

# **DUROR PRIMARY SCHOOL**



## **Handbook 2023 -24**

# Contact Details

**Acting Cluster Head Teacher –**

**Mr Malcolm McGregor**

**Please contact:**

Duror Primary School, Duror, Appin, Argyll. PA38 4BS

**Telephone: 01631 740339**

**[duror.primary@highland.gov.uk](mailto:duror.primary@highland.gov.uk)**

## Basic Information

Name of School:

Duror Primary School, Duror  
Appin, Argyll PA38 4BW

School Telephone: 01631 740 339

Adverse Weather 0800 5642272 School Pin  
041970

Denominational Status: Non-  
Denominational.

# Welcome Message

Dear Parents,

The information in this brochure is correct at December 2022. Whilst the information in this handbook is considered to be correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

I hope that the items in the enclosed brochure answer any questions you may have about this school and give you an idea as to how our school is run.

If you have any unanswered questions or would like more information about any item, please do not hesitate in contacting me.



Yours sincerely,

A handwritten signature in black ink, which appears to read 'Malcolm McGregor'.

Malcolm McGregor

Acting Cluster Head Teacher

Ballachulish and Duror Primary Schools

# A BRIEF HISTORY OF THE SCHOOL

Duror Primary School provides education for children living in the Duror / Kentallen area. The school was originally part of the Argyll Education Authority but, with the advent of Regionalisation, became a southerly outpost of Highland Region.

The original building was completed in 1877.

Duror Primary School is situated on the Cuil Bay road at the junction of A828 trunk road. The single track side road leads to an attractive bay which enhances the school curriculum. A wooded area behind the school adds to the attractiveness of the school setting and further promotes outdoor learning.

Duror Primary became an Associated School with Ballachulish Primary in January 2020. Over the years the roll has varied reducing and increasing the teaching staff ratio.

Improvements to the playground have enhanced the quality of play, the safety of the children and the promotion of physical exercise. The improvements made have been the painted Stop, Look, Listen at the school gate improving the safety of children as they exit the school, a boundary fence has been placed in front of the old stone wall, the tarred side of the playground has been painted with playground games by parents. A second bike shed has been erected at the rear of the playground. A section of the Cycle Track is accessed opposite the school. A bouldering wall along the outside of the main entrance was erected in May 2007 and a Balance Trail was installed in 2008. The school grounds have been further enhanced through the ongoing ECO Schools activities.

Parents and the local community are very supportive of the school's developments and give generously to all school funding activities.





# Vision, Values and Aims for our school

## Vision and Values

At Duror Primary School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential through our curriculum for excellence. We are at the heart of our Community and with our Parents' support we will build on the very good strengths we already have.

## Our Aims:

### • We will:

- Provide a broad and balanced curriculum with significant opportunities for depth, which challenges and motivates all pupils.
- Provide a range of teaching and learning experiences in a fun and innovative environment
- Encourage creativity across all learning

Successful  
Learners

### • We will:

- Encourage our pupils to develop respect, knowledge and understanding of their world.
- Help our pupils to make informed choices and decisions.
- Help our pupils to understand the wider world and their place in it.

Responsible  
Citizens

### • We will:

- Help our pupils to grow and develop respect, knowledge and understanding of their world.
- Encourage independence, success and the development of life skills for all our pupils.

Confident  
Individuals

### • We will:

- Encourage our pupils to communicate effectively in many different situations.
- Help them to think critically and develop skills in many contexts
- Help learners apply creativity skill for learning, life & work

