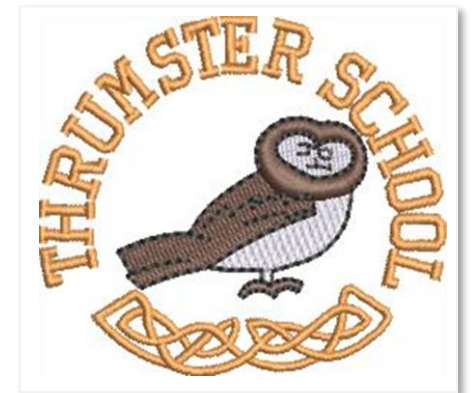




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Thrumster Primary School & Early Learning Centre



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%

Friendship – Honesty – Kindness – Positivity – Respect

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
95%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
25 + 7 ELC

Teacher Numbers
2

Pupil Teacher Ratio
10.4

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

Reading

Almost all

Writing

Almost all

**Listening and
talking**

All

Numeracy

Almost all

We have had no exclusions this year.

Friendship – Honesty – Kindness – Positivity – Respect

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

There are 25 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

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

Vision:

“Small School, Big Hearts, Bright Futures.”

Values:

Respect ~ Friendship ~ Kindness ~ Honesty ~ Positivity

Aims:

Joined with our families and community, our aims in Thrumster Primary School and ELC are 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 potential.
- *Use our unique environment and community to provide wide and varied learning experiences.
- *Challenge and motivate children in their learning.

Friendship – Honesty – Kindness – Positivity – Respect

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: Developing a refreshed Curriculum Rationale		
School Improvement Plan Priority 1		
Summary of Progress	Next steps	Stakeholder Views
Good progress was made in this area. • Staff have engaged in questions and discussion around our current features of school focussing on areas we are doing well, what could be improved and steps they suggest we take to complete this. • Children were involved in refreshing school committees and were given a choice over which committee they join. • The new pupil council (Fun #31s) worked with the Head Teacher to explore, discuss and plan improvements around framework HGIOURS Theme 2 and took part in a PLAN, DO and REFLECT & SHARE Cycle. • An information session was held for parents to become familiar with our new online communication and profiling tool. • Staff engaged with Northern Alliance Curriculum Rationale Toolkit during self-evaluation sessions to inform next steps. • Staff completed a profiling audit using Highland Council Guidance • Staff shared experiences of new profiling tools, what is working, what needs to be looked at and how changes can be made. • Staff explored the 4 contexts of learning addressing where breadth currently is across the curriculum and areas where this could be improved. • Staff considered the unique qualities of Thrumster Primary School & ELC. • Staff revised the values and aims of the school.	*Create an initial draft rationale informed by current self-evaluation evidence, school values, and national guidance. *Share the draft with staff through a collegiate session, gathering professional feedback on clarity, relevance, and alignment with pedagogy. *Facilitate pupil voice sessions, through the pupil council or class discussions, to gather children's views on what learning should look and feel like in their school. *Engage families through a short, accessible survey to gather their perspectives on priorities for learning, skills, and values. *Consult key stakeholders to ensure the rationale reflects wider expectations and opportunities. *Collate and analyse all feedback from staff, pupils, families, and stakeholders to identify common themes, strengths, and suggested improvements.	Please see below for Stakeholder Views

• Children and families were given an opportunity to complete a questionnaire around our vision, values and aims. • Staff will use 'What is curriculum' to explore our views and how our pedagogy supports this. Looking at any areas we need to improve or focus on. • Staff have each held a well-attended after school club for our children drawing on own skills. Staff feel more confident with the curriculum we are delivering and feel their voice has been heard and taken account of. Learners feel listened to and know they have a valued place in our school community. Learners have a variety of experiences which will engage them in a range of skills. They are beginning to be able identify some of these and discuss how they could use them in their wider life. Families feel involved and part of the schools' developments.	*Refine the draft rationale to reflect this collective input, ensuring language is clear, inclusive, and representative of the whole school community. *Test the revised rationale with focus groups to check understanding, relevance, and accessibility. *Finalise the curriculum rationale, ensuring it clearly articulates the school's vision, values, curriculum design, and intended impact on learners. *Share and embed the final rationale through assemblies, newsletters, J2E and family open sessions supporting all stakeholders to understand and engage with it in practice.	
Impact		
• Staff collaboration through reflective discussion has strengthened shared understanding of school strengths and priorities, leading to more targeted and consistent improvement actions. • Increased pupil voice through refreshed school committees has empowered children to make meaningful choices and actively contribute to school decision-making. • The pupil council's involvement in a structured Plan–Do–Reflect & Share cycle has developed learners' leadership skills and resulted in purposeful improvements aligned with HGIOURS Theme 2. • Parent engagement has improved through information sessions, increasing confidence and uptake of the new online communication and profiling tool. • Staff use of the Northern Alliance Curriculum Rationale Toolkit has enhanced the quality of self-evaluation and informed clearer, evidence-based next steps in curriculum development. • Profiling practices have become more consistent and effective following staff audits and alignment with Highland Council guidance. • Ongoing professional dialogue around profiling tools has led to improved approaches that better capture learner progress and achievements. • Staff exploration of the four contexts of learning has broadened curriculum design, ensuring more balanced and inclusive learning experiences for all pupils.		

