

2022/23



Thrumster Primary School

HIGHLAND COUNCIL | Thrumster, Wick KW1 5TR

Introduction: Local and National Context

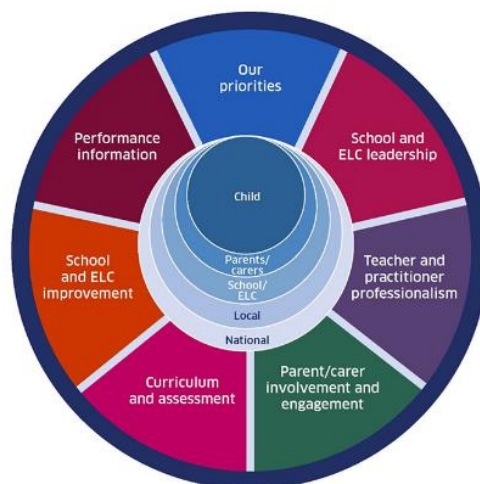
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

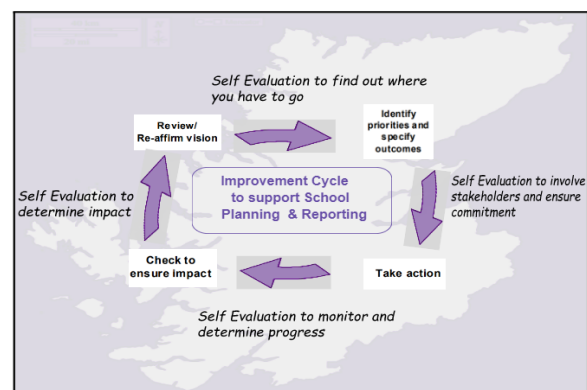
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

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

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

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 94.6%	Average Class Size 16	Meeting PE Target Target Met
Pupil Numbers 32	Teacher Numbers 3	Pupil Teacher Ratio 11.9

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 - 4 are taught together in a multi-stage class and P5-7 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	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	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](#).

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

Progress:

- Teaching staff took part in CPD focused on understanding the moderation cycle and its purpose.
- An assessment calendar was populated and agreed by staff.
- CLO led a session for teachers focusing on how to construct a High Quality Assessment (HQA).
- Shared moderation with another local schools has taken place

Impact:

- Moderation cycle beginning to have a positive impact in securing teacher confidence in achievement of a level.
- Assessment calendar ensures consistency in approaches to assessment across the school resulting in more robust data.
- Teacher's beginning to construct more robust HQAs to assess learner progress and achievement.
- Moderation with other schools building confidence in securing consistency of teacher judgements.

Next steps:

We need to continue to embed our moderation cycle and introduce SOFA assessments (a new Highland wide assessment tool) into our assessment calendar.

School Priority:

Raising Attainment in Numeracy and Reading Comprehension

Purpose:

To develop our approach to the teaching and assessment of numeracy (particularly relating to basic facts and grouping and place value) across the school and develop the same in our approach to Reading Comprehension.

Progress:

- Introduced Highland Numeracy diagnostic assessments.
- Introduced PUMA and SHINE resources.
- Some teachers have engaged in CPD events related to reading comprehension.
- Teachers have engaged in their own independent professional development activities focussed on numeracy.
- Some new resources for numeracy and reading comprehension have been purchased.

Next steps:

We need to continue to develop a range of strategies for teaching numeracy in order to accelerate progress – particularly for older pupils.

Impact:

- Assessments have allowed a clear focus on next steps for learning.
- Learning intentions more consistently address gaps in pupil's knowledge, skill and understanding.
- Teachers have implemented new strategies in their teaching and this has had impact on the progress of learners – resulting in increased projections of the number of pupils in P1 and P4 on track to achieve early and first level.

School Priority:
Health and Well Being

Purpose:

Develop a progressive learning pathway to support the teaching of aspects of HWB throughout the school.

