

## OUR CHILDREN...



## THEIR FUTURE...

Community Services: Education

Primary Area Report: Oban, Lorn and the Isles

# Introduction

Within the Oban, Lorn and the Isles area there are 26 Primary Schools including mainland schools stretching from Appin to, Kilninver and Dalmally. Our island schools are situated on Mull, Iona, Tiree, Coll, Colonsay, Seil, Luing and Lismore. There is secondary school provision in Oban, Tobermory and Tiree. Nursery provision is provided within several of these schools and Gaelic medium education is provided at Salen, Tiree, Rockfield and Strath of Appin Primary Schools. Our 26 primary school rolls vary considerably ranging from 5 pupils (Kilchattan) to over 400 (Rockfield).

This report provides a range of key information about the schools in the area and highlights some of the wide and varied range of activities our young people have been involved in during session 2016-17.

The Standards and Quality report to Community Services, 8 December 2016 provided elected members with important information on the progress made in relation to education within all of Argyll and Bute.

Most recently (March 9 2017) two Community Services Committee papers were presented to elected members:

The National Improvement Framework for Scottish Education, provided an overview of the Primary achievement in Literacy and Numeracy for P1, P4, P7 in Argyll and Bute, Achievement of Curriculum for Excellence (CFE) Levels 2015/16 (Appendix B) and Gaelic Education and Gaelic Specific Grant Funding.

These three papers all provide relevant background information to this report.

More detailed information about each school can be found in the school's Standards and Quality Reports. In addition each school's Improvement Plan outlines their main priorities for improvement. Many schools have an active website where these documents can be accessed and further links or information can be obtained from the Headteacher.

## Primary School Profiles including cluster SIMD profile and achievement of a level data:

Table showing number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Cluster	1	2	3	4	5	6	7	8	9	10	Total
Bute	17	56	86	120	1	56		37	1		374
Cowal	93	77	76	188	285	128	20			1	868
H&L	54	111	117	3	349	47	326	293	359	109	1768
Islay				51		163	13				227
N Kintyre				1	1	98					100
S Kintyre		89	87	1	155	96	85				513
<b>OLI</b>	<b>1</b>	<b>24</b>	<b>156</b>	<b>36</b>	<b>117</b>	<b>435</b>	<b>261</b>	<b>180</b>	<b>1</b>	<b>1</b>	<b>1209</b>
Mid Argyll				50	133	218	194		1		596
<b>Mull</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>137</b>	<b>1</b>	<b>83</b>	<b>1</b>	<b>1</b>	<b>220</b>

- The SIMD data for Dervaig, Tobermory, Salen, Lochdonhead and Ulva show that there are no pupils in the most deprived 30% with almost two thirds of pupils in the middle 40% and just over a third in the least deprived 30%.

## Mull Cluster Primary School Profile 2016-2017

Primary School Roll (as at census) *						
Cluster Primary Schools	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years <sup>1</sup>
Dervaig Primary School	24	29	25	23	19	<b>-20.8%</b>
Lochdonhead Primary School	13	9	9	9	9	<b>-30.8%</b>
Salen Primary School	26	27	33	33	27	<b>3.9%</b>
Salen Gaelic Primary School	32	36	38	43	45	<b>40.6%</b>
Tobermory Primary School	66	62	61	62	63	<b>-4.6%</b>
Ulva Primary School	11	12	12	8	10	<b>-9.1%</b>
<b>Total Roll for cluster</b>	<b>172</b>	<b>175</b>	<b>178</b>	<b>178</b>	<b>173</b>	<b>0.6%</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 2012/2013 to 2016/2017 and is not an average.

- Overall the primary school roll on Mull has remained steady over the past 5 years however there are significant falls in Dervaig and Lochdonhead and a large increase in Salen.

## Footwear and Clothing Grant and Free School Meal Information - Mull Cluster

	12/13	13/14	14/15	15/16	16/17
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	8	8	5	15	9
Clothing and Footwear Grant (CFG) (% of cluster school roll)	4.7%	4.6%	2.8%	8.4%	5.2%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	947	1096	1113	891	801
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	16.6%	19.2%	19.2%	14.6%	13.8%
	12/13	13/14	14/15	15/16 <sup>3</sup>	16/17
Free School Meals (number of pupils)	13	13	9	10	6
Free School Meals (% of cluster school roll)	7.6%	7.4%	5.1%	5.6%	3.5%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	871	898	856	675	666
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	15.2%	15.8%	14.8%	11.1%	11.5%
<b>National Average for Free School Meals for Primary Schools (%)</b>	22.0%	20.6%	55.3%	54.1%	Not yet collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	Not collated	Not collated	19.2%	17.9%

<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 2016-2017 data for CFG and Free School Meals (FSM) is to date (January 2017) and therefore may change as the year progresses.

<sup>3</sup> On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Summary statistics for attainment, leaver destinations and healthy living, No. 6: 2016 Edition'

- The numbers of pupils receiving a clothing grant or a free school meal is significantly lower than the national average over the past five years and has fallen significantly in 2016-17.
- It is recommended that free school meal uptake is looked at very carefully and promoted at school level.

## **Exclusion and Attendance Information for Mull Cluster**

	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17<sup>6</sup></b>
Attendance (% of cluster school roll) <sup>4</sup>	95.68%	96.57%	95.72%	96%	94.60%
Unauthorised Absence (% of cluster school roll)	1.00%	0.94%	0.97%	1.18%	2.60%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.74%	95.40%	95.87%	95.52%	95.60%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.79%	0.87%	0.89%	0.98%	1.09%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	93.60%	Not collated	93.70%	Not collated	Not yet collated
	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17<sup>7</sup></b>
Exclusion Openings	0	2	0	0	0
Exclusion Incidents	0	1	0	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	0	1%	0	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	0	1.6%	0	0	0

<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 or 2015/2016 academic year. It will be collected at the start of 2017/2018 session for 2016/2017.

<sup>6</sup> Please note that attendance data for 2016-2017 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 2016-2017 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition, 9th December, 2015.

- Attendance is fractionally below the Argyll and Bute average for all primary schools.
- Unauthorised absence is marginally higher in Mull than in the rest of Argyll and Bute.
- There have been no exclusion incidents over the past 3 years and only 1 in the past 5 years.

## Achievement of level June 2016:

	Stage Roll	Stage	ER	EW	ELT	N	roll	GR	GW	GL&T
Bute	42	P1	76%	76%	76%	86%				
	55	P4	55%	45%	55%	53%				
	53	P7	74%	72%	87%	68%				
Cowal	122	P1	68%	68%	75%	80%	9	67%	78%	100%
	125	P4	72%	62%	76%	72%	6	67%	67%	83%
	136	P7	69%	58%	71%	61%	6	67%	67%	83%
Islay	22	P1	68%	68%	82%	82%	2	100%		100%
	33	P4	64%	42%	67%	58%	2	100%	100%	100%
	41	P7	66%	66%	73%	29%	2	100%	100%	100%
Mid Argyll	76	P1	71%	70%	82%	79%				
	69	P4	78%	71%	65%	62%				
	90	P7	76%	66%	76%	67%				
Mull	32	P1	56%	56%	59%	81%	12	83%	75%	92%
	36	P4	69%	56%	81%	64%	7	71%	57%	86%
	28	P7	71%	61%	86%	71%	4	100%	25%	75%
N Kintyre	15	P1	73%	73%	73%	73%				
	16	P4	13%	13%	6%	0%				
	14	P7	64%	64%	64%	0%				
OLI exc Mull	188	P1	72%	73%	73%	87%	24	100%	100%	100%
	164	P4	71%	61%	74%	61%	6	67%	50%	67%
	154	P7	77%	72%	82%	62%	9	70%	50%	90%
S Kintyre	80	P1	80%	70%	70%	73%				
	62	P4	63%	56%	65%	73%				
	67	P7	64%	64%	64%	64%				
MAKI	193	P1	75%	70%	76%	76%		100%		100%
	180	P4	64%	56%	60%	59%		100%	100%	100%
	212	P7	69%	65%	71%	54%		100%	100%	100%
OLI	220	P1	70%	71%	71%	86%	36	94%	91%	97%
	200	P4	71%	60%	75%	62%	13	69%	54%	77%
	182	P7	76%	70%	83%	63%	13	79%	43%	86%
C&B	164	P1	70%	70%	76%	82%		67%	78%	100%
	180	P4	67%	57%	69%	66%		67%	67%	83%
	189	P7	70%	62%	75%	63%		67%	67%	83%
HALCO	275	P1	91%	87%	96%	92%				
	230	P4	83%	79%	90%	81%				
	244	P7	81%	78%	89%	77%				
NATIONAL		P1	81%	78%	76%	85%		82%	81%	87%
		P4	75%	69%	69%	81%		79%	76%	87%
		P7	72%	65%	75%	77%		72%	72%	80%

**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.

Curriculum for Excellence expectation or benchmark is that 75% of pupils will achieve the level appropriate for their stage. Due to the small sample size it is important to note that the data may vary considerably from year to year and that caution should be used when making comparisons between schools or with national data.