Effective  
Contributors



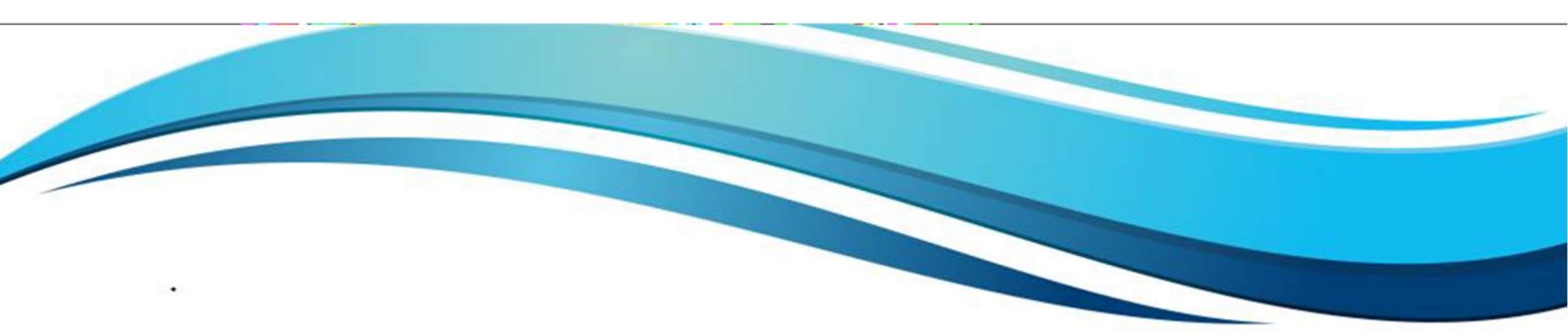
## **Equality Statement**

At Duror Primary School we will work with and develop each child to reach their full potential. We seek to maximise opportunities for all our young people regardless of gender, race, sexual identity, disability, religious or political beliefs.

## **Expectation**

A big part of our ethos at Duror Primary School is that we expect our young people to be active, positive contributors to the school and its wider community. We will provide formal opportunities for this to happen but also encourage initiative amongst our pupils. We recognise that this positive engagement is a major component in the well-being of the whole community

## **To achieve these aims it is essential that the school :**

- Encourages open and constructive communication between staff, parents, students, community and external agencies
  - Recognise and supports all positive contributions and achievements
  - Always seeks to review, evaluate and improve on the service we provide
- 



# Staff and School Hours

## Staffing 21/22:

Acting Headteacher	Malcolm McGregor
Cluster PT	Katie Russell
Class Teacher	William Stephen
Office :	Elizabeth MacLachlan Monday, Tuesday Wednesday
Facility Management Assistant :	Calum Smith Thursday morning 8.30am – 11.30am
Canteen :	Jenna Ferguson
Cleaning :	Lesley Ross

## School Day:

Class	Morning	Afternoon
P1-3	9am-12.30pm	1.15pm-2.30pm
P4-7	9am- 12.30pm	1.15pm-3pm

**Morning interval: 10:45-11am**



# Pupil Absence or Sickness Procedure

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on **01631 740 339**. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian or the class teacher should be contacted via SeeSaw- if you do not receive a reply please follow up with a d phone call. If at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

*During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home. For more details please contact the school.*







# Complaints, Requests for Service and School Placing Requests

## Complaints & Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, Ainsley Burns or the Senior Management Team for more serious issues.

The school will always endeavor to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager- Don Esson.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk).

[Arrangements for parents](#) seeking a place for their child in the school, including arrangements for visiting the school.

## School Placing Requests - Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child.

Application must be made to the Area Education Manager Don Esson placing request forms can be obtained from

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school)

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Duror Primary School they can contact Head Teacher, 01631740339 to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.



# Parental Engagement and Involvement

We really value and welcome parents' involvement in our school and are keen to work with you to help us give your child the best education we can provide. The Scottish Schools (Parental Involvement) Act 2006 is seen as a key step in improving parents' involvement in their own child's education and in the wider work of the school. All evidence shows that when parents, carers and other family members are actively involved in supporting their child's education, children's achievement and general experience of school are better.

As a parent of a child in attendance at school, you will be automatically a member of what is called the Parent Forum for the school.


As a member of the Parent Forum:

- ★ You can ask the school for advice and information on your child's education and how you can support this.
- ★ You will have the opportunity to come along to meetings and to feed in your ideas in other ways.
- ★ You can also help choose the Parent Council for your child's school – this is a group of parents who represent the views of all parents in the school.

