



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Duror Primary School



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%

School Profile

Pròifil na Sgoile

Attendance 92.4	Average Class Size 2	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 6 (2025-26: 2)	Teacher Numbers 1	Pupil Teacher Ratio 2.0

Duror Primary School is located in a rural setting, serving the communities of Duror and Kentallen in South Lochaber. The school sits within an outstanding natural environment, with access to woodland, coastal and riverside settings that enrich the curriculum and school life.

This year, 2 children attended the school, taught together by the class teacher. From August 2026, the school roll will rise to 6 children.

The headteacher leads both Duror Primary and Ballachulish Primary. The school faced the possibility of closure in 2024-25. In March 2025, local councillors voted to keep the school open, following a determined campaign by the local community. This has been an important backdrop to all of the school's improvement work this year.

Because the school has a very small number of children, we describe attainment and progress in general terms rather than by individual year group, to protect children's privacy.

Overall, children's attainment in literacy and numeracy was good. Children reached the expected national levels in both literacy and numeracy.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good	Good	Good	Good

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision, Values and Aims — Adventurous, Resilient, Achieving — were developed together with children, staff, parents and the wider community during 2025-26. Each value is represented by an animal that reflects our local Highland landscape, brought to life through artwork specially commissioned for the school and displayed throughout our building. Our values guide everything we do, and reflect the unique identity and ambitions of our school 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 1: Revise Vision, Values & Aims and Curriculum Rationale		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We made very good progress with this priority, and it was one of the most significant achievements of the year. We developed our new Vision, Values and Aims through a shared leadership approach, with the class teacher leading the consultation and the headteacher providing overall direction. Duror Primary had faced the very real possibility of closure during 2024-25, and in March 2025 local councillors voted to keep the school open following a determined and passionate campaign by our local community. The work on our new values gave the school a chance to move forward with confidence and pride. We asked children, parents, community members and the local community council for their views, and this led to a new set of values — Adventurous, Resilient, Achieving — that genuinely reflect what our school stands for. Each value is represented by an animal that reflects our local Highland landscape, and we commissioned a local artist to create vibrant artwork, now displayed throughout the school.	Develop a Curriculum Rationale rooted in our values – see School Improvement Plan 2026-27. Develop '100 Things I'll Do at Duror Primary' together with children, parents and the community. Help staff get familiar with the curriculum improvement cycle. Continue to embed and celebrate our values in every part of school life.	The community council's email confirming their support for our new values is strong evidence of the community's engagement with, and confidence in, the school. 'I love having a values animal – my favourite is Bubbles the Dolphin!' (Pupil) 'It's wonderful to see the school with such a strong sense of identity now.' (Parent) 'Leading the consultation process has been one of the most rewarding parts of my year.' (Staff)

The class teacher contacted the community council directly to ask for their views before the values were finalised, and their support was warmly confirmed. We also held a joint assembly in which Duror children visited Ballachulish Primary to share their new values, inspiring Ballachulish's own children to start thinking about theirs.		
Impact		
Our new Vision, Values and Aims — Adventurous, Resilient, Achieving — are in place and part of everyday school life. Specially commissioned artwork is displayed throughout the school, giving our values a distinctive, meaningful identity. Children received values certificates and stickers, and named cuddly toys representing each value animal, showing real ownership of the new values. Our values are referred to in our communication with parents and the wider community. The class teacher's direct contact with the community council reflected genuine shared leadership and real community engagement. The joint assembly showed that the impact of this work had already reached beyond our own school community.		

School Priority 2: Continue to Develop Pupils' Social and Emotional Wellbeing Curriculum		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
We made good progress in this area. Zones of Regulation continued to be part of school life, giving staff and children a shared way to talk about and manage their feelings Duror Primary benefited from being part of the wider cluster's nurture group, with our children being joined for outdoor nurture sessions at the school by children from other schools. Given our very small roll, these chances for social interaction and learning alongside other children were especially valuable.	Continue to embed Zones of Regulation. Introduce the CIRCLE Framework for Inclusion as part of our new cluster priority – see School Improvement Plan 2026-27. Continue to support children's involvement in cluster activities.	'I like when other children come here to nurture group and playing with children from other schools.' (Pupil) 'It's lovely that my child gets to spend time with other children through the nurture group.' (Parent) 'Being part of the cluster nurture group has been really valuable for our small school.' (Staff)
Impact		
Zones of Regulation is part of everyday school life. Children can talk confidently about their feelings and use strategies to manage them. Children benefited from cluster nurture group sessions, building social skills and positive friendships with children from other schools. Staff confidence in supporting children's social and emotional wellbeing grew through training and working with colleagues across the cluster.		