Individual school data that is not suppressed can be accessed by elected members from the Scottish Government website:

<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Individual school data that is suppressed can be requested from the Education Service. The experimental statistical analysis of the achievement of curriculum for excellence levels can be found at:

<http://www.gov.scot/Publications/2016/12/3546/336271>

- The above data for Mull, highlighted in yellow, indicates that there are areas for development with English reading, English and Gaelic writing in P1, P4 and P7 as well as Numeracy in P4 and P7

## Oban, Lorn and the Isles Cluster Primary School Profile 2016-2017

Primary School Roll (as at census) *						
Cluster Primary Schools	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years <sup>1</sup>
Achaleven Primary School	4	5	9	10	12	200%
Ardchattan Primary School	3	4	0	0	0	-100%
Arinagour Primary School	27	30	24	23	18	-33.3%
Barcaldine Primary School	17	10	4	4	8	-52.9%
Bunessan Primary School	44	40	42	39	34	-22.7%
Dalmally Primary School	44	43	36	38	37	-15.9%
Dunbeg Primary School	73	76	81	82	78	6.9%
Easdale Primary School	28	33	26	28	21	-25%
Iona Primary School	7	13	17	15	19	171.4%
Kilchattan Primary School	5	5	9	6	5	0%
Kilchrenan Primary School	8	7	4	4	9	12.5%
Kilninver Primary School	22	25	27	30	23	4.6%
Lismore Primary School	8	9	9	8	8	0%
Lochnell Primary School	101	112	109	114	124	22.8%
Luing Primary School	12	15	14	8	8	-33.3%
Park Primary School	230	223	230	241	245	6.5%
Rockfield Gaelic Primary School	37	40	48	49	51	37.8%
Rockfield Primary School	298	304	320	316	318	6.7%
St Columba's Primary School	81	78	83	81	96	18.5%
Strath of Appin Primary School	27	29	30	30	31	14.8%
Strath of Appin Gaelic Primary School	4	4	3	5	5	25%
Taynuilt Primary School	81	83	91	83	82	1.2%
Tiree Gaelic Primary School	21	22	23	36	29	38.1%
Tiree Primary School	23	25	29	28	23	0%
<b>Total Roll for cluster</b>	<b>1171</b>	<b>1196</b>	<b>1235</b>	<b>1278</b>	<b>1284</b>	<b>9.7%</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 2012/2013 to 2016/2017 and is not an average.

- The primary school roll in the OLI area I has steadily increased by almost 10% over the past 5 years however there are significant falls in a number of schools and one is now no longer operating. Some schools have very large increases in roll, most notably Achaleven, Iona, Tiree Gaelic, Rockfield Gaelic, Lochnell and St Columba's.



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

	12/13	13/14	14/15	15/16	16/17
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	190	236	196	173	119
Clothing and Footwear Grant (CFG) (% of cluster school roll)	16.2%	19.7%	15.9%	13.5%	9.3%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	947	1096	1113	891	801
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	16.6%	19.2%	19.2%	14.6%	13.8%
	12/13	13/14	14/15	15/16 <sup>3</sup>	16/17
Free School Meals (number of pupils)	168	174	152	161	104
Free School Meals (% of cluster school roll)	14.3%	14.5%	12.3%	12.6%	8.1%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	871	898	856	675	666
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	15.2%	15.8%	14.8%	11.1%	11.5%
<b>National Average for Free School Meals for Primary Schools (%)</b>	22.0%	20.6%	55.3%	54.1%	Not yet collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	Not collated	Not collated	19.2%	17.9%

<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 2016-2017 data for CFG and Free School Meals (FSM) is to date (January 2017) and therefore may change as the year progresses.

<sup>3</sup> On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Summary statistics for attainment, leaver destinations and healthy living, No. 6: 2016 Edition'

- The numbers of pupils receiving a clothing grant or a free school meal has fallen significantly in 2016-17.
- It is recommended that free school meal uptake is looked at very carefully and promoted at school level.

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

	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17<sup>6</sup></b>
Attendance (% of cluster school roll) <sup>4</sup>	95.12%	95.60%	95.02%	94.57%	95.39%
Unauthorised Absence (% of cluster school roll)	1.16%	1.09%	1.26%	1.31%	1.18%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.74%	95.40%	95.87%	95.52%	95.60%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.79%	0.87%	0.89%	0.98%	1.09%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	93.60%	Not collated	93.70%	Not collated	Not yet collated
	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17<sup>7</sup></b>
Exclusion Openings	2	6	2	0	0
Exclusion Incidents	2	3	1	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	0.7%	3.0%	1.8%	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	10%	4.8%	3.7%	0	0

<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 or 2015/2016 academic year. It will be collected at the start of 2017/2018 session for 2016/2017.

<sup>6</sup> Please note that attendance data for 2016-2017 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 2016-2017 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition, 9th December, 2015.

- Attendance has remained very steady over the past 5 years and is very close to the Argyll and Bute average for all primary schools.
- Unauthorised absence is marginally higher in OLI than in the rest of Argyll and Bute.
- There have been no exclusion incidents over the past 2 years and 6 in the past 5 years.

## Achievement of level June 2016:

	Stage Roll	Stage	ER	EW	ELT	N	roll	GR	GW	GL&T
Bute	42	P1	76%	76%	76%	86%				
	55	P4	55%	45%	55%	53%				
	53	P7	74%	72%	87%	68%				
Cowal	122	P1	68%	68%	75%	80%	9	67%	78%	100%
	125	P4	72%	62%	76%	72%	6	67%	67%	83%
	136	P7	69%	58%	71%	61%	6	67%	67%	83%
Islay	22	P1	68%	68%	82%	82%	2	100%		100%
	33	P4	64%	42%	67%	58%	2	100%	100%	100%
	41	P7	66%	66%	73%	29%	2	100%	100%	100%
Mid Argyll	76	P1	71%	70%	82%	79%				
	69	P4	78%	71%	65%	62%				
	90	P7	76%	66%	76%	67%				
Mull	32	P1	56%	56%	59%	81%	12	83%	75%	92%
	36	P4	69%	56%	81%	64%	7	71%	57%	86%
	28	P7	71%	61%	86%	71%	4	100%	25%	75%
N Kintyre	15	P1	73%	73%	73%	73%				
	16	P4	13%	13%	6%	0%				
	14	P7	64%	64%	64%	0%				
OLI exc Mull	188	P1	72%	73%	73%	87%	14	100%	100%	100%
	164	P4	71%	61%	74%	61%	3	67%	50%	67%
	154	P7	77%	72%	82%	62%	3	70%	50%	90%
S Kintyre	80	P1	80%	70%	70%	73%				
	62	P4	63%	56%	65%	73%				
	67	P7	64%	64%	64%	64%				
MAKI	193	P1	75%	70%	76%	76%		100%		100%
	180	P4	64%	56%	60%	59%		100%	100%	100%
	212	P7	69%	65%	71%	54%		100%	100%	100%
OLI	220	P1	70%	71%	71%	86%	26	94%	91%	97%
	200	P4	71%	60%	75%	62%	10	69%	54%	77%
	182	P7	76%	70%	83%	63%	7	79%	43%	86%
C&B	164	P1	70%	70%	76%	82%		67%	78%	100%
	180	P4	67%	57%	69%	66%		67%	67%	83%
	189	P7	70%	62%	75%	63%		67%	67%	83%
HALCO	275	P1	91%	87%	96%	92%				
	230	P4	83%	79%	90%	81%				
	244	P7	81%	78%	89%	77%				
NATIONAL		P1	81%	78%	76%	85%		82%	81%	87%
		P4	75%	69%	69%	81%		79%	76%	87%
		P7	72%	65%	75%	77%		72%	72%	80%

**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.

Curriculum for Excellence expectation or benchmark is that 75% of pupils will achieve the level appropriate for their stage. Due to the small sample size it is important to note that the data may vary considerably from year to year and that caution should be used when making comparisons between schools or with national data.

Individual school data that is not suppressed can be accessed by elected members from the Scottish Government website:

<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Individual school data that is suppressed can be requested from the Education Service. The experimental statistical analysis of the achievement of curriculum for excellence levels can be found at:

<http://www.gov.scot/Publications/2016/12/3546/336271>

- The above data indicates that there are areas for development with English and Gaelic writing particularly at P4 and P7 as well as Numeracy in P4 and P7

## **OLI Area Committee Report – Early Years Update**

### **Early Learning and Childcare**

Children and families within Oban, Lorn and the Isles mainly access Local Authority Early Learning and Childcare (ELC) offered as either a morning or afternoon session. In order to meet the childcare needs of our parents, we are expanding flexibility of local authority ELC and currently are piloting a more flexible model of provision in Taynuilt and Dunbeg to offer 600 funded hours across different times and days.

