



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Duror Primary School



Work together, learn together, grow together

Introduction: Local and National Context

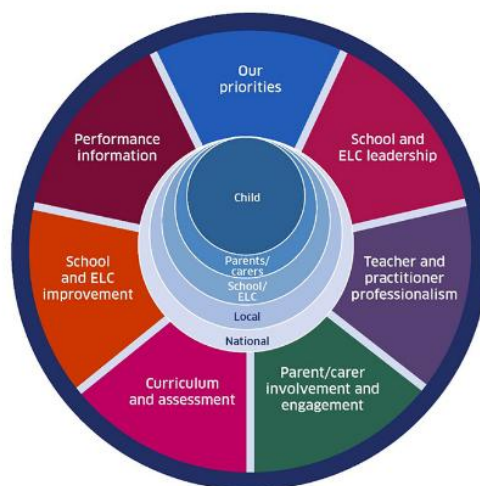
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

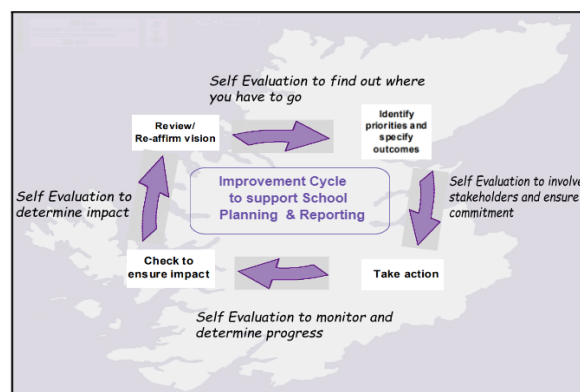
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mary Evans
Head Teacher
Duror 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
88.9%

Average Class Size
2

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
2

Teacher Numbers
1

Pupil Teacher Ratio
1.5

Duror Primary School is in a rural setting serving the community of Duror. We are in South Lochaber near the shores of Loch Linnhe and Cuil Bay, traditionally this would be identified as Argyll.

There are 2 children attending the school.

The headteacher has overall leadership responsibility for St Bride's Primary School and Glencoe, Ballachulish and Duror Primaries. The headteacher is supported by a principal teacher. Staff and children from the 4 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making 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

In Duror Primary School we ensure that all children develop the attributes, knowledge and skills they need to thrive in life, learning and work.

They will be able to demonstrate the four capacities (successful learners, confident individuals, effective contributors and responsible citizens) through the four contexts for learning (curriculum areas and subjects, interdisciplinary learning, ethos and life of the school and opportunities for personal achievement) and in a curriculum which reflects the seven principles of design (breadth, progression, depth, personalisation and choice, challenge and enjoyment, coherence and relevance).

Our values are based around being safe, ready and respectful and we aim to work, learn and grow together.

The vision, values and aims are currently under review and will be updated following consultation with children, families, staff and the community.

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:

Raising Attainment in Literacy

Purpose:

We aim to provide high quality teaching and learning experiences in writing based on current research and models of best practice. This will result in the raising of attainment in writing and increased pupil confidence during writing tasks

Progress:

We have made good progress in this area.

- ✓ All staff, including new members of staff are familiar with the Talk for Writing approach to writing. They incorporate TfW approaches into their writing lessons but feel that it shouldn't be the only approach used to teach writing.
- ✓ All staff are familiar with the TfW resources, assessment rubrics, planners and progressions
- ✓ Staff have developed 'Achievement of a Level' folders for P1-3 to record evidence of pupil progress against CfE benchmarks
- ✓ Staff participated in moderation activities with colleagues from all ASG primary schools
- ✓ An audit of resources for the teaching of handwriting, spelling, grammar & punctuation was carried out across the cluster schools
- ✓ A whole grammar/punctuation progression is in development and will be trialled next session

Impact:

- ✓ Observations of learning showed staff using a range of approaches to teach writing based on the needs of their classes. Jotter monitoring continues to show an improvement in the quality of writing for most children.
- ✓ There is consistent practice across the school and staff and pupils make effective use of assessment rubrics to develop next steps and targets. Children have a clear understanding of what they need to do to improve and take pride in their achievements when they reach a target.
- ✓ All new staff from across the ASG have had the opportunity to work together and develop positive working relationships. Staff report increasing confidence in teacher judgement.
- ✓ Staff are familiar with resources available and incorporate them into their literacy lessons based on their learners' needs. Staff share best practice across the cluster.