The type of things a parent council could get involved in includes:

- ❖ Supporting the work of the school.
- ❖ Gathering and representing parents' views to the Head Teacher, education authority and HMIE.
- ❖ Promoting contact between the school, parents, pupils, providers of nursery education and the local community.
- ❖ Fundraising.
- ❖ Organising events.
- ❖ Being involved in the appointment of senior staff.

We are currently using Seesaw to promote the parental engagement in the school. The children are able to write about their week, upload pictures and parents can respond. We look forward to being able to invite parents back in to school for a variety of different events.



# Curriculum Design

## TAKING ACCOUNT OF THE PRINCIPLES OF CURRICULUM DESIGN

### CHALLENGE AND ENJOYMENT

- Taking on board children's learning styles and feedback
- Teachers are aware of individual abilities, providing learning intentions and success criteria which are relevant to the learner
- Teachers provide a range of motivating and creative activities

### BREADTH

- Learning in a variety of environments with all areas covered
- 3 year plan ensures breadth of science, health and well-being, social studies and technology

### PROGRESSION

- Use planning to progress through experiences and outcomes – evaluating termly
- Some curriculum progression pathways are used as a reference
- 3 year plan ensures progression of science, health and well-being, social studies and technology

### DEPTH

- Pupils input on learning, e.g. what they think they know already and what they want to find out
- Child led learning through play at early level

### PERSONALISATION AND CHOICE

- Individual and class targets set and reviewed regularly
- Opportunities for individual improvement time given
- All lessons include learning intentions and success criteria and plenary time to reflect and evaluate
- Committee groups allow children to participate in decision making

### COHERENCE

- Where appropriate links are made and learning is contextualised, e.g. using rhythm in P.E with links made to numeracy/Eco activities include science and maths, health and wellbeing.

### RELEVANCE

- Look for relevant links with real life, e.g. Olympic commonwealth games, locally, nationally and globally
- Some children require individualised programmes which are made relevant to their interests and needs





# Curriculum Information

In Duror Primary School we ensure that all children develop the attributes, knowledge and skills they need to flourish 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*).

This curriculum will:

- Allow pupils to contribute to the ethos and life of the school community
- Provide opportunities for personal achievement and supports all learners in developing skills for learning, life and work.
- Have a continuous focus on literacy, numeracy and health well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Provide opportunities for mixed-stage learning which is interest-based coherent and relevant.
- Place the emphasis of our curriculum on breadth, challenge and depth and on the entitlements of learners rather than subject based content.
- Provide a broad general education including all the experiences and outcomes.
- Provide progression through the experiences and outcomes that is consistent with their learning needs and prior achievement.
- Allow learning to be organized more flexibly to take into account personalization, creativity, choice and the most recent research.
- Raise standards by developing an interest and enthusiasm for learning.
- Develop an interdisciplinary approach to learning through topic and thematic work.
- Provide multiple experiences through a range of learning opportunities, out of doors, through play, in small groups, through art, music and sport, by watching, listening and doing.
- Recognise both local and global dimensions of citizenship. We make links with local and global communities to facilitate and develop the four capacities of a Curriculum for Excellence, ensuring the children are given opportunities to develop informed and diverse attitudes.
- Provide opportunities for personal achievement and support all learners in developing skills for learning, life and work



# Assessment & Reporting

## Assessment and Reporting

*The current pandemic has affected the way in which we are able to engage with parents, and this may change further depending on how the pandemic progresses. For the latest information, please contact the school.*

Written reports are issued in June each year and parents are invited to Parents' Meetings during the year to discuss their child's progress. The reports will give parents information on their child's performance in all aspects of the curriculum. Examples of school work are published on Seesaw and children report at least fortnightly about their progress in school. This gives parents the chance to see what their children are working on and the progress they are making. The Head Teacher meets with class teachers during the session to discuss the progress of every individual pupil, discussing targets and next steps.