ELC is also provided by Voluntary and Private operated groups in addition to Local Authority Services. The 3rd sector are in a position to provide 'wrap around' Childcare for Parents who wish to purchase hours to allow them to work, attend college etc.

Community Childminding is a service which is provided for children following a referral from Health or Social Work; it is designed to be an early intervention to support families predominately for children aged less than 3 years. Partner Childminders can also provide ELC for eligible children aged 2 years.

### **Proposed expansion of ELC**

The Scottish Government is proposing to increase the number of ELC funded hours to 1140hrs per year from 2020. The Early Years Service is currently working with ELC providers to look at what we need to do to ensure there is sufficient provision in place by 2020. Parents will also be consulted to find out what they want and need.

### **Scottish Governments 1140 hrs Trials**

Argyll and Bute have been successful in securing funding to support Trials for implementing 1140 hrs, the learning from the Trials will be shared with other Local Authorities and will possibly impact on delivery models across Argyll and Bute.

Tiree – we will be working with Tiree ELC to offer Parents and carers 1140hrs from August 2017, we will also be working closely with SCMA to support interested parties to become registered Childminders who could offer 'blended' ELC including hours outwith term time

Mull – we will be working with Mull and Iona Community Trust to support them to become registered as a Daycare of Children's Service, which will initially operate from with the Tobermory ELC Service during the holidays with a view to them establishing their own premises. In addition we will continue in our attempts to recruit more childminders to offer blended models of childcare. The work on Mull will be supported by SCMA and Early Years Scotland – a national Early Years organisation.

For more information on expansion of ELC contact Alison MacKenzie – [alison.mackenzie@argyll-bute.gov.uk](mailto:alison.mackenzie@argyll-bute.gov.uk)

## Transition

The annual ELC/P1 Transition Celebration event took place at Oban High School at the end of the first term and was well attended by nurseries, schools, children and their families despite the awful weather! This followed the successful model from the previous year where families could drop in between 4 and 6pm. There were displays from Nursery settings and P1 classes showcasing examples and photographs of the children's work and experiences linked to the Rhyming Rabbit joint project. Primary staff were available to talk about the children's progress in P1 and parents and children valued the opportunity to chat to nursery staff about how they were getting on at school.

There was a themed Bookbug Session with a visit from Bookbug himself and there were various activity stations for children and their siblings to participate in throughout the evening including a Rhyming Rabbit character hunt, sensory playdough and face painting. There were prizes to be won for parents and children in return for telling us their favourite rhymes and this activity unearthed a few oldies but goodies such as *Winkin Blinkin and Nod*.

*For more information, please see Transition Report Appendix 1*

## Workforce Development

We had a number of CPD courses held locally in Oban last quarter including:

- Paediatric First Aid
- Childminders Network Meeting
- Attachment with Tina Hendry
- Speech, Language and Communication Development
- Using Music to Improve Numeracy & Literacy

And, most recently, our Gaelic Development day which explored the ***Advice on Gaelic Education*** document and good practice around storytelling in Gaelic and the effective use of puppets, music and lycra for language development.

For more information on EY workforce Development and transitions, please contact Linda Bugar – [linda.bugar@argyll-bute.gov.uk](mailto:linda.bugar@argyll-bute.gov.uk)

## Family Learning

Three 'Book Week Scotland' days were held at Oban High School where we worked with Library Services and the Argyll College students to deliver 'Bookbug Explorer' themed sessions. They were attended by 145 Primary 1 children, 337 Nursery children, 60 parents and 70 babies and toddlers.

The annual 'Family Fun Day' was held during the summer holidays last year in partnership with other agencies to provide a family day for children of all ages and their parents.

In addition to this the following regular family groups are on offer to parents across the Oban area:

- Young Mums
- Down Syndrome Group
- Twin Group

- Maternity Services
- Roots of Empathy (delivered within some of the schools in the Oban area to children in Primary 1-3)
- Bookbug to Parent and Toddler Groups

For more information on Family Learning in the OLI area, please contact Margaret Dalglish – [margaret.dalglish@argyll-bute.gov.uk](mailto:margaret.dalglish@argyll-bute.gov.uk)

### **ELC - Learning and Development**

As part of the Education Strategy 'Our Children, Their Future' an Early Years 'Learning and Development Framework' has been developed to provide strong and consistent guidance on learning and development from birth through to a child starting school. Every setting and childminder is being issued with this guidance and providers are encouraged to use this tool as part of their self-evaluation, along with 'Building the Ambition' and 'How Good is our Early Learning and Childcare?' Members of the central support team use the Framework as a key document as part of their support visits, focusing on 'Environment', 'Experiences' and 'Interactions'. Data is also used to analyse the quality of provision with progress being tracked through 'Care Inspectorate' and 'Education Scotland' inspections. Twice a year the local authority gathers data in relation to 4 year old children's progress within their developmental milestones, and this is used to target resources more effectively. Teams are being trained in the use of improvement methodology to support their own improvement journeys – being clear about how they know a change has led to an improvement.

As well as tracking progress in children's learning outcomes, practitioners in nurseries also track each child's progress within their developmental milestones. We know that most children achieve their milestones as a matter of course. However, some children might need a little extra help or time to achieve theirs. The milestones we track are:

- Social, emotional and behavioural
- Speech and language
- Cognitive and sensory
- Fine motor skills
- Gross motor skills

The Early Years Service gathers data twice a year to find out how children are progressing within their milestones. In OLI, the data shows us that 38% of our four year olds had already met their developmental milestones by the end of December 2016.

There are currently 23 settings which provide ELC throughout Oban, Lorn and the Isles. At present 87% have been graded '4' (good) or above as a result of Care Inspectorate inspections.

For more information on ELC Learning and Development, please contact – Kathleen Johnston – [kathleen.johnston@argyll-bute.gov.uk](mailto:kathleen.johnston@argyll-bute.gov.uk)

# OLI Primary School Overview

All schools in the area are currently focused on their assessment and moderation work particularly in the areas of Literacy, Numeracy and Health and Wellbeing whilst looking to raise attainment in these crucial areas, especially for pupils who face barriers to learning. Many schools now have assessment facilitators who are engaged in leading colleagues in detailed and extensive professional development activities to help ensure robust and consistent assessment processes in our schools. All schools are intent on improving attainment for their pupils and looking at closing the attainment gap between pupils who experience barriers to learning and those who do not.

Below are just a few samples of work and activities that have taken place in the Mull and OLI schools in various key areas in the past year. They represent the sort of activities that have taken place in most of our schools. Further detailed information can be obtained from each school's Standards and Quality Report.

## Teaching and Learning: Literacy

Language and literacy is of great personal, social and economic importance. Our ability to use language lies at the heart of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum.

Being literate increases opportunities for the individual in all aspects of life and it lays the foundations for lifelong learning and work. The literacy experiences and outcomes in our curriculum are designed to promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the interpersonal and team working skills which are so important in life and in the world of work.

### **Iona**

Following the introduction of highly-effective schemes for mathematics (Heinemann Active Maths) and grammar (VCOP) 100% of pupils are above their 'reading age' and 84% above their 'spelling age' (evidenced by Suffolk Reading Test and Parallel Spelling Test 2015).



## **St Columba's**

Revised teaching and learning approaches to reading have ensured that all pupils have made good progress in reading, with some pupils making very good progress. Pupils can now discuss a range of reading strategies that they can use and are now discussing Higher Order Thinking Skills while reading. Writing and talking and listening attainment has also improved due to updated resources and discussions with teachers which has ensured that teachers have increased expectations of pupils, pupils are experiencing a wide range of genre and are learning in a stimulating and motivating way. Teachers plan collaboratively and setting is in place to support less able pupils as required for writing.

The school has started to implement the L1+2 initiative and French will now be taught from P1.

## **Park**

This year we have seen significantly raised attainment in Literacy at the end of Early Level. This is particularly apparent in Reading and Writing. Baseline Assessment is used to assess acquisition of early literacy skills in the pre-school year, Primary 1, 2 and in a few cases, Primary 3. Most Primary 4 pupils have attained First Level in Literacy. Almost all Primary 7 pupils have attained Second Level in Literacy, with many already working well within Third Level.

Accelerated Reading in use from Primary 4 to 7 continues to improve pupils' reading skills and comprehension. This has also proven to be a successful assessment tool for staff and management. We wanted to work on improving motivation in Accelerated Reading for Primary 7s, so this year the top 10 most improved readers went on a trip to Glasgow to AirSpace. We noticed a definite increase in motivation with most Primary 7s as they all wanted to go on this trip.

We use the Suffolk Reading tests to assess reading ability at Primary 3 which determines the number of pupils who require to begin the Toe by Toe programme. We continue to monitor progress using this test at every stage thereafter. This is the third year where we have been able to assess the impact of this programme, resulting in all Primary 7 pupils achieving in advance of the functional reading age of 9.5 years. The Parallel Spelling test is also used from Primary 3 to 7 to monitor progress in spelling. Once again, the Baseline assessment monitors this in the Pre 5 year and Primary 1 and 2. We are using the results of all these tests to inform our next steps and provide necessary support.

