

# Public Document Pack

**Argyll and Bute Council**  
**Comhairle Earra-Ghàidheal Agus Bhòid**

Executive Director: Douglas Hendry



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2 June 2021

## SUPPLEMENTARY PACK 1

**MID ARGYLL, KINTYRE & THE ISLANDS AREA COMMITTEE - MICROSOFT TEAMS on WEDNESDAY, 2 JUNE 2021 at 10:00 AM**

I enclose herewith an additional appendix to **Item 5 (Primary School Report 2020-2021: Mid Argyll, Kintyre and the Islands)**.

Douglas Hendry  
Executive Director

## ADDITIONAL APPENDIX

**5. PRIMARY SCHOOL REPORT 2020-21 - MID ARGYLL, KINTYRE AND THE ISLANDS (Pages 3 - 8)**

Report by Executive Director with Responsibility for Education

### **Mid Argyll, Kintyre & the Islands Area Committee**

Councillor John Armour  
Councillor Robin Currie  
Councillor Donald Kelly  
Councillor Douglas Philand  
Councillor Sandy Taylor

Councillor Rory Colville (Chair)  
Councillor Anne Horn  
Councillor Donald MacMillan BEM (Vice-Chair)  
Councillor Alastair Redman

Contact: Iona Campbell, Senior Committee Assistant; Tel: 01436 658 801

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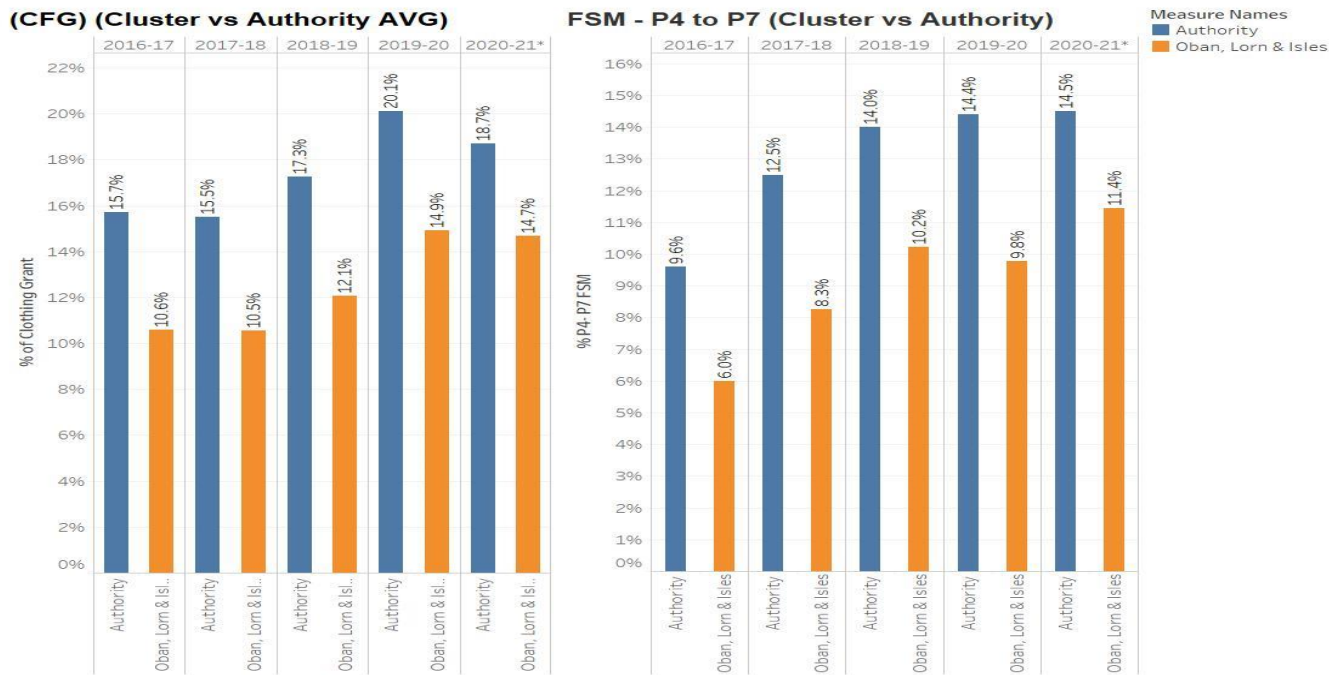
**Oban, Lorn and the Isles Cluster Primary School Profile 2020-2021**