## Homework

Homework provides an opportunity for parents to support and encourage their children with their schoolwork as well as providing the parents with an insight into some aspects of the curriculum. It is of great practical necessity for certain kinds of activity – memorization of number facts, practice of spelling etc. Reading, Maths and Research all feature regularly in homework tasks. While we regard homework as important, it is important that it should not become burdensome, and it is anticipated that tasks should take no longer than 15-20 minutes each evening.

## Assembly

The school has an assembly every Friday morning with a rota of guest, ministers and teachers delivering religious and non-religious messages, learning and fun. We celebrate our achievements and successes.





# Enrolment and Transitions

## **Transition into Nursery**

Ballachulish Nursery is the nursery that feeds directly into the school. Ballachulish nursery will offer 1140 hours from January 2021. Ballachulish Nursery offer a transition day for any child who is attending and further transition can be arranged if required. Please feel free to contact Ballachulish Primary School to discuss nursery options- 01855 811 373

## **Nursery to Primary School**

We try to offer a range of different transition activities on the lead up to a child coming in to school. The class teachers will also take the opportunity to be in the nursery if possible and if not will meet with the children virtually. Children who are due to begin school in August are enrolled the previous February. Enrolment week is advertised in advance in the local press and we also pin up posters in the local area. Parents who are considering enrolling their children are most welcome to visit the school to meet the Head Teacher and tour the school. An appointment can be arranged by telephoning the school.

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school)

## **Primary to Secondary School**

This school is in the catchment area for Kinlochleven High School. Pupils completing Primary 7 normally transfer to Kinlochleven.

Information about such transfers is issued to those parents concerned during their child's primary seven year. All primary schools and Kinlochleven High School, Glencoe, Duror, St. Bride's, Ballachulish and Kinlochleven Primary Schools all work together as an Associated School Group (ASG) to ensure continuity.

Pupils due to transfer to Secondary School usually visit the school in the summer term for a preview tour. Our pupils who transfer to Kinlochleven attend the school for a week when they can follow a mock timetable and get to know the teachers and the building.

Parents of pupils in P7 are invited to tour and information evening in Kinlochleven before they move on. The children will receive regular newsletters keeping them in touch with the developments in their future school. Enhanced visit arrangements to support pupils with additional needs will be arranged, if necessary to make successful transitions.

If you require any additional information about transition then please contact:

Malcolm McGregor:

Or

Joe Hanaway, Head Teacher Kinlochleven 3-18 School 01855 832042



# School Improvement

1. Improving Outcomes for all learners using collective efficacy
2. Talk for Writing literacy programme
3. Maths No Problem – targeting number fluency and conceptual understanding

The **2022/23 School Improvement Plan** and **2021/22 Standards and Quality Report** is available from the school on request and accessed through the school website or using the links below.

[Highland Council SIP Template 2022.23.docx](#)

[Highland Council SQ Template for 21.22 Ballachulish, Glencoe, Duror and St Brides\(002\) v2.docx](#)

We will continue focusing on **Parental Engagement**, building on the work achieved through lockdowns and disruption and **Learning through Play**. We will continue to focus on improved data analysis and improved data collection. This will influence understanding the next steps for learning and any support that is required to ensure every child thrives.

Duror received a return visit from Education Scotland. The inspector was happy that recommendations were actioned and the school is meeting the needs of all the pupils. The report can be viewed via Education Scotland web page on Inspection Findings or click on the link below:

[Reports page | Inspection reports | Education Scotland](#)

Glencoe Primary School and St Bride's Primary School were visited by Education Scotland in May 2022. This was an invitation from the schools to view the response to Covid, recovery and next steps for improvement. Feedback on the quality of learning and teaching is detailed in the following visit note.

[visit note](#)



# Additional Support Needs

The amount of additional support time allocated to a school is based on the identified needs of a school. Additional support can take many forms in a school from working as an individual, in a small group, in a large group with a particular curriculum focus or through team teaching.