Big Talk, which goes along with Big Writing, is being used in the development of talking before writing at the early stages. This was purchased and has been used to promote imaginative thinking which leads to story telling and writing. We adapted our Big Writing assessment format as we felt that using the original format meant that children advanced through the levels very quickly. However, on closer inspection, we noticed gaps in their writing ability. We have now altered the success criteria to ensure depth of learning is being met and gaps have been bridged.

Many classes this year chose to write and illustrate a storybook. Feedback from parents has been extremely positive for all projects. Benefits for the children included the opportunity to write a longer, structured story, to peer assess, to read their stories to each other and to share at home.

Whilst opportunities have been given to develop and enhance pupils' talking, presenting and performing skills, we need to source an assessment tool that will help us track and monitor progress in Listening and Talking. We are hopeful that using the significant aspects of learning will help with this.

## **Dalmally**

***Kidnapped Jan–June 2016:*** Through exploring the book 'Kidnapped' by Robert Lewis Stevenson and a play script based on the novel, children developed skills in reading, listening and talking. Children were encouraged to discuss and compare the features of the two texts and also undertook some research to explore the historical context of the story: The Jacobite rebellion. Children were then given the opportunity to develop their knowledge and skills in drama and performance through producing a film of the play. This enabled children to demonstrate a deep level of understanding of the characters and events in the story.

## **Lochdonhead and Ulva**

We have introduced CEM, a standardised assessment moderated and marked in Durham. This information was analysed and informed our planning. Analysed data also drove us to undertake a short lived attainment challenge in problem solving in both schools.

PTs created an action plan for Literacy and Numeracy, developing moderation and assessment. This was reviewed at monthly meetings and drove forward many improvements including, Number Talks, daily mental maths and reciprocal reading. Skillsbook has been used in both schools to record assessments; Lochdonhead pupils led the learning at a workshop in Ulva. We are now going to introduce a more efficient reporting tool, Evidence for Learning. Our PT in Lochdonhead is a member of the Authority's Literacy forum and middle management network. Expertise, networking and capacity have all grown as a result. Also there has been an improvement in moderation and quality assurance.

Our Ulva PT is undertaking Into Headship training, developing knowledge and understanding of leadership and management. The Community Café initiative being taken forward in Ulva is part of her project.

New reporting format for literacy, numeracy and health and wellbeing introduced in consultation with parents. This provides termly information regarding focused progress, next steps and advice on how to help your child. Parents have provided very positive feedback regarding these new reports.

Early Year's Initiative which allowed the two PTs sharing practice across sectors developed understanding and quality assurance. Maths talk and mental maths

undertaken daily have developed more evidence of assessment.

Joint planning meetings were undertaken monthly, with a focus on school developments, assessment, moderation, quality assurance have developed good practice across schools. HT attended D William Tapestry Conference on assessment and shared knowledge and understanding with staff. As a result an assessment map was created by the Head Teacher and Principal Teachers to identify key summative and formative assessment throughout the year, ensuring there is a good balance of formal and informal assessments.

Accelerated Reading tracking tool provides effective assessment and reporting for pupils, parents and staff. We have entered a variety of competitions and our successes provide evidence of quality assurance.

## **Dunbeg**

Reading, Spelling and Writing standards in Literacy were retained through the motivation surrounding Accelerated Reader levels, the use of group novels in the upper stages which encourage discussion and critical thinking, progression and noted accuracy in spelling through a consistent whole-school phonic approach ie 'Floppy's Phonics', homework and weekly spelling tests and the increased opportunities to write in context within interdisciplinary learning along the success of, and evidence produced from, the embedding of Big Writing strategies.

High order reading skills, in particular, showed increased improvement and our Improvement Plan for next session continues the requirement to look at further use of novel-based reading in the middle stages taking into consideration resources for the More Able reader. This interest and enjoyment of reading is further enhanced through the use of computer-based 'Junior Librarian' where pupils are responsible for the logging in and out of their own library books with the help of Pupil Council librarians during weekly time-tabled visits and the building up of Library resources.

Common strategies are in place and the importance of listening skills very much a priority while confidence in pupils' talking/presentation skills is actively in evidence through collaborative learning, formal presentation, group discussion and at whole-class level. The confidence in, and quality of, oral delivery is also in evidence at weekly whole-school assemblies and noted especially at the ELC stage.

## **Dervaig**

Read, Write, Inc has been introduced and the Primary 1 pupils are using the teaching and learning programme as the basis for their phonics work. The programme is helping the children to develop their early reading and writing skills, along with talking and listening. Parental feedback is positive and the learning is reinforced at home too. The pupils are able to demonstrate their use and understanding of Speed Sounds set 1 as they moved onto their Ditty books. Primary 2, 3 & 4 are working on Speed Sounds set 2 & 3 and their knowledge of the complex speed sounds has increased. This learning is reinforced at home and knowledge

applied through their language work as well as across all curriculum areas. Summative assessments have demonstrated that the children are making good individual progress.

The Accelerated reader programme was introduced and feedback from the children, parents and staff is very positive, demonstrating increased motivation from the children and higher reading skills – comprehension and understanding of vocabulary. The Star Tests give regular check points for the children along with enabling staff to analyse individual progress and share with parents. The suggested next steps for progression have been used to develop next steps in teaching. Parents are able to access their child’s bookshelf at home and check the level of books through Book Finder. This means that children and parents are also selecting books from home to read and take quizzes.

## **Tobermory**

Tracking progression of literacy within Early Years:

Pre 5 now refers to BIG WRITE criteria when assessing emergent writing skills. There are moderation sessions with P1 teachers to ensure a shared standard is developed. A new more detailed marking criterion from the Highlands is now being assessed for better evaluation and assessment of skills.

## **Languages 1+ 2: Gaelic Language in the Primary School:**

Gaelic Language in the Primary School (GLPS) has been flourishing since August 2016. GLPS is the training vehicle through which staff develop their skills for the delivery of Gaelic as part of the Languages 1 + 2 initiative. There are currently four teachers from Argyll and Bute on this year’s training course in Stirling; two from Helensburgh and two from Bunessan and Iona. These areas have never been previously represented, showing a significant increase in the awareness of the importance of Gaelic as part of the 1 + 2 approach.

The two candidates currently being trained as national ‘GLPS trainers’ are both Argyll and Bute staff. One of whom, as a retired Gaelic Medium teacher, will train GLPS participants for the Consortium in Stirling and the other, a current Gaelic Medium teacher, will enhance refresher training across our own education authority.

Rockfield Primary School, Oban, has chosen to study Gaelic at L2 due to the fact that Gaelic Medium Education (GME) is available in the school. It is extremely important that all children within the school have an opportunity to learn about the Gaelic language and culture, with a shared understanding of basic vocabulary that can be used in a wide variety of daily interactions. This promotes inclusion, equity and tolerance and ensures that Gaelic Medium pupils have a sense of belonging.

In order to motivate the children and encourage attainment in the Gaelic language, Rockfield Primary School pupils have devised a ‘badge system’ that rewards individuals with a different coloured badge once they have met specific success criteria, exemplified in videos produced by the children themselves. The colours

depict the progression each learner makes in acquiring more vocabulary and phrases.

There is a whole school approach to 'Gaelic Phrase of the Week', introduced at weekly assemblies and encouraged across all aspects of the school through the week.

Rockfield GM pupils enjoy 'Gaelic Time' once weekly where they are encouraged to use their Gaelic language in informal, social situations. The scheme runs using a points system encouraging pupils to use high quality Gaelic throughout the week in order to gain enough points to allow them to choose the most sought after activities!

### **March 2016 – World Book Day at Taynuilt Nursery**

Staff.....well, Little Red Riding Hood's Granny, Cinderella's ugly Stepsisters and Stepmother celebrated World Book Day with the children from Taynuilt Nursery on Friday. Everyone dressed up as a character from their favorite story book or Nursery Rhyme. We read a variety of traditional fairytales which the children choose and listened to with delight.

Great fun and giggles were had by all!



### **March 2016 – World Book Day Celebrations at Luing**

To celebrate World Book Day every pupil came dressed as a character from one of their favourite books, we had a friendly pirate, a fireman, a ladybird, Burglar Bill, a tiger, Fantastic Mr Fox and Mrs Fox as well as characters from Harry Potter.



Each of the children gave a short talk about their favourite book.

This was followed by a delicious book themed lunch of Oliver's Vegetable Kebabs, Gruffalo Pie or Roman Adventure Pizza, followed by Harry Potter's Magic Hats and Oliver's Vegetable Kebabs.

# Teaching and Learning Numeracy

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. Numeracy develops the confidence and competence in using number which allows individuals to solve problems, analyse information and make informed decisions based on calculations.