Primary School Roll (as at census) *						
Cluster Primary Schools	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years <sup>1</sup>
Achaleven Primary School	12	9	13	9	7	-41.67%
Ardchattan Primary School (mothballed)	0	0	0	0	0	0.00
Arinagour Primary School	18	7	7	8	6	-66.67%
Barcaldine Primary School	8	10	9	10	10	25%
Bunessan Primary Gaelic Unit	-	-	4	4	3	0%
Bunessan Primary School	34	36	23	19	21	-38.24%
Dalmally Primary School	37	35	38	35	31	-16.22%
Dunbeg Primary School	78	99	88	98	90	15.38%
Easdale Primary School	21	14	14	16	17	-19.05%
Iona Primary School	19	20	20	18	17	-10.53%
Kilchattan Primary School	5	5	4	6	8	60%
Kilchrenan Primary School	9	6	7	8	12	33.33%
Kilninver Primary School	23	25	26	22	29	26.09%
Lismore Primary School	8	8	9	12	11	37.5%
Lochnell Primary School	124	130	124	114	112	-9.68%
Luing Primary School (mothballed)	8	14	10	7	0	-100%
Park Primary School	245	253	250	252	240	-2.04%
Rockfield Gaelic Primary School	51	48	49	58	61	19.61%
Rockfield Primary School	318	320	321	308	276	-13.21%
St Columba's Primary School	96	99	109	103	132	37.5%
Strath of Appin Primary School	31	24	17	17	17	-45.16%
Strath of Appin Gaelic Primary School	5	5	7	7	11	120%
Taynuilt Primary School	82	79	72	69	67	-18.29%
Tiree Primary School	23	32	32	31	27	17.39%
Tiree Primary School Gaelic Unit	29	31	34	38	36	24.14%
<b>Total Roll for cluster</b>	<b>1284</b>	<b>1309</b>	<b>1287</b>	<b>1269</b>	<b>1241</b>	<b>-3.35%</b>

\* Data for rolls provided at Census each year

<sup>1</sup> Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2016/2017 to 2020/2021 and is not an average.

**Footwear and Clothing Grant and Free School Meal Information for Oban, Lorn and the Isles**



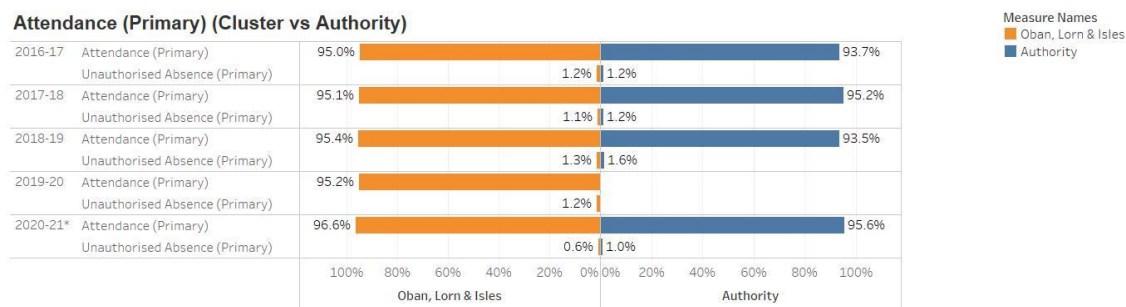
<sup>2</sup> Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2019-2020 data for CFG and Free School Meals (FSM) is to date (end February 2021) and therefore may change as the year progresses.

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities.

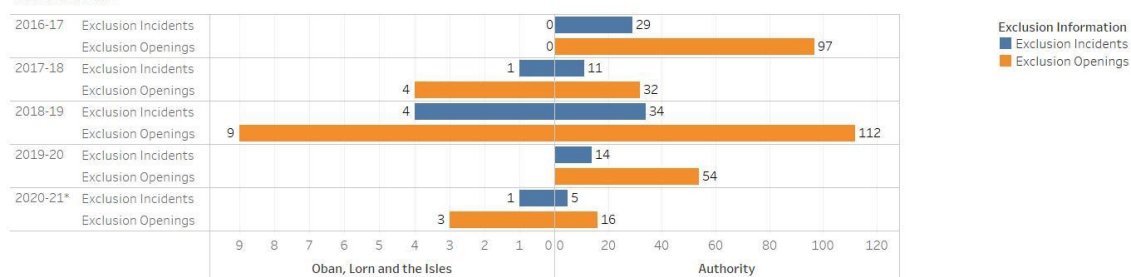
For Academic Session 2019-2020 Education Service worked with Revenue and Benefits to implement 'Auto-enrol' for CFG where a recipient on Council Tax or Housing Benefit. If the applicant was on a passported benefit (Income Support, Jobseekers Allowance (Income Based) or Employment and Support Allowance (Income Related)) they were also awarded FSM.

## Exclusion and Attendance Information for Oban, Lorn and the Isles

### Attendance (Primary) (Cluster vs Authority)



### Exclusions



<sup>4</sup> Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

<sup>5</sup> Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2019/2020 session for 2018/2019.