There are equal opportunities for all children regardless of ability, race, and creed.

Support for Learning is available to help children who:

- ☐ are having difficulties with specific curricular areas
- ☐ are in a focus group to assist with difficulties
- ☐ require additional support prior to formal assessment
- ☐ require extension activities for further challenge

Children will be supported in their learning by a number of adults in the classroom in addition to the classroom teacher: Pupil Support Assistants work with children who require support either academically, with behaviour or to assist where there are physical needs identified. Other agencies such as occupational therapy, physiotherapy, speech and language therapy, behaviour support, vision support and the deaf outreach service are also involved with some children to support their learning. Our Additional Support Needs Teacher supports a range of identified needs in consultation with class teachers. The role of the Additional Support Needs Teacher is varied and can be used for consultation, providing resources, team teaching, working with individuals or supporting children with Child's Plans and Individualised Education Programmes. All children need support to help them learn. Some children require more help than others.

We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child is safe and well, the named person has the right help to support his/her development and well-being. If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at: <http://www.forhighlandschildren.org/5-practiceguidance/high-pract-model.pdf>

here are also Information sheets available at: [www.chipplus.org.uk](http://www.chipplus.org.uk) ~ click on Education.

Staff in Highland Schools follow a Staged Approach to identifying and assessing the needs of the children and young people in their care to ensure that they receive the help they need.

Stage 1 ~ Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments and planning for the class as a whole, for groups and for individuals.

Stage 2 ~ Where your child has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help the staff plan for and monitor how your child is achieving.

Stage 3 ~ Should your child continue to have difficulties in moving forward with his/her learning help, advice and direct involvement may be requested from Education Services available to the school. For example; Area Support for Learning staff, Psychological Services, Autism Outreach Service or Services for Hearing or Visual Impairment. At this stage an Individualised Educational Programme (IEP) may be drawn up. This will record your child's needs, the support required to meet those needs, the learning outcomes and the planning needed for the programme. You and your child should be involved in drawing up and reviewing their IEP.





# Additional Support Needs Continued...

Stage 4 ~ A few children and young people may need more help from wider services such as Health and/or Social Work. Help from these services would be requested at this stage at a multi-agency Liaison Group level. If your child's needs are: - significantly complex, - likely to last for more than a year and - are proving a barrier to their learning They may need a high degree of co-ordination of support from the Education Authority and other agencies. A Co-ordinated Support Plan may then be required. A Co-ordinated Support Plan is a legal document. If, at any time, you feel your child needs this high level of support, you can request that the Education Authority considers whether or not they should have a Co-ordinated Support Plan. You can also request that particular assessments are carried out as part of the process.

At Duror, we would advise parents at Parents' Evening if their child were at a stage 1. As soon as a child moves on to stage 2 then class teachers will inform parents and will arrange a meeting to discuss the needs identified and support in place. Regular reviews are held throughout the year

Follows these links for further information and support to parents of children and young people with ASN.

(a) Enquire – the Scottish advice and information service for additional support for learning  
<http://enquire.org.uk/>

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children


(d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

**Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher . If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:**

<http://www.highland.gov.uk/info/886/schools - additional support needs/1/support for learners>

## Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with Ainsley Burns, Head Teacher





# Additional Information

## Health Promoting School

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. All pupils are encouraged to set Health Targets. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

## Adverse Weather

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher.

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the highland school closure website on:

<http://www.highland.gov.uk/schoolclosures>

To contact the school directly please phone the school and enter the pin number below:

School Telephone: 01631 740 339

Adverse Weather 0800 5642272 School Pin 041970

## **School Uniform**

We encourage children to wear school uniform and appreciate that most parents cooperate with this policy.

The uniform consists of: -

White polo shirt or navy polo shirt

Navy Duror sweatshirt/ fleece or cardigan

Black/Grey skirt or trousers.

Indoor footwear e.g. gym shoes or trainers.

Shorts and T-shirt for PE

Please contact the school for more information regarding ordering school uniform

# Ambitious



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# Sustainable



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