• A renewed focus on the unique context of Thrumster Primary School & ELC has resulted in revised values and aims that better reflect the needs and identity of the school community. • Expanded extra-curricular opportunities, led by staff skills and interests, have increased pupil engagement, participation, and enjoyment beyond the classroom.	
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School Priority 2: Improving our ELC outdoor space		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Good progress was made in this area. • EYPs completed an audit of the environment for children's play and learning using Challenge Questions from CI QIF 'children experience high quality spaces' • Questionnaires were put to parents to gather views on what they like and what they would like to see in our outdoor space. • Children assisted in creating 'end goal' vision for what they would like the outdoor space to look like. • Using findings from the audit, questionnaires and children's views we created an action plan for developing the outdoor space. • A floor book has been kept showing before, during and afters of any changes. • Staff reflected on challenge questions used at the beginning to track progress. • Families have been invited into an open session for exploring the ELC garden to see the developments that have been made so far and experiencing the setting. • Families have been involved in helping to develop the garden space. Staff are feeling more proud of the learning environment they are providing for children. Children feel inspired in their learning, play and exploring whilst outdoors.	*Further enhance the outdoor environment by introducing more open-ended, natural, and loose parts resources to extend creativity, problem-solving, and child-led play. *Embed regular review cycles using Care Inspectorate challenge questions to ensure continuous improvement and sustained high-quality outdoor experiences. *Strengthen progression in outdoor learning by linking experiences more explicitly to early level curriculum outcomes and skills development. *Increase opportunities for child leadership by involving children in ongoing decision-making, maintenance, and evaluation of the outdoor space. *Continue to sustain and deepen family engagement by offering regular stay-and-play sessions, workshops, and opportunities for families to contribute ideas and skills to future developments.	Please see below for Stakeholder Views

Children have easy access to a range of outdoor equipment to support their curiosity in their exploration.		
Impact		
• A more responsive and high-quality outdoor learning environment has been developed, informed by robust self-evaluation using Care Inspectorate guidance and ongoing staff reflection. • Increased engagement from children, families, and staff has led to a shared vision for the outdoor space, ensuring it reflects the needs, interests, and aspirations of the whole ELC community. • Children's voice has been meaningfully embedded in the design process, resulting in an outdoor environment that promotes creativity, exploration, and ownership of learning. • Stronger partnerships with families have been established through consultation, open sessions, and hands-on involvement, enhancing community connection and shared responsibility for the setting. • Continuous improvement has been clearly evidenced through documentation and reflective practice, demonstrating measurable progress in the quality and impact of the outdoor learning environment.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2025/26 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 interactive maths resources to support children with their learning.

Wider achievements

Coileanaidhean nas fharsainghe

Friendship – Honesty – Kindness – Positivity – Respect

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

RNLI Fundraiser for enterprising

Regular whole school forest visits

Committees

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

Wellness Warriors – looking at ways to promote healthy lifestyles in school and improving our school grounds to support projects children are keen to undertake. Working with Parent Council to secure a Polycrub for the school garden.

Fun #31s – embedding children's rights through activities and opportunities for pupils. Ensuring children's voices are heard and taken into account.

Christmas Carols & Family event with quiz, games and teas/coffees.

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 – P5-7

Sports Day & Tug of War

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 Swartigill + Burnthill Digs children have taken part in.
- ELC – parent visits around jobs

Species on the edge workshop.

Comments from learners, families, stakeholders and staff

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

Stakeholders views:

Thrumster Primary School provides a nurturing, inclusive, and high-quality learning environment where every child is known, valued, and supported to thrive. Staff are consistently described as kind, patient, enthusiastic, and highly dedicated, skilfully teaching children of different ages and abilities while ensuring that all feel included and encouraged.