Progress:

- One teacher engaged in CPD focussed on trauma informed practice and cascaded materials to others.
- A teacher has led the school towards achieving Rights Respecting School Bronze status.
- Teachers are more engaged with well-being indicators and these have been written into our assessment calendar.
- Teachers have engaged in a CPD session focussed on familiarisation with the new national resource for Relationships, Sexual Health and Parenthood (RSHP).

Next steps:

We need to work on embedding UNCRC into our learning and to construct a clear HWB/PSE curriculum for our learners.

Impact:

- Teachers beginning to consider adapting practice to reflect a more trauma informed approach.
- School on track to achieve Bronze Rights Respecting School status.
- A more regular and consistent approach to assessing pupil Health and Well-being is in place.
- Teachers have become more familiar with expectations around RSHP.

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 phonics and reading fluency, generating ideas for their writing and using technology to improve their abilities in numeracy.

Five individual pupils from P3-P7 have been part of one or more target groups and all have made satisfactory progress.

Wider achievements

Coileanaidhean nas fharsainghe

Over the course of this academic session, our school has extended and strengthened our partnership with Yarrow's Archaeological Trust (YAT)— a local archaeological group. Pupils participated in a dig at Swartigill in September and then four days of the dig at Burnthill where they were excavating for Thurster Tower. They also took part in activities to explore local history. This was built on with a subsequent field walk in the Burnthill area and a follow up session with YAT representatives helping pupils to analyse their finds. Pupils were very excited when they uncovered a wall whilst digging. They learned about carbon dating and the various forms historical evidence takes. Children have deepened their understanding of the work an archaeologist undertakes and how what is found is pieced together along with what has been written down and passed down through word of mouth to create a picture of life in the past.

Wick Heritage Centre and Nucleus Archive Centre have visited school to support pupils understanding of history and what school would have been like 50 years ago, tying in with our schools 50th anniversary. Pupils recorded their favourite memory of their time in school through Wick Heritage Centre's "Wick Voices" initiative. These memories will then be available for the public to listen too.

Links with our local community were extended when we prepared and delivered Christmas gift bags to the more senior members of our community. These were greatly appreciated. We also performed a "50 Years" concert and carol singing within the local area for community members. Pupils in P1-7 are going to work in their buddy groups to make soup which will then be served to local community members at a soup and sandwiches event. This will also involve board games and pupil engagement with the more senior members of our community building on the links already established and supporting our UNCRC work.

Pupils participated in the Caithness Music Festival again this year with both classes performing class pieces comprising of an action song and choral speaking as well as a whole school choir piece supported by a member of our local community. The enjoyed performing and gained the experience of performing to a very large audience on a large stage.

Comments from learners, families, stakeholders and staff

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

Pupils tell us :

People are respectful in school

We are one big family

We have a nice environment

Our school is clean and healthy

They like their outside space

Fun and entertaining learning

Pupils tell us they:

Like their house teams

They enjoy buddy time

They enjoyed our 50 Years Concert and opportunities we provide for them(archaeological digs, music Festival, Food and Farming Event, Newton Rooms, Swimming, P7 residential trip)

Families tell us:

Their children are happy at school and are kept interested in their learning.

They enjoy coming into our classrooms and ELC to share their children's learning. They find these sessions give a useful insight into children's learning.

There's a lovely atmosphere in our school, classrooms and ELC.

Staff are friendly and welcoming. Staff are approachable.

Care and attention is given to each child and their individual needs.

Teachers are supporting and encouraging.

There are great opportunities and community links.

Parents feel well informed regarding learning in EC via Seesaw.

Staff say:

We treat each and every child and adult as an individual. We encourage and appreciate everyone's strengths and encourage all of our pupils to do their best, providing a range of learning experiences to meet our learner's needs. We strive to achieve a family feel and are pleased to note that children, families and partners to the school comment on this. We are very proud of our school and ELC.

We receive regular comments on the family feel present in our school and our warm and welcoming ethos.

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

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

- Further development of our approaches to teaching writing and reading
- Further development of our approaches to teaching numeracy
- Ensure we have a clear and consistent approach to supporting the Health and Wellbeing of our learners.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://thrumsterprimary.wordpress.com/> or by contacting the school office