

Kilchattan Primary School



Kilchattan pupils entered the Young Writers Poetry competition. The poems were written as an assessment activity following a poetry teaching block. We are delighted that all pupils have been selected to be have their poems published in Little Riddlers 2018 – Scotland Poets and Rhymecraft 2018 – Scotland Poets.

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Oban, Lorn and the Isles Cluster Primary School Profile 2017-18

Primary School Roll (as at census) *						
Cluster Primary Schools	13/14	14/15	15/16	16/17	17/18	% change in Roll over 5 years ¹
Achaleven Primary School	5	9	10	12	9	80%
Ardchattan Primary School	4	0	0	0	0	-100%
Arinagour Primary School	30	24	23	18	7	-76.67%
Barcaldine Primary School	10	4	4	8	10	0%
Bunessan Primary School	40	42	39	34	36	-10%
Dalmally Primary School	43	36	38	37	35	-18.6%
Dunbeg Primary School	76	81	82	78	99	30.26%
Easdale Primary School	33	26	28	21	14	-57.58%
Iona Primary School	13	17	15	19	20	53.85%
Kilchattan Primary School	5	9	6	5	5	0%
Kilchrenan Primary School	7	4	4	9	6	-14.29%
Kilninver Primary School	25	27	30	23	25	0%
Lismore Primary School	9	9	8	8	8	-11.11%
Lochnell Primary School	112	109	114	124	130	16.07%
Luing Primary School	15	14	8	8	14	-6.67%
Park Primary School	223	230	241	245	253	13.45%
Rockfield Gaelic Primary School	40	48	49	51	48	20%
Rockfield Primary School	304	320	316	318	320	5.26%
St Columba's Primary School	78	83	81	96	99	26.92%
Strath of Appin Primary School	29	30	30	31	24	17.24%
Strath of Appin Gaelic Primary School	4	3	5	5	5	25%
Taynuilt Primary School	83	91	83	82	79	-4.82%
Tiree Gaelic Primary School	22	23	36	29	31	40.91%
Tiree Primary School	25	29	28	23	32	28%
Total Roll for cluster	1196	1235	1278	1284	1309	9.45%

* Data for rolls provided at Census each year

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2013/2014 to 2017/2018 and is not an average.

- The primary school roll in the OLI area increased over the past 5 years. however there are significant falls in a number of schools, notably Arinagour and Easdale. There has been an increase in the roll in Achaleven, Iona, St Columba's and Tiree Gaelic Primary schools.

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

	13/14	14/15	15/16	16/17	17/18 ²
Clothing and Footwear Grant (CFG) (number of pupils) ²	236	196	173	136	133
Clothing and Footwear Grant (CFG) (% of cluster school roll)	19.7%	15.9%	13.5%	10.59%	10.16%
Total CFG for Primary Schools in Argyll and Bute	1096	1113	891	910	875
Total CFG for Primary Schools as a % of total school roll in Argyll and Bute	19.2%	19.2%	14.6%	15.7%	14.89%
	13/14	14/15	15/16 ³	16/17	17/18 ²
Free School Meals (number of pupils)	174	152	161	77	92
Free School Meals (% of cluster school roll)	14.5%	12.3%	12.6%	5.99%	7.03%
Total Free School Meals for Primary Schools in Argyll and Bute	898	856	675	553	581
Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute	15.8%	14.8%	11.1%	9.6%	9.9%
National Average for Free School Meals for Primary Schools (%)	20.6%	55.3%	54.1%	53.4%	Not yet collated
National Average for Free School Meals for P4-P7 only (%)	Not collated	Not collated	19.2%	17.9%	Not yet collated

² 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 2017-2018 data for CFG and Free School Meals (FSM) is to date (March 2018) and therefore may change as the year progresses.

³ 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 'Healthy Living Survey 2017'

- The numbers of pupils receiving a clothing grant or a free school meal has fallen in 2017/18, and is still below the Argyll and Bute average.
- The number of pupils who are in receipt of free school meals has increased this year, but is still lower than the Argyll and Bute average.

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

	13/14	14/15	15/16	16/17	17/18⁶
Attendance (% of cluster school roll) ⁴	95.60%	95.02%	94.57%	94.96%	95.16%
Unauthorised Absence (% of cluster school roll)	1.09%	1.26%	1.31%	1.18%	1.22%
Authority Average – (%) Primary Schools in Argyll and Bute	95.40%	95.87%	95.52%	95.26%	95.27%
Unauthorised Absence - (%) Primary Schools in Argyll and Bute	0.87%	0.89%	0.98%	1.18%	1.03%
National Average for both Secondary and Primary Pupils (%)⁵	Not collated	93.70%	Not collated	91.1%	Not collated
	13/14	14/15	15/16	16/17	17/18⁷
Exclusion Openings	6	2	0	0	4
Exclusion Incidents	3	1	0	0	1
As a % of Total Argyll and Bute Primary School Exclusion Openings	3.0%	1.8%	0	0	21.05%
As a % of Total Argyll and Bute Primary School Exclusion Incidents	4.8%	3.7%	0	0	16.67%

⁴ 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.

⁵ 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 was collected at the start of 2017/2018 session for 2016/2017.

⁶ Please note that attendance data for 2017-2018 is for the year to date and not a complete year. It is therefore subject to change.

⁷ Please note that exclusion data for 2017-2018 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 Attendance and Absence 2016/17 - Supplementary Data – March 2018.

- Attendance has increased in session 2017/18 but is slightly lower than the Argyll and Bute Authority average.
- Unauthorised absence is marginally higher in OLI than in the rest of Argyll and Bute.
- There has been 1 exclusion incident in 2017/2018.

