



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Thrumster Primary School & Early Learning Centre



Kindness – Honesty – Respect – Positivity – Friendship

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.

Mrs L Thain
Acting 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
96.5%

Average Class Size
16.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
33 (+7 nursery)

Teacher Numbers
2.0 fte

Pupil Teacher Ratio
16:1

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

Reading

Most

Writing

Most

**Listening and
talking**

Almost all

Numeracy

Almost all

We have had no exclusions this year.

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 and 7 children in nursery, ranging from N3 - P7. P1 - 4 are taught together in a multi-stage class, P5-7 are taught together in a multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Thrumster Primary School and Watten Primary School. The Head Teacher is supported by a Principal Teacher and the works work together throughout the academic year.

Currently Thrumster Primary School is being lead by an Acting Head teacher who has 2.5 days teaching commitment to a class.

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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A few 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
Good progress	Good progress	Good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

Honesty – Respect – Positivity – Kindness – Friendship

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.

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:

Develop a consistent approach to teaching and learning across the school.

Purpose:

Review aspects of teaching and learning across the school and both medium and longer term planning. Review our Curriculum Rationale and Framework and engage in increased moderation across our ASG to provide children with meaningful, effective learning experiences.

Progress:

- Staff have taken part in self-evaluation around different aspects of the teaching and learning that happens in school and are working on adapting the current framework in school.
- Staff have taken part in a range of moderation activities over the session, supporting teaching, assessment and recording methods and teacher judgment.
- A profiling audit has been carried out and the results of this, along with the feedback from parents is currently being looked at. This will inform our next steps.
- There has been some engagement with learners and families which shows they are happy with the standard of teaching and learning in school.

Impact:

- All partners of our school are clear of where we currently are and the areas that need focussed on.
- Teaching staff are continuing to become more confident with teacher judgement which is evident in tracking meetings.
- Staff are working on creating efficient and succinct profiling programmes which benefits the pupils, families and staff.
- Families and Pupils have been given more ownerships of aspects of school they enjoy and would like to engage more in.
- Satisfactory progress was made in this area.

Next steps:

Continue to look at long and short term planning formats – creating a succinct and purposeful method. Refresh our schools curriculum rationale, encapsulating what is important and unique to Thrumster Primary School.

School Priority:

Accelerate progress and achievement in writing

Purpose:

Teachers to engage with a coherent writing scheme which will provide a clear structure to teaching writing. Children will experience carefully considered and effective writing sessions in class, leading to them achieving age and stage related writing.

Progress:

- Principal Teacher for the cluster has attended extra Stephen Graham sessions this year and has fed back to the rest of staff within the cluster.
- Planning documents for embedding Stephen Graham writing have been initiated and will be ready for review after being in use for 1 year.
- Staff have attended writing moderation activities between the cluster and ASG.
- Pupils have been identified for using Literacy for All profiles and these have been set up.

Impact:

- Staff are becoming more familiar and confident with using aspects of Stephen Graham Writing to teach and support children.
- Teaching of writing across the school is being delivered with a more holistic approach through all years, supporting and challenging children appropriately.
- Staff are building confidence around teacher judgement and the teaching, assessing and recording of writing and identifying next steps for pupils.
- Any pupils with literacy difficulties have been identified and are being supported appropriately.
- Satisfactory progress has been made in this area.

Next steps:

Review the cyclical planner that has been used over this academic session, looking at what has been working and what needs to be amended.

Adapt writing success criteria for assessment pieces.

Agree on a standard writing assessment piece to be completed termly.

Continue with termly tracking meetings, discussing pupils progress and any adaptations that need to be made to further support children in reaching potential.

School Priority:

develop a consistent approach to tracking health and wellbeing in ELC.

Purpose:

Having established efficient tracking methods for our ELC pupils in literacy and numeracy, we identified H&W tracking as an area that needed improvement.

Progress:

- during tracking meetings in ELC, key workers discuss the health and wellbeing of pupils and what can be implemented to support them.
- EYPs have visited other setting this session.
- EYPs have dedicated areas of CPD to undertake for improvement within ELC. Our H&W key worker has attended related CPD opportunities and are adding improvements into the ELC.

Impact:

- EYPs have more awareness of the HWB of the children in their care and the children are getting more tailored support within the setting.
- EYPs have come back to the setting with new ideas that we have began to embed.
- EYPs have more focus over one area and can share resources between the other staff in the centre.