School Priority 3: Improve Attainment in Literacy – Writing		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
We made good progress in this area. Duror Primary took part in an additional group of schools in the National Improving Writing Programme (NIWP) from February 2026, as part of Highland Council's wider rollout. Over 12 weeks, this programme supported the class teacher to introduce a more structured approach to teaching writing, aimed at raising outcomes and reducing variation. The programme was especially valuable given the school's very small roll, as its data-based approach allowed the class teacher to track each child's progress closely and respond quickly to their needs. It also gave the class teacher valuable opportunities to connect with colleagues across Highland.	Continue to build on NIWP approaches – see School Improvement Plan 2026-27. Develop a love of reading for enjoyment and work towards Reading School accreditation, with a particular focus on building a strong reading culture in our small school – see School Improvement Plan 2026-27.	'I'm proud of how my writing has improved this year.' (Pupil) 'Being part of NIWP gave me new ideas and helped me focus on what really works. However, it has to be tweaked for a setting as small as ours' (Staff) 'I like writing stories about our school trips.' (Pupil)
Impact		
Children's writing improved across the school following the school's involvement in NIWP. The class teacher became more confident in using data to guide the teaching of writing. 'Cold' and 'hot' writing tasks — comparing a piece of writing before and after teaching — are used to track and show children's progress over time. The school built positive professional connections with colleagues across Highland through the NIWP network.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Duror Primary's Pupil Equity Fund supported two areas of work this year:

Transport for nurture activities – funding initially covered the transport costs of children travelling from other schools to take part in nurture group activities at Duror. This meant our school could be at the heart of cluster wellbeing work, welcoming children from across the cluster into a nurturing environment.

Adventurous • Resilient • Achieving

Reading area and classroom refresh – later in the year, funding was used to refresh the school's reading area and wider classroom environment. This reflects the school's commitment to building a strong love of reading for enjoyment, and provides a high-quality space that celebrates Duror's unique identity and values.

Wider achievements

Coileanaidhean nas fharsaing

Despite its very small roll, Duror Primary offers children a rich range of experiences. Children benefited from the school's outstanding natural setting, with regular outdoor learning in the local landscape, including woodland, coastal and riverside environments. Children took part in cluster events and activities alongside children from Ballachulish, Glencoe and St Bride's Primary Schools, giving them regular chances for social interaction, learning together and shared achievement.

A particular highlight of the year was the launch of the school's new Vision, Values and Aims. The commissioned artwork — featuring a dog, sheep and dolphin representing Adventurous, Resilient and Achieving — was celebrated by the whole school community. Children visited Ballachulish Primary to share their values at a joint assembly, showing confidence, pride and a strong sense of identity.

Comments from learners, families, stakeholders and staff

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

The community council's email confirming their support for our new values is strong evidence of the community's engagement with, and confidence in, the school.

'I like our school because it's small and everyone knows me.' (Pupil)

'Every child is known so well here – it makes such a difference to how we can support them.' (Staff)

'I like that I get lots of help from my teacher.' (Pupil)

'We feel very lucky to have such a dedicated class teacher.' (Parent)

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	N/A	Good
QI 2.3 Learning, teaching and assessment	N/A	Good
QI 3.1 Wellbeing, equality and inclusion	N/A	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	N/A	Good

Our overall evaluation of our capacity for continuous improvement is:

Good

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

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1. Develop Curriculum Rationale, '100 Things' and Curriculum Improvement Cycle
 2. Developing Literacy – Reading for Enjoyment, Reading School Status and Raising Attainment in Writing
 3. ASG Priority: CIRCLE Framework for Inclusion

Planning ahead

A' planadh air adhart

Full details of the school's 2026-27 improvement priorities and actions are set out in our School Improvement Plan, available on our website or from the school office.

Adventurous • Resilient • Achieving