The school's warm and respectful ethos is evident in the behaviour of its pupils, who are happy, courteous, and eager to learn. They respond positively to new challenges, show genuine kindness to one another and to visitors, and take pride in working together both within school and in the wider community. Particularly notable is the significant progress made by pupils who previously found participation difficult, reflecting the steady, compassionate work of staff in building confidence, emotional maturity, and resilience.

Thrumster Primary School is also deeply committed to fostering community connections and developing responsible, caring young citizens. Through partnerships such as with RNLI Wick Lifeboat Station and charitable initiatives, pupils demonstrate teamwork, empathy, and a desire to make a positive difference. Overall, Thrumster is a delightful school where dedicated staff, enthusiastic pupils, and strong community relationships combine to create an exceptional environment in which children receive a wonderful start in life.

Families:

Parents described the school as a warm, welcoming community with a strong family feel, where staff, pupils and parents work closely together. They valued the school's small size, which helps build strong relationships, allows for personalised support, and ensures every child is well known and cared for. Parents also highlighted the excellent communication and involvement of families in school life, as well as the way pupils across all year groups support and get along well with one another.

In regards to our development of profiling this year, parents value the regular updates on classwork and learning activities through J2E, and many find the platform easy to use and helpful in keeping them informed about their child's progress. To further improve the profiling system, parents would welcome clearer guidance and support with navigating J2E, as well as greater awareness of how they can contribute to their child's profile from home by uploading photos or files.

Pupils:

Our pupils say that school provides a wide range of opportunities to learn and take part in different activities both in and out of the classroom. They highlighted educational trips to places such as the forest, park, cinema, railway station, science festivals, the Highland Games, Newton Rooms, and local landmarks, where they learn about topics like wildlife, science, and local history. Pupils also value regular activities such as swimming, sports day, rural school sports, music festivals, and after-school clubs including art and sports. Older pupils particularly enjoy transition activities such as visiting the high school, meeting other P7 pupils, and taking part in the P7 trip to Fairburn. In addition, children mentioned opportunities to take on responsibility through school committees and to learn from visitors who come into school to share their expertise.

Our pupils feel that the school does a very good job of teaching and supporting them in their learning. They particularly highlighted the quality of teaching in subjects such as maths, spelling, writing, times tables, topic work, and P.E., with many commenting that lessons are challenging in a positive way and help them make progress. Pupils also

Friendship – Honesty – Kindness – Positivity – Respect

value the kindness and friendliness of both staff and classmates, and said that the school helps them feel safe, supported, and cared for. They appreciate the wide range of opportunities provided, including school trips, outdoor learning, music, and sports activities such as sports day and school fairs. In addition, pupils recognised the school's efforts to help the wider community, showing that they are proud of the caring and inclusive ethos of their school.

Pupils shared many thoughtful and enthusiastic ideas about how to make our school even better. Their most popular suggestions included having a class or school pet, similar to when we had guinea pigs, enjoying even more P.E. and sports clubs, and are hopeful that we will soon have approval from the Council to reopen the timber trail. They also expressed interest about enhancing the playground and outdoor learning areas, having access to additional art materials, taking part in more school trips, enjoying a little extra break time, and using Chromebooks more frequently. Overall, pupils are eager for even more opportunities to be active, creative, and responsible, showing their enthusiasm for learning and their strong commitment to making the school an even more enjoyable and inspiring place to be.

Pupils feel strongly that adults in school listen to their ideas and involve them in decisions. They said that teachers and staff are kind, caring, and take their suggestions seriously, often using pupils' ideas to shape topics, choose books, and plan learning. Children identified a range of opportunities to share their opinions, including committees such as the Pupil Council and other groups, assemblies, suggestion boxes, news and show-and-tell times, class discussions, and questionnaires such as this one. Overall, pupils feel that their voices are valued and that they play an important role in helping to make decisions about school life and learning.

Most pupils said that they would recommend Thrumster Primary School to their friends because it is a small, friendly, and welcoming school where everyone knows each other by name. Pupils value the kind atmosphere, the large outdoor grounds, and the sense of community, noting that no one is rude and that the school feels like a safe and supportive place to learn. A few pupils were more unsure, explaining that it would depend on who the friend was, as they enjoy the school as it is and appreciate the close-knit environment. Overall, pupils are very positive about Thrumster Primary School and are proud of its friendly, caring, and inclusive nature.

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

Continue to refresh and implement a new curriculum rationale.
Continue to improve the ELC outdoor spaces.

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.