Next steps:

1. Whole School Grammar & Punctuation progression will be trialled across the school and adapted as necessary.
2. Participation in the National Improving Writing Programme

Purpose:

We aim to improve our pupils' emotional and social health and wellbeing, a need which staff identified as a priority last session. We aim to develop pupils' self-awareness and social, emotional & regulation skills.

Progress:

We have made good progress in this area:

- ✓ A cohesive emotional & social wellbeing programme is in place in all schools across the cluster from nursery to P7. Classroom resources were purchased to support the implementation of the programme.
- ✓ Time was used during in-service days for staff to research Zones of Regulation and to discuss implementation and good practice with colleagues.
- ✓ Outdoor Nurture Group has been established and pupils from across the cluster attend regular sessions. Resources have been purchased to support the delivery of the nurture group activities.

Impact:

- ✓ The Zones of Regulation programme has been implemented across the school. Pupils and staff have a common language for communication, problem solving and emotional understanding.
- ✓ Pupils are developing self-regulation strategies and can talk about their emotions, relating them to the different colours/zones. There have been fewer emotional outbursts in school.
- ✓ Daily emotional check-ins are in place across the school
- ✓ Pupil and parent feedback about the nurture group is very positive. Pupils enjoy mixing with friends from other schools and can talk very positively about the skills they're developing during their time there.

Next steps:

1. Continue to embed Zone of Regulation in our Health and Wellbeing Curriculum.
2. Information sessions/workshops for parents so that they can use the shared language and approaches from Zones of Regulation with their children at home.
3. Boxall Profiling for target pupils

Track Pupils' Wider Achievement

Purpose:

We aim to develop a consistent approach to tracking pupils' skills development and to ensure all pupils have opportunities to achieve in a variety of ways and that this is recorded in a meaningful way.

Progress:

We have made some progress in this area.

- ✓ Staff have developed a spreadsheet to track pupils' wider achievements and opportunities to be involved in various school groups and activities from P1-7
- ✓ A skills development progression is in place to encourage pupils to develop their life skills from P1-P7.
- ✓ A meta-skills tracker is being developed by staff

Impact:

- ✓ Staff are aware of pupils' wider achievements, and these are celebrated at school.
- ✓ All pupils have the opportunity to be involved in a pupil group and lead change in the school.
- ✓ Parents and children are engaging with the skills progression to develop pupils
- ✓ Staff and pupils are developing a clear understanding of meta-skill development.

Next steps:

1. Collaborate with staff, pupils and parents to identify experiences/skills that all children should have/learn during their time at school. This will be linked to our SIP work on refreshing the school's Vision, Values and Aims, and our Curriculum Rationale.
2. Develop profiles to record pupils' wider achievements and track meta-skills

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity funding was allocated to additional resources for literacy and the nurture group.

All learners using the new resources made progress from prior levels of attainment.

Wider achievements

Coileanaidhean nas fharsainghe

Children develop the four capacities through opportunities to be involved in a wide range of activities. These include skiing, outdoor swimming, music tuition, cross country running, athletics, downhill mountain biking, skiing paddleboarding and canoeing. Children compete at rugby and the Lochaber inter-school sports. The children are also involved in community events such as the Toddler Group, Christmas Fun Night and the Summer Picnic.

Comments from learners, families, stakeholders and staff

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

Pupils and parents are very proud of their school and pupil feedback indicates that they enjoy learning and feel confident about the steps they need to take to improve and meet their next targets. They feel that they get a very wide range of learning experiences. They were very vocal about their opposition to the proposed closure of Duror Primary and are delighted that a decision has been made to keep the school open.

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	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	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

1. Refresh the school's Vision, Values & Aims and develop our Curriculum Rationale and tracking of pupils' wider achievement.
2. Raising Attainment in Literacy – Participation in the National Improving Writing Programme to build on the progress made.

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 on our website or by contacting the school office.