

# Standards and Quality Report

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2021/22



**THRUMSTER PRIMARY SCHOOL**

HIGHLAND COUNCIL | THRUMSTER, WICK, KW1 5TR

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

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

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

## Our School

Thrumster School is a non-denominational school which lies on the edge of the village of Thrumster, some four miles south of Wick. The school serves the surrounding rural districts of Clyth, Ulbster, Tannach and Sarclet. Thrumster Primary School is part of the Wick Associated Schools Group and is clustered with Watten Primary School, 11 miles away.

At present there are 34 children in school who are currently taught in a P1-4 and P5-7 class groupings. In addition, we currently have 8 children aged 3 – 4 years in our Early Learning Centre.

We have a Principal Teacher who works 0.2 in the P5-7 class. The P5-7 class is also taught by two staff members (one is 0.2 and one is 0.6) and we have a probationary teacher in the P1-4 class/ We also have an Additional Support Teacher in school half a day per week and we currently have support from our Pupil Support Assistants.

Thrumster pupils have a good attendance of 96% and we have no recorded exclusions for the school.

Scottish Government Pupil Equity funding was used to provide support in literacy (phonics, reading and writing) and numeracy for individuals and small groups. Within phonics all of the phonics targets set were met and in reading 75% of the targets set were met. In numeracy the majority of the targets set were met.

Overall in reading and listening and talking 82% of pupils are attaining the levels appropriate for their age and stage with a significant number of pupils attaining beyond these levels in reading. In writing 76% of pupils are attaining appropriate levels for their age and stage. In numeracy 85% of pupils over all stages are achieving the levels appropriate for their age and stage with a significant number attaining levels beyond this.

Our attainment in reading and maths has increased slightly over the past 3 years while attainment in writing has increased by 10%. Listening and talking has been consistent at over 80% over the past 3 years.

## Our School/ Vision, Values and Aims

Our vision at Thrumster School and ELCC is to prepare young people for their future by-

- valuing and respecting everyone
- developing their confidence, resilience and empathy
- developing their skills for learning and life

- having high expectations and developing ambition

Our values guide the way we work. Together we value:

- Respect
- Friendship
- Confidence
- Resilience
- Honesty

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 to provide wide and varied learning experiences within our community
- challenge and motivate children in their learning
- recognise and value all achievements

### **Pupil Voice: what is working well in our school?**

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

They enjoy working in their committees and appreciate that their suggestions, opinions and views are listened to, taken forward and acted on. They like being involved with the process and getting time to present their ideas to the rest of the school in assemblies.

“We like our school trips and going out in the village”. Children enjoy spending time in the local community and being involved with different organisations which support learning more about the environment eg. Caithness Rangers, Yarrows and the local estate.

“We feel valued by all adults in school”. Children feel they are able to trust all adults in school and know they can come to any adult for help when they need. Primary 1-4 pupils enjoy their outdoor learning sessions and being able to have outside time daily. “We feel fresh and calmer when we're outside.”

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

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

Children have said:

They would like to continue with their community engagement and be able to have more opportunities to learn from community members and have community members involved with their school, their learning and committees. This would be interesting and motivating.

Children would like to build in more time for working across the classes, being able to work with their buddies and others from P1-4/P5-7, providing opportunities for sharing learning and skills, reading and games.

Primary 5-7 pupils say they would like to have more outdoor curriculum time as well as their PE sessions. They say they feel fresher and some find it easier to grasp learning when they can experiment with materials outdoors rather than listening to

and watching it being demonstrated in class. They also suggest that they can build different relationships whilst outside as well their social friendships whilst playing in an informal way.