Next steps:

Continue to review the tracking discussion sheets and amend as required to suit the needs of the staff and children.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2024/25 session we used the majority of our PEF budget to pay for additional support time through our PSA. This provided children with protected time in which targeted intervention as planned and carried out. Most of our children identified on the PEF plan are making good progress.

The left over budget after our PSA hours was used to purchase some books from Dandelion to support all our pupils with decoding and blending.

Wider achievements

Coileanaidhean nas fharsainghe

P1-4 – Kodaly sessions – music sessions which explore singing, rhythm, beats and music concepts

P5-7 Feis sessions – Scottish music sessions

P4-7 – swimming

Whole School assembly & activity afternoons on a Friday to celebrate success from in and out of school over the week.

Library Bus

Travel Tracker + JRSO village walk

Regular whole school forest visits

Committees

JRSO – working with WOW – Living Streets organisation to look at safer routes to school

ECO – Improving our outdoor space in school and beginning to work on getting a Polytunnel in school for establishing a school honesty box.

FLAG – Arranging healthy living days in school, exploring different tastes by combining fruits and vegetables in smoothies.

Pupil Council – sharing and embedding improvements and adaptations that pupils would like to see happen in school. Running a competition for us to develop our school library area into a welcoming space.

Rights Respecting Schools – Fun #31s

Christmas Fayre & Recording Songs – inviting families and community members in to school.

Community Carol Service at Christmas time.

Charity Days – Children in Need & Red Nose Day

Religious inputs in partnership with local church speaker.

P4-7 Chanter & Pipes

Annual Easter Egg competition

Music Festival – P5-7 Choral Speaking, P1-4 Action Song

Science Festival (ELC – P7)

P7 transition events – P7 residential trip, transition days to local High School, Local P7s from other schools visiting our school to develop and build on relationships.

Bike ability – P7

Sports Day & Tug of War

Sponsored Activities – village walk, obstacle course, MUGA laps

School Picnic

ELC Mothers Day afternoon tea

ELC – Safe Strong and Free – an abuse prevention programme for young primary aged pupils.

Local links to community

- Local volunteer with Yarrows Archaeology group visiting school to discuss archaeology - linking to Swartgill + Burnthill Digs children have taken part in.

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- Reading of a book with Local visiting author
- ELC – parent visits around jobs

Comments from learners, families, stakeholders and staff

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

Learners:

Our learners note that they enjoy coming to Thrumster Primary School and that they feel safe, respected and considered here. They all note that they like the staff and that they are 'kind' to them.

They enjoy the experiences we give them:

P.E, in class learning, Forest Fridays, Committees, Whole school experiences, Accelerated Reading, everyone being in a house team and opportunities to play with their friends.

Going forward, they note that they would like to have more opportunity for extra accelerated reading, different maths and reading experiences, hands on science experiments, more time outside and clubs at school they can attend.

Families:

Following a recent survey that we set up for parents, the results show that overall, families are happy with the school and the standard of teaching and learning their child receives. They all state that children are happy coming to school, are safe, respected and that adults in school know their children well.

The area that comes out as an area for developing would be our profiling, which also links into a recent audit that we held in school with staff and pupils.

Our families in ELC were happy with all areas of our Early Learning Centre.

Stake holders & Staff:

Feedback from Stake holders all speaks along the same theme. Thrumster Primary School is welcoming, inviting and friendly. They all note that staff and pupils show upmost levels of respect towards each other and visitors into the school. When visiting our school and ELC, they look forward to coming and feel like a part of our team.

Staff speak highly of their work place and take pride in saying that they work here, noting that it is a bright, friendly and welcoming school. They each note that Thrumster Primary School is a supportive and fun place to work where they appreciate that everyone works as a team and supports one another, no matter the role they play in school. There is a good work ethic in school and pupils are well supported by staff and each other.

School staff have noted that profiling is an area that we need to look at refreshing moving forward, to build on our communication with home through digital means.

They also note that although we have good family/community school relationships we don't do enough with having families and the wider community into the school and we could also improve on how much we have the pupils out in the community too.

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
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Kindness – Honesty – Respect – Positivity – Friendship

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

Refresh our Curriculum Rationale

Continue to develop teaching, learning and achievement within writing

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.