## **Kilchattan**

All pupils have made good progress and some have made very good progress with their Numeracy. They are increasingly applying their skills with accuracy in various contexts. Class teachers have worked with pupils to develop “Assessment is For Learning” strategies to enable pupils to become more independent learners. This has had a measurable impact as pupils are able to identify specific areas for development and teachers can then plan individual learning around this. For example, pupils have assessed their prior learning in Fractions, Decimals and Percentages and are able to identify specific next steps in learning thus increasing the pace of attainment. Younger pupils have made good progress in mathematics by using and applying Number Bonds, Measure and Time in various contexts.

## **Bunessan**

Pupils attended Oban High School’s Maths Fest for the first time. P6/P7 challenge maths morning activities were planned and developed. These activities provided challenge for most able mathematicians – raising the profile of maths in our school. This encouraged pace and challenge and helped children get more excited about maths. We hope to demonstrate the impact of these changes in future attainment measures in numeracy.

## **Dunbeg**

Dunbeg Improvement in Numeracy continues to be noted through the, now embedded, interactive approach and consistency of progression using Big Maths strategies. While it is very obvious that pupils are motivated by the variety of learning methods involved, the teachers are most enthusiastic and aware of the success of delivering lessons using this approach. Decisions were also made this session to follow a whole-school approach to the teaching of areas of maths further encouraging planning together and the whole-school approach to delivery.

## **Dervaig**

Heinemann Active Maths was introduced into the school in the Spring Term 2016. Some of the resources had been used before and all of the other cluster schools were teaching using the programme. This would result in all the pupils going into High School being familiar with Heinemann Active Maths. Pupils have made progress with their Maths and the range of learning opportunities has increased. More work is needed to embed the programme further, as well as linking it with a

number of other high quality resources. Opportunities to share aspects of the programme are utilised by sharing through homework.

Mental Maths is an area identified by staff that needed development. Working in partnership with the cluster schools, along with the principal teacher for Maths and Science at Tobermory High School 'Number Talks' was introduced. Number Talks has become an established part of the Maths sessions and it helps pupils to increase their mental Maths skills and the strategies they can use to solve the problems. It demonstrates the different strategies that people use to solve problems and enables the teaching of a wider range of strategies, often suggested by pupils. The children are demonstrating a greater level of confidence when solving mental Maths problems and transferring these skills to other areas of learning in Maths and other curriculum areas. We continue to monitor the individual progress of mental Maths through formative and summative assessments and will review the progress following the CEM summative tests.

### **Lochdonhead and Ulva**

Maths day for all the P6 and P7 pupils, organised and run by Tobermory High School, providing excellent transition opportunity and shared expectations. Staff working with Amy Thompson, PT of Maths at Tobermory High School both at inset and during P6/7 Maths day. PT shared examples of Better Movers and Thinkers practice in maths which is part of our daily practice, with teachers at high school. New observation tool is proving effective for focused class observations. HT and PTs involved in undertaking observations.

### **Kilninver**

We undertook a baseline assessment of children's ability in Maths and have used this data to support our conclusions and inform our next steps. We have now been using a more active approach to the Teaching and Learning of this subject for many years, results and comments from parents and children are very encouraging. The data we have collected this session clearly indicates that children's levels of attainment are appropriate in this area of the curriculum. We plan to swap staff over to teach different subjects this session. The teacher who will now have responsibility for maths across the school would like to use Heinemann Active maths as it relates closely to the Curriculum for Excellence and is well resourced.

The parents had the opportunity to examine this resource at a Parent Forum Meeting and liked what they saw. They also supported our proposal to use an online homework site 'SumDog' next session.

# Teaching and Learning Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## **Health and Wellbeing St Columba's**

The school continues to strive for improvement in the development of health and wellbeing, to ensure that it is embedded throughout all aspects of school life. At all stages, pupils benefit from two hours of physical education. The school uses a number of resources within the community to support the teaching of health and wellbeing including the NHS, Stramash and Atlantis Leisure.

An increased focus on pupils working within their Clans has led to an improvement in team working and leadership skills.

## **Tobermory**

Implementation of Promoting Alternative Thinking Strategies (PATHS):

Key workers have undergone PATHS training and are at the early stages of using strategies to help develop resilience in young children. PATHS enables children to identify emotions and provides tools to enable children to deal proactively with their feelings. Pre 5 staff are planning to deliver a PATHS workshop to parents early in the new session.

## **May 2016 – Arinagour Primary School – 1<sup>st</sup> Winners of New Trophy**

Five pupils competed in the OLI Interschool Orienteering Championships at Ganavan on Friday 6th May.

A wonderful team effort resulted in the children winning the trophy for teams from smaller schools in the closely fought competition. Also well done on two outstanding individual performances. Gold Medal winner – boys P7 Gold Medal winner – boys P6.





### **September 2016 - Gold School Sport Award Flag Still Flying High at Arinagour Primary on Coll**

Pupils and staff are delighted that the school has won this award from Sport Scotland for a second time. The award is recognition of our school's achievements in putting physical education and sport at the heart of the school. We are committed to ensuring that there are opportunities for every pupil to engage in physical education, school sport and ultimately go on to enjoy life long participation in sport and physical activity.



### **November 2016 – Open Morning at Easdale School**

Parents came to Easdale School to find out about what pupils have been learning. We invited the adults to join us for breakfast. There were lots of healthy breakfast foods to choose from. Mrs MacKechnie and Mrs MacLarty helped us by setting up the kitchen and hall. Thank you to Tesco for the food donations for this.



Our main backdrop has been Health and Wellbeing and we were set the task to

create information boards to share our learning. We gave a short presentation to parents on Health and Wellbeing then we set off on our daily mile walk. After everyone went back inside and had the opportunity to see maths and language resources and the gym was set up for adults to join in. We also tested them on problem solving! We think that all parents and children enjoyed the morning.

### **October 2016 – Salen Primary Star Jumper**

P7 pupil, Keira Munro, proudly shows her shield. Keira and Toby won the O'Donnell Shield at the Pony Club Working Hunter Show for having the most points over all. Well done, Keira. You were up against older and more experienced competitors. Keira had previously managed to achieve a 2nd and two 3rds for show jumping at the Salen Show in August. We look forward to following your Pony Club career.



### **December 2016 – Rookie Lifeguard Awards for St Columba's Swimmers!**

Some of the P7 and P6 pupils in St Columba's Primary School, Oban, have managed to achieve the Rookie Lifeguard Bronze Award during their swimming lessons in school. With the help of fundraising by the Parent Council, all pupils from P3-P7 have an eight week swimming block every year to ensure that as many pupils as possible are competent swimmers by the time they leave primary school. Of course, none of this would be possible without the help and support of Atlantis Leisure.



## Lismore

**Health and Well Being**



Aspects of Health and Well Being have been incorporated into every area of school life. Every day begins with physical activity of some sort – fitness circuits, ball skills sessions, running relays, etc. and the children are encouraged to play outside at playtimes.

The children take part in daily PE sessions developing skills and fitness. All the children have improved their fitness and stamina and this has been reflected in their efforts at the recent Co-op Sports Day. The children attended a six week block of swimming and sports sessions at Atlantis Leisure Centre in Oban. Nearly all the children can now swim unaided and the children had the opportunity to play in larger team sports such as Tag Rugby alongside their peers from other schools in the Co-op.

We have continued to take part in the Childsmile daily teeth cleaning programme with all the children. The Early Level Class has prepared their own snack in school each day, learning about table manners, to use cutlery and about healthy eating. All the children have school meals every day. The children have been able to develop social skills as they all sit around one big table with staff and any visitors and many interesting discussions have taken place in this less formal setting. May was a healthy eating month where the children kept a health diary recording portions of fruit, vegetables and water. There was also a new fruit or vegetable to try each week. The children learnt about the hidden sugars in food, food labelling and the different food groups. The month ended with a "Come Dine With Me" style healthy snack competition of which the children made a film.

The children have had the opportunity to cook and to taste foods from different cultures. They are happy to try new foods and some of these have been added to the school menu. They enjoyed trying African stew and an African pudding as well as curry and their own homemade pakoras during Global Diversity Week.

The children have taken part in daily circle times where Health and Well Being issues have been discussed in a relaxed and secure atmosphere. The children have been encouraged to make suggestions about how to resolve any problems. The children, parents and staff all signed a contract at the beginning of the session agreeing to take responsibility for the children's learning and also agreeing to the Golden Rules. The children are able to refer to these and they are used as a starting point for any discussions about behaviour and friendships.

We have continued to work to improve the children's confidence in making new friends and to address the socialisation issues of living on a small island, through our visits to Mull and Coll and some joint activities with the North Lorn Coop Schools and other island schools. The children entertained the children from Arinagour School for a day of activities followed by supper and met them again during at the Scottish Opera Workshop.

The children have worked through the Friends for Life programme and have taken part in Forest activities. Both these experiences have bolstered self esteem and confidence, as well as allowing the children to spend time outside.