## Our Improvement Journey Headlines Session 2021/22

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

### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** Establishing targets for improvement based on wellbeing indicators through surveys of pupils, families and staff to identify health and wellbeing areas of vulnerability

#### Progress and impact:

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- This project links to National Improvement priorities of closing the attainment gap and improving children and young people's health and wellbeing, as well as school leadership and parental engagement. It is linked to Highland Council's 4 Key Service Action Plan Priorities of maximising the health and wellbeing for all children to give them the best possible start in life and developing leadership skills at all levels of the system.
- Strategies involved in this project included an initial health and wellbeing screening activity in September 2021, using the SHANARRI wheel with all pupils in P1-7 and an expanded questionnaire. This was updated termly to monitor progress for our pupils and identify areas of concern.
- Based on the screening, teacher judgment and discussion with pupils and families, individual Health and Wellbeing targets were set in some instances and targeted Health and Wellbeing activities and programmes were used where needed.
- There was a whole-school deliver of UNCRC, linking in global goals through class lessons. The UNCRC was also a focus of fortnightly assemblies with follow-up classroom activities and lessons.
- UNCRC was also incorporated into the Health and Wellbeing goals within the ELC. An identified EYP was given responsibility for development and leadership of this incorporation.
- Following our recent inspection the Care Inspectorate have said, "Children in our ELC experience a warm, caring and nurturing approach to personal care and their learning needs. This contributes to children feeling safe, secure and valued. Meaningful restorative conversations contribute to the overall ethos of respect. Staff know children very well which supports the development of strong, trusting and respectful relationships." Quality of Care and Support was graded as very good
- Our pupils tell us they feel safe and cared for in school and have adults they would go to in school if they were worried or upset about anything.

Almost all children say they feel respected by staff all of the time. The majority of children feel respected by other pupils most of the time.

- Good progress has been made with this improvement project.

**Next steps:**

- Continue to deliver assemblies focussing on UNCRC with these being embedded in practice. Recruit pupil Ambassadors in term 1. Global goals thematic delivery.
- Plan more opportunities for children to engage in learning outdoors.
- Support children's well being through improved staff knowledge and implementation of trauma informed practice, restorative practices and ensuring our equalities knowledge and practice is embedded. Implement the Rights Respecting School initiative and gain bronze accreditation.
- Review our Health Programmes for Mental, Emotional and Social Health and Relationships, Sexual Health and Parenthood programmes

**Improvement Project 2:**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** Establish targets for adjusting classroom practice based on discussion with staff, pupils and families in regard to online learning and digital skills

**Progress and impact:**

- This project links to National Improvement priorities of closing the attainment gap, improvement in attainment (particularly in regard to literacy and numeracy) and improved employability skills and sustained, positive destinations for all young people.
- It is linked to Highland Council's 4 Key Service Action Plan Priorities of ensuring the highest quality of learning and teaching for each and every learner, as well as maximising health and wellbeing for all children.
- Strategies used in this project included developing more play opportunities in P1 and investigative play learning approaches in P2-4, as well as regular outdoor learning opportunities for the whole school. Free-flow play was strengthened in the ELCC.
- Research into the benefits of outdoor learning on attainment has identified that 'the benefits of outdoor learning are helping to mitigate challenges and support recovery by providing positive learning experiences' (*Education Scotland, 'Successful Approaches to Outdoor Learning'*). We aimed to increase the opportunities for outdoor learning and play activities to support pupils in developing their critical thinking, problem solving and social skills which may have been impacted by the pandemic.
- The development of play-based learning and outdoors learning was supported by undertaking 5twilight sessions in play pedagogy by staff so

that planning, delivery and development could be routinely and effectively evaluated.