OLI cluster achievement of level June 2017:

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
BUTE	59	P1	88%	76%	73%	88%				
	49	P4	88%	76%	71%	76%				
	57	P7	77%	58%	68%	47%				
COWAL	118	P1	82%	73%	71%	77%	*	83%	83%	83%
	127	P4	76%	70%	62%	65%	*	100%	0%	0%
	103	P7	67%	60%	49%	50%	*	60%	20%	20%
HALCO	254	P1	97%	94%	91%	93%				
	252	P4	92%	85%	81%	84%				
	232	P7	93%	83%	78%	85%				
ISLAY AND JURA	24	P1	100%	92%	79%	75%	*	100%	100%	100%
	34	P4	74%	68%	65%	71%	*	80%	80%	80%
	32	P7	88%	75%	72%	69%	*	100%	100%	100%
MID ARGYLL	72	P1	85%	78%	65%	83%				
	74	P4	84%	84%	72%	74%				
	83	P7	77%	70%	55%	65%				
MULL AND IONA	25	P1	52%	48%	40%	44%	*	25%	25%	25%
	28	P4	79%	75%	64%	93%	*	43%	43%	43%
	32	P7	88%	88%	69%	88%	*	100%	50%	50%
NORTH KINTYRE	17	P1	76%	76%	76%	76%				
	12	P4	50%	58%	58%	58%				
	18	P7	72%	78%	72%	50%				
OLI	162	P1	80%	79%	80%	80%	14	100%	93%	86%
	171	P4	79%	75%	67%	74%	10	100%	100%	70%
	141	P7	84%	84%	75%	87%	*	43%	57%	57%
SOUTH KINTYRE	69	P1	78%	78%	74%	78%				
	83	P4	73%	65%	59%	60%				
	68	P7	74%	76%	66%	69%				
OLI –including Mull and Iona	187	P1	76%	75%	74%	74%	14	100%	93%	86%
	199	P4	79%	75%	66%	66%	17	76%	100%	59%
	173	P7	85%	85%	74%	74%	*	100%	50%	50%

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 above data for OLI shows that pupils in P1 are performing above the national average in writing. Also that pupils in P7 are performing above the national average in listening and talking, reading and numeracy.
- The data highlighted in green indicates that this is above the national average for this stage and curricular area.
- 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.
- The path most children and young people are expected to follow through the above levels reflects the stages of maturation and how they engage with learning as they develop. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes.
- 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

2018 National Improvement Framework for Scottish Education –

<https://beta.gov.scot/publications/2018-national-improvement-frameworkimprovement-plan/>

Achievement of CfE Levels 2016/17 document -

<http://www.gov.scot/Resource/0052/00529096.pdf>

National Improvement Framework – 2017 Evidence Report -

<https://beta.gov.scot/publications/national-improvement-framework-scottisheducation-2017-evidence-report/>

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.

Area Report Health and Wellbeing

The Scottish Government Initiative of two hours quality PE per week in primary schools – the vast majority of schools, 98%, across the authority achieved this in 2017 and the results of this year's Healthy living Survey will be published in June 2018.

School swimming – the majority of schools are able to participate in school swimming, normally for 6 weeks with either primary 4s, 5 s or 6s participating. In the small schools the whole school is often able to participate.

PE development 2017-18 – introduction of the Connections PE resource, has been introduced and distributed to all primary schools. Twilight sessions were held in each cluster to train staff in the use the resource. Staff took part in practical activities to experience some of the activities as well as taking time to discuss the content. This is an up to date PE resource for schools to support staff across different levels of knowledge and confidence to ensure that children receive the high quality experiences in physical education that will help them develop the skills, knowledge, confidence and motivation for lifelong physical activity.

PE development – planning PE round the Significant Aspects of Learning (SALs), benchmarks and moderation in PE.

Support was given to schools with how plan to for PE by focusing on the SALs and the PE Benchmarks. Staff in some schools are gaining confidence using the PE benchmarks to support their professional judgement of progress and using them to identify next steps in learning. In particular, work has been undertaken with the Gaelic medium teachers in Tìree Primary to develop their

ability to teach PE through Gaelic. Previously PE had been taught by PE staff and delivered in English.

Development of Better Movers and Thinkers as an approach to teaching and learning in PE. Support given to schools with the introduction or the development of BMT as approach to teaching and learning in PE. BMT represents an evolution in PE as we learn more about the process of learning and the links between movement and academic achievement. Some schools are now using this approach across other aspects of teaching and learning. Luining and Easdale, Arinagour, Kilchattan, Bunessan, Iona, Lismore, Kilchrenan, Salen, Lochdonhead, Ulva, and Dervaig in particular have been doing some development work on BMT this session.

Pupil Equity Funding (PEF) – used towards development of BMT to raise attainment and close the gap. Supporting schools with using the BMT approach to link cognition to movement (the process of layering) and how to include numeracy and literacy in scaffolding exercises that can be done in the gym or in the classroom. Executive function skills are being developed in particular focus of attention, working memory, inhibition control, cognitive flexibility planning and goal directed behaviour which is impacting positively on the children's ability to learn. Easdale and Luining primaries, have been working in conjunction with myself, to use BMT to raise attainment in numeracy and literacy.

PE development in Early Years. To support staff to develop skills, knowledge, understanding and confidence to deliver PE in Early Years. Looking at the importance of PE in Early Years and understanding how PE influences and affects learning in physical competencies, physical fitness, cognitive skills and personal qualities. Linking with information in the NHS play @ home Pre-School book, the Learning and Development Framework and Developmental Milestones. Iona Primary, has undertaken development work this session with developing PE in early years.

Smoke Free Me - P6s across the cluster were involved in the drama production, 'Smoke Free Me', with follow up lessons in school, with class teachers, after the production to emphasis and discuss further the topics from the drama.