We are committed to ensuring that we get it right for every child. The children have completed their own GIRFEC evaluation and every child has a simple GIRFEC checklist in their profile folder. A Health and Well Being tracking sheet has also been introduced this year to ensure breadth across the curriculum. We are planning to introduce an individual plan which is formed through discussion between child, teacher and parent. This will be based on SHANNARI and will support the individual needs of every child.











## April 2016 – Big Pedal at Taynuilt Nursery

Nursery children brought a variety of bikes and scooters to Nursery as part of the Big Pedal Week and also used the Nursery bikes and scooters on our Wednesday Gym session. This will be done again this week so hope the sun shines on us all again!





# Teaching and Learning in the Outdoors

## Bunessan

Introduction of outdoor learning opportunities in Tiroran Community Forest: Several visits to school by Emily Wilkins, from the local Ranger service, to work with Pre-5 children and staff took place and the school purchased a range of resources. The school successfully worked with the local Ranger service and carefully planned visits to Community Forest (36 mile round trip) were made. This raised pupil challenge in science, health and well-being, co-operative learning and helped with the development of resilience and skills in assessing risk as well as stimulating staff ideas to widen the application and use of outdoor learning.

## ECO in Kilchattan

The pupils went on visits to two local beaches looking at bio-diversity and comparing pollution levels.



*On the eco field trip, taking advantage of the special environment on our doorstep to research bio-diversity*

## Eco Celebrations

One highlight was the building of our Willow Den under the direction of Tara Coggins with help from P6 and P7 pupils. This gives us another opportunity to use our grounds as an 'Outdoor Classroom' This term has continued to be busy for our 'Greenhouse Gang' who have grown tomatoes as well as strawberries in our 'bottle greenhouse' – delicious! We are



hopefully all now experts in renewable energy sources and took part in the National Spring Clean week, helping to tidy up our village, much to the delight of our local community. We await the arrival of our Sixth Green Flag following evaluation in June.

## Lochnell

Lochnell's eco school and green flag journey allows many practical and meaningful opportunities to develop the 'stewardship' aspect of learning and growing up. This is a whole school and nursery process that is pupil led and demonstrates many successes – the interim application is available on request but we offer the following as qualitative comments:

*'In my experience Lochnell Pupils are engaging, inquisitive and with a sense of responsibility for their social and natural environment.'* Dr A Miller, SAMS Head of Communications, Director of the Ocean Explorer Centre.

*'The parent council had looked at buying ready build playground equipment but the cost was enormous. Instead we consulted with the pupils and the eco committee and we went for a few sustainable and recycled items which have made a big impact on not only how the playground looks but on the children themselves. The wooden climbing frame, willow den, orchard and recycled boat have all fired their imaginations and the climbing frame teacher them to manage risk.'* M Milarvie, Parent Council.

*'I have always been very impressed by the knowledge of the children and how the issues discussed are incorporated into the life of the school.'* T Donovan, GRAD Trust.

## Dalmally

Crofting Connections:

Over the spring and summer terms we have re-established our links with Crofting Connections activities through our poly tunnel project. This has given pupils the opportunity to explore the benefits of growing their own food and develop their knowledge and understanding of healthy and sustainable living. The nursery also planted outdoors in buckets and tyres. The harvest in the autumn was worth waiting for.

## September 2016 – Salen Primary School Eco-Committee Brave the Weather

Despite the wind and rain on Tuesday the Eco-committee managed to start a very important task. Many of the shrubs need pruned so the pupils took the opportunity to take soft wood cuttings and pot them up. If they root successfully the shrubs will eventually be planted out in the school grounds and at the school's planned pond area. The photos show our blueberry and raspberry cuttings.





## September 2016 – Herb Harvest at Salen Primary School

The Eco-committee harvested mint, ginger-mint, sage, chives, and fennel from the school grounds. Everything had grown so well that there was plenty to send home with all the pupils.



## Our Environment competition

(SEPA), A pupil from Ulva was placed, and Lochdon Primary School won £1000 as first prize. SEPA provided resources for our scientific laboratory.



**Lochdon pupils** formed a drama after school club, wrote and performed a play at the Tobermory Drama Festival and won a trophy.



The high level of involvement of parents in the tag rugby has resulted in Lochdon having a very strong rugby team side and also the development of a joint school rugby team with Ulva. We have, again had success with winning trophies this year.



## Contributions to charities

### January 2017 – Christmas at Barcaldine Primary School

The children of Barcaldine Primary School decided to do something a little different for our recent Christmas celebrations.



Their first job was to organise a school enterprise project. The children named themselves The BPS Elves and made wreaths and Christmas decoration from natural materials along with the glitter and sparkling ribbon! The children sold to their families, staff members and the local community and made an impressive £100 profit.

The children decided that the money would be split between two different charities. The children selected Northern Inuit Rescue Society as their first charity because the school recently had Wayne and Koda visit to tell us all about their travel, along the coast of Britain, collecting rubbish. The second charity selected was Water Aid. Two cheques are now on their way to these very worthwhile charities.

Their second (and most important job) was to write their own pantomime. The children all got together and threw around ideas on what their panto could be about. It was decided to have Snow White and the Christmas Disaster. The P6 and 7 pupils wrote the play and then along with staff co-ordinated parts, and costumes, as well as having to learn their lines. The play was a great success and thoroughly enjoyed by

everyone who came along to St Modan's Church. The evening was finished off with a nativity scene while the P6 and 7 pupils read Bible scriptures, carol singing, ukulele playing, a recorder quartet and finally a quiz led by Rev McCormick.

The children also held a silver collection at their Christmas evening celebrations. Their chosen charity for this was Hope Kitchen in Oban. Just under £50 was raised on the evening and the school topped up the donation to £100 with proceeds from their recent rag bag collection.

## Fund Raising

Caring for others less fortunate than themselves is very much in the thoughts of Dunbeg Primary pupils. This year's fund raising ventures included CLIC Sargent, and The Shoe Box Appeal. 55 boxes were sent to Blythswood as a result of the Shoe Box Appeal. The proceeds of our annual Christmas Concert went as usual to CLIC Sargent.





# Community Partnership

## Tiree

Tiree Primary enjoys very good community links and benefits from the following:

Tiree Baptist Church and Tiree Church of Scotland Church, Tiree Trust provides a Youth Worker. Tiree Ranger service.

Into Film Festival: Pupils were invited over from Coll primary and pupils from Pre5 up to S3 participated in filmmaking workshops. Fiona Malcolm provided help with the Tiree Bake Off. We also receive ongoing support in our partnerships with:

At the A'Bhuain (Tiree Homecoming) celebrations, our S2 and S3 pupils performed as did the primary choir.

The Christmas show had everyone in the school involved both on stage, playing music, and in the production of the show. Gala Day, upper primary and secondary involved in bringing the community and school together in a joint fundraising enterprise

A group of P6 and P7 pupils initiated fundraising evening for Cancer Research UK Primary pupils contributed a display to An Iodhlann, Tiree's Historical Museum.



## Dervaig

During the course of the year there has been excellent parental support for school events. The parents and community actively participated in the 1960's party, the Viking feast, the open afternoon and the art afternoon/exhibition. In addition parents supported in-class discussions with the children on improving the playground and taking this onto the next step of supporting work parties out of school time. The children's, parents and community support for key school events has been very positive. The provision of refreshments and a raffle at the Christmas production, baking and serving teas at the local Producer Market and the successful Summer Fair have all helped raise funds as well as the profile of the school in the community.

The Parent Council has met regularly throughout the year and a smooth transition between the old chair and new chair, along with having a vice-chair has strengthened the Parent Council.

Parents have also played an active role in learning in the school – making books with the children, a volcano experiment, making Guy Fawkes, participating in workshops with the children, tie dying, bringing in caterpillars to follow their progress as they turn into butterflies and a grandparent teaching Scottish Country dancing.

### **Tiree**

The Parent Council has seven members and has a positive relationship and impact in the life of the school. During 2015-16, the PC was involved in a wide range of activities supporting the school.

The Parent Council invited the community in one Saturday morning to help tidy up the school playground and brighten up the Gaelic classroom infant toilets with wall stickers. This was well attended by parents and staff and it is intended that this become a regular event.

### **HT recruitment video**

The PC was heavily involved in the recruitment process for our new head teacher. A video about the school was made by PC members, staff, parents and pupils and posted on You Tube and social media with the intention of reaching as wide an audience as possible. [https://www.youtube.com/watch?v=t5NU\\_f6h6e8](https://www.youtube.com/watch?v=t5NU_f6h6e8)

### **Tobermory**

Parental Engagement:

Parents are more actively involved in helping in the playroom. Our 'Helping Hands' chart lists jobs parents can do to help Pre 5 staff. We had a large turnout of parents decorating the playroom for Christmas and helping set up role play areas. Several parents have shown interest in forming a fund-raising group but this is still in the planning stage.

### **Strath of Appin**

We have worked hard at further developing our existing established links between the school and wider community to enable links to have a clearer curricular focus.

