessions over the course of the year whilst P4-7 pupils participate in Feis sessions which is extending their understanding of rhythm, beat and musical notation. Our older pupils have access to instrument tuition for chanter. Opportunities are provided for pupils to perform at our school events.

Our P1-7 pupil's performed a very successful Christmas play to an audience of families, friends and the wider community whilst our ELC children sung to their audience.

Pupils participated in the Caithness Music Festival again this year with our P1-3 class performing their Action song, P4-7 performing their choral speaking and pupils in P1-7 performed their whole school choir song. These performances were all awarded within the commended category. We had pupils who also performed a solo either on their musical instrument or by reciting their poem.

Building on their visit last year, P1-7 pupils extended their knowledge and understanding of historical evidence, how it is gathered and pieced together when they participated in an archaeological dig at Thurster, Thrumster. Children have deepened their understanding of the work an archaeologist undertakes and how slowly and carefully digging needs to be. Through attending for four days this supported their understanding of the various stages in the dig process. Our ELC children also visited the dig site which has helped them be aware of the history within our local area and supports them in being part of our whole school community. Through visiting the local disused railway station as part of the interest ELC children showed in trains and railways this has added to their knowledge of what is available in our local area. Our P1-7 pupils were enthusiastic about our sessions at Caithness Science Festival where they saw some breathtaking science experiments and took part in hands on sessions all extending their scientific knowledge and understanding. For P4-7 this built on the hands on sessions they had on electricity and static when they attended the Newton Rooms (Science Centre) at Thurso College. P4-7 also benefitted form a block of swimming at Wick swimming pool over the year.

Comments from learners, families, stakeholders and staff

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

Our learners tell us that they enjoyed their involvement at the archeological dig at Swartigill and Thurster.

Highlights over the year in school are the Science Festival sessions and the science session at the Newton Rooms at Thurso college.

All of our pupils feel safe in school and would tell an adult in school if they felt unsafe. They all feel they are healthy and active. They really like the MUGA surface in school and can be seen to make full use of. They also love using the trees, outdoor space and loose parts to play creatively. Almost all pupils feel respected and included in school by other pupils and adults and all pupils feel nurtured.

Comment from each committee

Our Pupil Council say: we take forward everyone's views and arrange for new events and resources to make things better for everyone in school. We've encouraged everyone to take responsibility for their own things and to be responsible with resources.

Our Food Action Group say: we have encouraged everyone to eat healthy snack through our points system and the smoothie rewards. We loved making the smoothies for everyone to try.

Our Eco Committee say: we look after our world and try to make it a safe and healthy place for everyone. We care about the planet and it is our mission to save it and make sure everyone else does too.'

Our JRSO committee says: we have designed posters to promote cycle safety.

Our parents tell us:

In ELC our parents tell us staff are helpful, approachable and friendly. They feel well informed about their children's learning and development through do jo posts and stay and play sessions. They are happy to share their children's learning through open sessions and would approach staff if they would like an individual discussion about their child's learning.

Parents tell us their children:

Love school and love to learn

Enjoy sharing their learning with them through do jo and open sessions

They are pleased with their child's progress and improvements in their learning

They can see their child's confidence and self belief has improved

They appreciate staff's kindness and support

Staff say: They are treated with respect by children and other staff members.

They enjoy working in Thrumster School and it is a pleasure to be part of it. They say the staff work well as a team. They say children are caring towards each other.

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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	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

To develop a consistent approach to teaching and learning across the school.

Accelerate progress and achievement in writing

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 on our website [ADD LINK](#) or by contacting the school office.