- During their recent inspection the Care Inspectorate said, " Children's current interests and curiosities were reflected in the activities and the layout of the playroom and outdoor areas. Children were highly engaged in their play and the play opportunities supported children's curiosity, enquiry and creativity. Children confidently explored the outdoor play area which resulted in children feeling empowered to lead their play experiences and supported them to develop confidence and resilience."
- All pupils use chromebooks on a regular basis to support and extend their learning. Older pupils are able to share their work digitally via shared documents with their teacher. Pupils are sharing their learning with their families through digital profiling . This year we have transitioned from using Do jo to using Seesaw as our profiling tool. Pupils tell us that, "I like that family can see your work and comment on it because they can see how your progress is and you can see their comments as well it's not just the teachers". "I like that you can use the camera and get multiple different photos for different tasks. I find the voice recorder very helpful. It is useful because as soon as you post on it, it gets sent to your parents like a message."
- Parents tell us that digital profiling supports discussions with children on their learning and having it shared in this way jogs their child's memory. It allows positive interactions with their child about their learning.
- Good progress was made in this area.

**Next steps:**

- Continue moderation activities within our school, cluster and across our ASG
- Develop reading comprehension across all stages
- Promote reading for enjoyment through reading challenges

**Improvement Project 3:**

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** Establish targets based on professional discussion and judgement about new or widening gaps caused by Covid 19 restrictions and changes in engagement and attainment.

**Progress and impact:**

- This project links to National Improvement priorities of closing the attainment gap, improvement in attainment (particularly in regard to literacy and numeracy).
- This focussed improvement was also linked to the Highland Council's Key Service Action Plan priorities of raising attainment and achievement for all and ensuring the highest quality of learning and teaching for each and every learner, as well as developing leadership skills.
- This project linked to the ASG target of moderation of standards between cluster schools and across the ASG.

- The strategies adopted included using formative and summative assessments to identify gaps using Highland Numeracy Diagnostic Assessments, Salford Reading, AR reading, PUMA maths, Blackwells Spelling, phonics assessments & SNSA assessments.
- Staff completed training on HN Diagnostic assessment and applied this knowledge to developing their skills in conducting and analysing numeracy assessment outcomes and planning further learning experiences.
- Analysis of termly writing assessments was carried out. The 'Talk for writing' approach was used in P1-4 and in P5-7,. Daily short literacy bursts were used to support reinforcement of tools for writing
- The Accelerated Reading approach to reading was used alongside Highland Literacy approaches to comprehension to reinforce reading skills and encourage wider choice of material to expand children's vocabulary and experience of varied writing styles.
- The formal and informal assessment data collated from these assessments and learning activities throughout the year was used to inform planning, teaching and learning, along with termly pupil progress and planning meetings to identify areas of support required.
- The school's PEF plan was adapted to include support for areas of need identified through assessment data and from professional teacher judgment and discussions.
- Moderation both within the cluster and across the ASG was carried out in terms 2 and 3. This allowed staff discussion across a variety of schools on learning, teaching and achievement of a level with the focus on writing. This supports staff in their professional judgements.
- The Care Inspectorate, during their recent inspection said, "Play experiences supported numeracy, literacy and language development as well as children's understanding of the world around them. Staff joined children in their play and used skilled questioning to extend their play experiences."
  - Good progress was made in this area over the year.

**Next steps:**

- Continue moderation activities within school, across our cluster and ASG
- Embed use of Highland Diagnostic Numeracy Assessment for all pupils and use PUMA assessments and SHINE support package to support improvements in numeracy
- Continue to embed the use of the electronic profiling tool Seesaw

**Evaluation of Progress**

We believe we have made the following progress this session:

<b>Quality Indicator</b>	<b>School self-evaluation</b>
<b>Leadership of Change</b>	<b>1.3 Good</b>

**2.3** Good  
**Learning, teaching and assessment**

**3.1** Very good  
**Ensuring wellbeing, equality and inclusion**

**3.2** Good  
**Raising attainment and achievement**

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

**Theme 1** Very good  
**Our relationships**

**Theme 2** Good  
**Our learning and teaching**

**Theme 3** Very good  
**Our school and community**

**Theme 4** Very good  
**Our health and wellbeing**

**Theme 5** Good  
**Our successes and achievements**

Our overall evaluation of our school's/cluster's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

### Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.