Throughout the year there have been numerous opportunities for the children to engage with, and develop partnerships with our local community. For example, Grab Upcycling Workshops, Felt making workshop, jewellery making workshop singing at Rowan Club and Lynne of Lorn Nursing Home, visiting a local hotel to watch them prepare locally sourced produce and visiting a local farm. These events have helped to enrich the children's learning experiences and have promoted learning engagement, understanding, knowledge and motivation.

Pre 5 parents attended a Developmental Milestone information session on how the toolkit would be used to track learning and progress.

The school produces a Curriculum Bulletin to inform parents of what children are learning (pupil language). The introduction of the Parent Council Facebook page is very popular with parents as it is updated regularly with regard to what is happening in the school.

Our new informative school website is now up and running and the school now produces a more informative weekly newsletter.

### **December 2016 – Digital Leaders at St Columba’s**

Some of the pupils in St Columba’s, have been awarded the title of Digital Leaders. The school works in partnership with iTeach, an education company who supports staff and pupils to embed the use of technology into their curriculum, who have helped to train some of the pupils to ensure that they can, amongst a wide range of things, troubleshoot and create video tutorials to support other pupils and staff. Every child in the school has their own iPad that is used to support them in all areas of the curriculum and to ensure that the children in St Columba’s have the very highest standard of digital skills possible.



### **October 2016 – Luig Pupils Visit the Atlantic Island Centre**

On Monday 3rd October the pupils from Luig Primary visited the Atlantic Island Centre on Luig to see the farming exhibition. Jane MacLachlan and Col MacDougall showed the children round and explained some of the exhibits and photographs. Col, who had worked on the farm for 55 years, answered lots of questions about how farming has changed. All of the children found it very interesting and they especially enjoyed seeing relatives and neighbours in a lot of the old photographs.



## November 2016 – Easdale Primary Remembrance

Helen Glennie, Ron Hetherington and Colonel Tim Sinclair came into give us a talk on Remembrance and showed us a display. Helen told us about some of the people who were from Seil, Easdale and Luing who died in World War 1. Tim told us about why we do remembrance and what it is for as well as why we wear poppies. Tim came in his uniform and told us about his medals and rank.



On the 11th we held our Remembrance Service in the hall. Local members of the British Legion joined us as well as some parents. They were able to view the display and children talked about those lost in the war.



Then we had two minutes silence. Tim laid a wreath and pipes were played. Adults were then able to stay for tea and coffee after the service.

Reported by P7 pupil.

## March 2016 – Science fun resonating round Achaleven

Gravity-defying structures, precious egg-bundles and musical mayhem were the order of the day on Tuesday when **Kilchrenan** and **Barcaldine** Primaries joined **Achaleven** for a celebration of science and technology as part of British Science Week.





Teamwork was required to figure out how to protect their prized eggs from damage whilst being dropped from great heights, whilst some amazing feats of architecture were created from spaghetti and marshmallows!



In the afternoon there was a fantastic sound workshop “Ella’s Wobble” by the team from Generation Science. Great fun was had making a variety of different sounds with unusual materials to mimic sounds of nature.



A fantastic day was had by all.

Thanks to the British Science Association for a grant which made this all possible.

### **December 2016 - Rockfield Holly Tea 2016**

On Saturday 3rd December 2016, Rockfield pupils, staff and PTA held their annual Holly tea. This event was very well attended and we would like to thank everyone who was involved in making this such a wonderful and successful event!





The Holly Tea raised a total of £2359!!! There were plenty of lovely cakes and biscuits for everyone on the day and the raffle ticket and tombola stalls were kept very busy. Thanks also go to all of those who donated such wonderful raffle prizes and items for the bottle stall! Santa visited the Holly Tea and a marvellous 108 children visited Santa in the space of 2 hours! Thanks go to all of the pupils who created entries for the Rockfield Bakery competition and congratulations go to all those pupils who won prizes.

Thanks go to the face and nail painters, snowball and Christmas bauble organisers and the team of people providing games and activities for the younger generation! Thanks go to the pupils from P4 – P7, who made a variety of Christmas goodies to sell as part of their Enterprise initiative. The table decorations looked fabulous and thanks to all of those who organised and attended this after school creative activity. Once again, a great time was had by all and thank you so much for your support and all of the fantastic donations!



# Creative Arts

## Singing in Iona

Developing Expressive Arts through Art, Music, and Drama in Iona. A successful choir has now been established. They performed for the community in February, are the opening act for the Island Music Festival and entered the local Mod this year.

## October 2016 – Rockfield Rocks Fasanta!

A number of pupils in P4, P5, P6 and P7 took part in Castle to Catwalk, a costume design competition for schools in and around Oban, run by Dunollie Projects Ltd, as part of their Fasanta Festival of Fashion and Textiles.

The winning three designs were made into real wearable costumes by Dunollie's volunteer Threads and Yarn group and were paraded on stage at their Annual Fasanta Community Catwalk in the Corran Halls on Saturday 22nd October 2016. Rockfield P7 pupil Edie Elliott was one of the winners and wore her costume on the catwalk. Rockfield P7 Pupils Jessica Main and Liam Byers modelled the other two winning costumes.



## January 2017 - Taynuilt Primary School – Charles Rennie Mackintosh

Taynuilt Primary 6 and 7 enjoyed a visit from Mr Bruce Jamieson of Greenspace. He came to discuss our recent project on Charles Rennie Mackintosh. Ms Burger hosted the event with a question and answer session followed by presentations by the children in pairs to Mr Jamieson. The children learned about the current renovation of a Mackintosh property in Helensburgh and were so interested in the project they have formed a School Trip Focus Group to plan and organise a visit to Helensburgh to both the new project and the Hill House. Watch this space...



# APPENDIX 1

## **Oban and Lorn Joint Transition Project 2016**

In 2016 the group agreed to go with *The Rhyming Rabbit*. This is another Julia Donaldson book with lots of rhyme and potential for the children to take their learning off in different directions with the development of early literacy skills through food, animals, homes etc



### **Planning**

Building on last year's project, the group looked at aspects to develop this year from the **Transition driver diagram**, compiled by a national focus group. The following were agreed:

- **Increasing family engagement**, linking with Education and Early Years Service priorities and the new QI in How *good is our Early Learning and Childcare*. This was in the form of a short information sheet for parents outlining the aims of the transition project, a brief summary of what happened last year, and asking them how they would like to be involved.

In general parents wanted to be kept informed about what was happening with the transition project and to be involved by coming into settings to join in activities. Some parents were not that confident about their child's move up to school. Some parents wished it was still half days to start with as it was felt children would be very tired going straight into a full day at school. 1<sup>st</sup> Steps started a transition book, compiled at the nursery, where parents' and children's views were collected. The manager started with "early adopters" to encourage others to contribute too. This strategy worked and a significant number of parents and children expressed their views on going to school which assisted the nursery to support them appropriately through transition.

- **Nursery children were asked about what they knew and what they wanted to know about going to school some of the responses included:**

School is after you go to nursery.

I am a bit worried about play time in case I fall and who will help me.

You play at school.

I'm not going to Callan's it's a new school and you make stuff.

You do homework

You play and go home

Have lunch it smells good, play with fun things.

- **Primary 1 children were asked about their experiences of coming to school what they feel nursery children should be made aware of:**

**What they liked best about coming to school –**

Having fun, playing with my friend, reading books, learning Gaelic, playing in the big playground, playing on the football pitch, playing games in the classroom after work, making new friends.

I was excited about working, writing, playing with new friends, eating a snack, playing messy activities in the sand, having outdoor adventures, drawing, a and my new teacher



### **What were you scared/ worried about when you came into P1?**

I was worried about the teachers, the teachers might be scary  
Not knowing the older children, not knowing what would happen the first day  
not knowing where I would sit, worried about what I was going to do, wondering what would happen to me  
worried about going to the toilet alone  
getting stuck in the toy hut at break  
scared about what school would look like  
worried about not having any friends  
Leaving mummy and daddy  
if my friend was off sick  
the huge dinner hall  
making new friends  
having to eat the food in the dinner hall  
learning and understanding English  
Being able to carry the dinner tray  
Toilets

### **What do they think nursery children would like to know?**

What they will learn at big school,  
school and class rules,  
keeping themselves healthy,  
teachers in the school,  
Maths topics.

In Park Primary, P1 children were generally happy and confident coming up to school, their concerns were practical ones around coping with routines. The school used the nursery transition character Sparky to compile a one page visual social story to help nursery children understand what it is like “a day in the life of Sparky at school”

Rockfield highlighted the benefits of extended transition for several ASN children this year and the use of a social story to support this.

### **Books**

Investment from the Early Years Service ensured that participating schools and nurseries were provided with books for their Transition project with additional copies for parental engagement.

### **Gaelic**

Sgoil Araich opted to do **Am Burras Acrach, (The Hungry Caterpillar)** for their transition project; they already had resources to support with this and worked closely with the Gaelic P1 teacher as *The Rhyming Rabbit* does not easily translate into Gaelic.