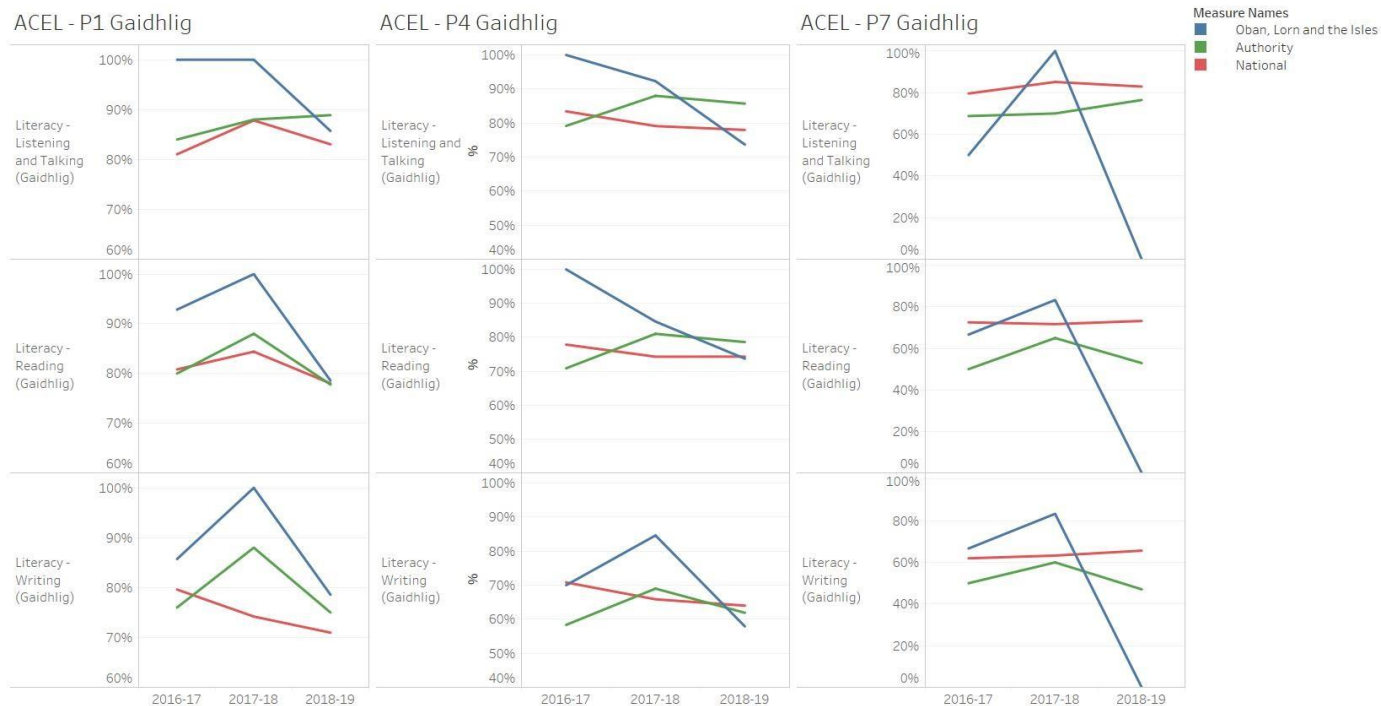
<sup>6</sup> Please note that attendance data for 2020-2021 is for the year to date and not a complete year. It is therefore subject to change.

<sup>7</sup> Please note that exclusion data for 2020-2021 is for the year to date and not a complete year. It is therefore subject to change.

## Achievement of level June 2019 for Oban, Lorn and the Isles



## Achievement of level June 2019 for Oban, Lorn and the Isles – Gaidhlig



**NOTES:**

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

\* Pupil numbers are suppressed

The data highlighted in green indicates that this is above the national average for this stage and curricular area.

The table below outlines the National expectations of when most children and young people may achieve each level

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and fourth	S1-S3, but earlier or later for some.

Further information: National Improvement Framework for Scottish Education – <https://www.gov.scot/policies/schools/national-improvement-framework/>

## Kilchattan Primary School

During Lockdown we provided 90 minutes of live literacy and numeracy lessons to differentiated groups of children on a daily basis, through Google Classroom, with 100% attendance.



During these live lessons, we delivered teaching input and gave the children time to complete activities in real time, providing support where needed. Because of this, we had a very clear understanding of children's learning and attainment. This enabled the pupils to make progress at the same rate as if they had been in the school environment, which was validated upon return to school. Staff were also available for one hour each afternoon for individual tutorials for anyone needing additional support with their learning.

Pupils in the upper stages created a digital profile using Google Slides, showcasing their learning throughout Lockdown. They were given key questions to help them reflect on their learning and the skills they developed. This provided pupils with a profiling platform in which to recognise and celebrate their achievements.

Activities were provided on a daily/weekly basis to support children's health and well-being, including: making a puppet show, making a stop motion animation movie, flying a kite, having a silent disco, a stroll of discovery, star and constellation spotting, making and testing paper airplanes, cooking and baking. Children's lockdown activities and the skills they developed with their families, were celebrated. We had weekly assemblies in which children shared their 'Wins of the Week,' sharing art work, videos, photos of activities, presentations and stories.