### **Nursey learning – activities and experiences**

While it was initially thought that the children’s interests might be taken forward with a focus on the characters and the food, in practice it was very much centred on rhyme and literacy outcomes. First Steps did quite a bit of creative work with the children around the 2 main characters, rabbit and

sheep, through wall displays and floorbook work and designing rabbit burrows. Rhyme was progressed through the Hairy McLary books, through the children making up rhymes to go with their names and making up rhymes with puppets for their graduation. They moved on to trying out simple alliteration with nursery routines and took part in imagination stories where they took turns at creating a start, middle and end for stories.

Soroba Young Family group encouraged the children to make up rhymes with their parents at home and send them back into nursery. Parents got copies of the books home and many of them used them for a bedtime story – creativity was very much in evidence with the singing rhyme, within the book, taking on different tunes.

Park ELC also focused on literacy and rhyme and it was observed that the children's understanding of rhyme and rhyming skills had improved. There were different kinds of rhyming games and activities (matching pairs, finishing poems, finding partners, the children even wrote a group poem).

Little Learners progressed several of their planned literacy outcomes through the project and created a floorbook around this. They also involved parents and carers by encouraging rhyme and alliteration at home through simple activities and by children reviewing the book at home with their parents.

Taynuilt Primary used the story at her induction days and noticed the children from Stramash were familiar with it.

### **Continuity over the Summer Holidays**

**Community engagement** was encouraged through parents' links with local shops and businesses. A "Good luck to all starting P1" poster was displayed with a picture of the transition book and characters from it with the aim of raising the profile of the Transition project within the community.

**Bookbug Event for new P1s** - personal invitations were issued to all nursery children going into P1 to attend a Bookbug event during the summer holidays linked to *The Rhyming Rabbit*.

Waterstones hosted this in August prior to school starting. The Bookbug Session was delivered members of the Early Years Service and Sarah from Waterstones introduced a new storybook which contained lots of rhyme. The children were encouraged to talk about *The Rhyming Rabbit* project and there was a display of the characters on the walls. There was also a display of the schools and their transition characters which the children talked about with enthusiasm. The event was attended by 29 children and their families.



The event was attended by 29 children and their families.

### **Primary 1 building on Nursery experiences**

The Primary Schools built on *The Rhyming Rabbit* during the first term in a variety of ways. Park continued with rhyme and alliteration and progressed onto Superworm and a mini beasts poem. Rockfield created an animal collage of all the characters in the book and the class worked with the music teacher to create their own song using percussion instruments to capture the movement of the animals. Taynuilt had a focus on poetry and rhyming words. They made up poems about each phonic sound learnt to fit in with the *Rhyming Rabbit* topic (e.g. Sammy the slippery snake slides slowly southwards etc.) St. Columba's took forward rhyme using Big Writing Adventures and Hetty's Hat shop.

### **Transition Celebration Event**

The Transition Celebration event took place at Oban High School at the end of the first term and was well attended by nurseries, schools, children and their families despite the awful weather! This followed the successful model from the previous year where families could drop in between 4 and 6pm

There were displays from Nursery settings and P1 classes showcasing examples and photographs of the children's work & experiences linked to the *Rhyming Rabbit* joint project. Primary staff were available to talk about the children's progress in P1 and parents and children valued the opportunity

to chat to nursery staff about how they were getting on at school.

There was a themed Bookbug Session with a visit from Bookbug himself and there were various activity stations for children and their siblings to participate in throughout the evening including a Rhyming Rabbit character hunt, sensory playdough and face painting. There were prizes to be won for parents and children in return for telling us their favourite rhymes and this activity unearthed a few oldies but goodies such as *Winkin Blinkin and Nod*

**Parents' views were sought at the event and the following are some of the comments:**

**Do You think the Joint Nursery - Primary Transition Project helped your child to settle into primary school?**

Definitely, the transitional work between nurseries and school has been amazing!

My child has enjoyed the topic, it has helped having the continued them from Nursery to School

Yes, it is good to have a familiar topic to carry over into P1

Disappointed that Little Learners were not represented tonight, we really enjoyed the book when we had it home

Yes, anything that improves continuity seems to help

C's transition from nursery to P1 went very well, the induction days were a good reflection of what we had to do at the start, it can be a very difficult time with a lot to take in

Yes – it made the transition seamless and tearless!

Absolutely and the children had a great chance to see round the school

Yes, I just didn't like the story

**This Transition celebration event is intended to show parents how the literacy work which was started in Nursery has been continued and built upon in Primary 1 through joined up working between Nurseries and Schools in the local area.**

**Please tell us your views on this evening's event and how we can improve it for families**

Great! And good for the kids to see the work and be reminded of how it relates

Great idea, good stalls

Great to see School + Nursery work

Involve more schools to show work

Excellent, nice range of activities and nice to see the children's work

Great evening – perfect content and length - Thank you!

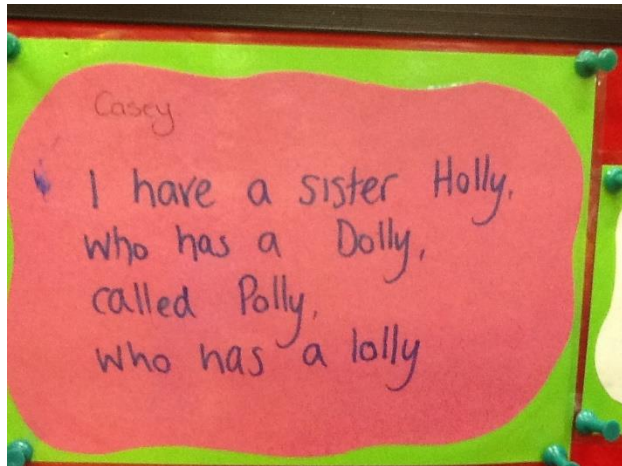
Friendly event, a lot of effort, Bookbug folk are great, kids enjoyed it

Great evening – thank you

It's been great – thanks

Great 😊

It's a great idea to see what the children have been doing





## School Contact List:

School	Contact	Position	Address	Phone No.
Achaleven Primary	Sharon Burt	Head Teacher	Achaleven, Connel PA37 1PH	01631 710529
Arinagour Primary	Aileen Cook	Head Teacher	Arinagour, Isle of Coll, PA78 6TA	01879 230376
Barcaldine Primary	Julie Watson	Head Teacher	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Susan Hawkes	Head Teacher	Bunessan, Isle of Mull, PA67 6DL	01681 700283
Dalmally Primary	Lynn Sinclair	Head Teacher - Joint Headship with Inveraray	Dalmally, Argyll PA33 1BE	01838 200359
Dervaig Primary	Tricia Evans	Head Teacher	Dervaig, Isle of Mull, PA75 6QW	01688 400227
Dunbeg Primary	Sine T MacVicar	Head Teacher	Dunbeg, Connel, PA37 1QF	01631 564781
Easdale Primary	Sheena Nisbet	Head Teacher (Joint Headship with Luining)	Easdale, Oban, PA34 4RF	01852 300243
Iona Primary	Stephen Glen- Lee	Head Teacher	Isle of Iona, PA76 6SJ	01681 700348
Kilchattan Primary	Gillian MacKenzie	Head Teacher	Isle of Colonsay, Argyll, PA61 7YR	01951 200340
Kilchrenan Primary	Jean Harlow	Head Teacher Secondment	Kilchrenan, Taynuilt, PA35 1HD	01866 833312
Kilninver Primary	Bernadette McMillan	Head Teacher (Joint Headship with Craignish Primary)	Kilninver, Oban, PA34 4UT	01852 316236
Lismore Primary	Catherine Davies	Head Teacher	Isle of Lismore, Oban, PA34 5UG	01631 760258
Lochdonhead Primary	Susie Carmichael	Acting Head Teacher (Joint Headship with Ulva Primary)	Lochdonhead, Isle of Mull, PA64 6AP	01680 812473
Lochnell Primary	Shirley Matheson	Head Teacher	Lochnell, Ledaig, Connel, Argyll PA37 1QS	01631 720300
Luining Primary	Sheena Nisbet	Head Teacher (Joint Headship with Easdale)	Isle of Luining, PA34 4TY	01852 314245
Park Primary	Gillian Carney	Head Teacher	Kerrera Terrace, Oban, PA34 5AU	01631 563941
Rockfield Primary	Caroline Fothergill	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568090/ 568091
Salen Primary	Mairi Maclean	Head Teacher	Salen, Isle of Mull, PA72 6JL	01680 300348
St Columba's Primary	Michaelina MacLellan	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568092/ 568090

Strath of Appin Primary	Marissa Melville	Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345
Taynuilt Primary	Jacqueline McLarty	Head Teacher	Taynuilt, Argyll, PA35 1JE	01866 822343
Tiree HS Primary	Graham Wilks	Head Teacher	Isle of Tiree, PA77 6XA	01879 220383/ 220790
Tobermory HS Primary Dept.	Janice Mitchell	Acting Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062