

## 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 Primary Education is provided at Salen, Tiree, Rockfield and Strath of Appin Primary Schools. Our 26 primary school rolls vary considerably ranging from very small to very large.

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 2017 - 18.

The Standards and Quality report to Community Services, 14 December 2017 provided elected members with important information on the progress made in relation to education within all of Argyll and Bute.

Most recently (March 15 2018) the Community Services Committee paper -

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 2016/17.

Additional and 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	14	51	113	138		47		28			391
Cowal	109	83	77	200	305	124	15				913
H&L	54	94	114	4	347	43	339	295	348	121	1759
Islay & Jura	10			43		144	19				216
Kintyre North				1	1	98					100
Kintyre South		92	90		157	96	88	2			525
Mid-Argyll	10	1		49	44	220	187		1		512
<b>Mull</b>						<b>124</b>		<b>83</b>			<b>207</b>
<b>OLI</b>	<b>35</b>	<b>20</b>	<b>159</b>	<b>39</b>	<b>127</b>	<b>438</b>	<b>254</b>	<b>188</b>			<b>1260</b>

- The SIMD data for Mull shows that there are no pupils in the most deprived datazones. 60% of pupils reside in SIMD6 and 40% reside in the least deprived datazone.

## Mull Cluster Primary School Profile 2017-2018

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 <sup>1</sup>
Dervaig Primary School	29	25	23	19	24	-17.24%
Lochdonhead Primary School	9	9	9	9	5	-44.44%
Salen Primary School	27	33	33	27	30	11.11%
Salen Gaelic Primary School	36	38	43	45	49	36.11%
Tobermory Primary School	62	61	62	63	58	6.45%
Ulva Primary School	12	12	8	10	7	-41.67%
<b>Total Roll for cluster</b>	<b>175</b>	<b>178</b>	<b>178</b>	<b>173</b>	<b>173</b>	<b>-1.14%</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 2013/2014 to 2017/2018 and is not an average.

- Overall the primary school roll on Mull has remained steady over the past 2 years however there are significant falls in Lochdonhead and Ulva with a large increase in Salen.

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

	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>2</sup></b>
<b>Clothing and Footwear Grant (CFG) (number of pupils)<sup>2</sup></b>	8	5	15	13	14
<b>Clothing and Footwear Grant (CFG) (% of cluster school roll)</b>	4.6%	2.8%	8.4%	7.51%	8.09%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	1096	1113	891	910	875
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	19.2%	19.2%	14.6%	15.7%	14.89%
	<b>13/14</b>	<b>14/15</b>	<b>15/16<sup>3</sup></b>	<b>16/17</b>	<b>17/18<sup>2</sup></b>
<b>Free School Meals (number of pupils)</b>	13	9	10	7	8
<b>Free School Meals (% of cluster school roll)</b>	7.4%	5.1%	5.6%	4.04%	4.62%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	898	856	675	553	581
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	15.8%	14.8%	11.1%	9.6%	9.9%
<b>National Average for Free School Meals for Primary Schools (%)</b>	20.6%	55.3%	54.1%	53.4%	Not yet collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	Not collated	19.2%	17.9%	Not yet collated

<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 2017-2018 data for CFG and Free School Meals (FSM) is to date (March 2018) 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 'Healthy Living Survey 2017'

- The number of pupils receiving a clothing grant or a free school meal is significantly lower than the Argyll and Bute average over the past five years and has risen in 2017-18.
- The number of pupils who are in receipt of free school meals has also increased slightly this session, but is also lower than the Argyll and Bute average.

## Exclusion and Attendance Information for Mull Cluster

	13/14	14/15	15/16	16/17	17/18 <sup>6</sup>
<b>Attendance (% of cluster school roll)<sup>4</sup></b>	96.57%	95.72%	96%	94.01%	94.12%
<b>Unauthorised Absence (% of cluster school roll)</b>	0.94%	0.97%	1.18%	1.89%	1.76%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.40%	95.87%	95.52%	95.26%	95.27%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.87%	0.89%	0.98%	1.18%	1.03%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	Not collated	93.70%	Not collated	91.1%	Not collated
	13/14	14/15	15/16	16/17	17/18 <sup>7</sup>
<b>Exclusion Openings</b>	2	0	0	0	4
<b>Exclusion Incidents</b>	1	0	0	0	2
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	1%	0	0	0	21.05%
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	1.6%	0	0	0	33.33%

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

<sup>6</sup> 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.

<sup>7</sup> 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 is below the Argyll and Bute average for all primary schools.
- Unauthorised absence is higher in Mull than in the rest of Argyll and Bute.
- There has been an increase in the number of exclusion incidents in this session

## Mull cluster achievement of level June 2017:

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
<b>BUTE</b>	59	P1	88%	76%	73%	88%				
	49	P4	88%	76%	71%	76%				
	57	P7	77%	58%	68%	47%				
<b>COWAL</b>	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%
<b>HALCO</b>	254	P1	97%	94%	91%	93%				
	252	P4	92%	85%	81%	84%				
	232	P7	93%	83%	78%	85%				
<b>ISLAY AND JURA</b>	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%
<b>MID ARGYLL</b>	72	P1	85%	78%	65%	83%				
	74	P4	84%	84%	72%	74%				
	83	P7	77%	70%	55%	65%				
<b>MULL AND IONA</b>	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%
<b>NORTH KINTYRE</b>	17	P1	76%	76%	76%	76%				
	12	P4	50%	58%	58%	58%				
	18	P7	72%	78%	72%	50%				
<b>OLI</b>	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%
<b>SOUTH KINTYRE</b>	69	P1	78%	78%	74%	78%				
	83	P4	73%	65%	59%	60%				
	68	P7	74%	76%	66%	69%				
<b>OLI –including Mull and Iona</b>	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 Mull shows that pupils in P4 are performing above the national average in numeracy. 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:

<b>CfE Level</b>	<b>Stage</b>
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/>



**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/sg.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>

## 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 <sup>1</sup>
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%
<b>Total Roll for cluster</b>	<b>1196</b>	<b>1235</b>	<b>1278</b>	<b>1284</b>	<b>1309</b>	<b>9.45%</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 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 <sup>2</sup>
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	236	196	173	136	133
Clothing and Footwear Grant (CFG) (% of cluster school roll)	19.7%	15.9%	13.5%	10.59%	10.16%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	1096	1113	891	910	875
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	19.2%	19.2%	14.6%	15.7%	14.89%
	13/14	14/15	15/16 <sup>3</sup>	16/17	17/18 <sup>2</sup>
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%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	898	856	675	553	581
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	15.8%	14.8%	11.1%	9.6%	9.9%
<b>National Average for Free School Meals for Primary Schools (%)</b>	20.6%	55.3%	54.1%	53.4%	Not yet collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	Not collated	19.2%	17.9%	Not yet collated

<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 2017-2018 data for CFG and Free School Meals (FSM) is to date (March 2018) 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 '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**

	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>6</sup></b>
Attendance (% of cluster school roll) <sup>4</sup>	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%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.40%	95.87%	95.52%	95.26%	95.27%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.87%	0.89%	0.98%	1.18%	1.03%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	Not collated	93.70%	Not collated	91.1%	Not collated
	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>7</sup></b>
Exclusion Openings	6	2	0	0	4
Exclusion Incidents	3	1	0	0	1
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	3.0%	1.8%	0	0	21.05%
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	4.8%	3.7%	0	0	16.67%

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

<sup>6</sup> 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.

<sup>7</sup> 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:

<b>CfE Level</b>	<b>Stage</b>
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/>

# Early Years Update

## Early Learning and Childcare

Children and families within Oban, Lorn and the Isles access Local Authority Early Learning and Childcare (ELC) -offered as either a morning or afternoon session.

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. At present, children aged three and four and some two year olds access 600 hours of ELC per year.

## Scottish Government 1140hrs Trials

As highlighted in previous reports, Argyll and Bute Early Years Service was successful in a bid to take forward two ELC trials on the Isle of Tiree and Tobermory on the Isle of Mull. This also included supporting the Mull and Iona Community Trust in their aim to establish a registered daycare service, as lack of childcare had been identified by the group as a barrier to economic development on the island. Initial attempts to take this forward on the island were unsuccessful due to recruitment issues, however, the project is ongoing.

Regular evaluations and feedback to the Scottish Government continues to ensure that the children who are utilising increased hours in both trials have access to quality, flexible, affordable and accessible ELC as detailed within the Scottish Government Blueprint for the Expansion of ELC.

The Service continues to support the Mull and Iona Community Trust to establish a registered provision to support funded ELC and childcare on the island. The Local Authority and the Mull and Iona Community Trust also shared learning arising from the ELC trials to date at the Scottish Learning Festival. An evaluation of the Argyll and Bute trials will be included as part of the national report due to be published in April 2018.

## Local Authority Proposed ELC Delivery Model

An ELC Delivery Plan has been developed to plan the implementation of 1140 hours of ELC in Argyll and Bute. As part of this plan, a survey was carried out to find out what parents wanted to help shape future provision in Argyll and Bute. A total of 577 parents responded, with 58% of parents showing a preference for ELC provision which follows the school year –

eg. a pattern of provision which follows the school day during term time. 40% of parents wanted ELC provision across the year – both within the school term and during the holidays. This data was able to inform the development of the proposed Argyll and Bute ELC delivery model:

When developing a service model for ELC for local authority provision, the following elements were taken into consideration:

- The needs of parents and families within ELC clusters across Argyll and Bute
- The sustainability of partner providers which provide much valued wraparound childcare within the towns and surrounding areas of Argyll and Bute
- The sociodemographic profile of each of the ELC clusters
- Projected economic development within ELC clusters

This information was gathered through a robust mapping exercise within each of the localities of Argyll and Bute. It was then used as a basis for proposing two service models for local authority ELC expansion:

***Model One - ELC provision which matches the school day, offering term time provision and totalling 30 hours per week*** – this model will be used in smaller settings where it would not be financially viable to open for extended hours. This model will also be used if there are partner providers within the local area which already offer wraparound ELC provision and there is sufficient capacity to meet local need

***Model Two - ELC provision which runs from 8.30 – 5.30 every day, throughout the year, offering flexibility of uptake***– this model will be used in larger local authority settings where there are no partner providers offering wraparound ELC within the local area and there is a demand for such provision.

## **Phasing Delivery of ELC in Oban, Lorn and the Isles.**

It is important to ‘test’ plans for delivery of ELC in 2020. As stated above, the Scottish Government is funding two 1140 hours trials in Argyll and Bute – one in Tobermory and one in Tiree. Additional capital and revenue funding from the Scottish Government will be utilised to phase increased ELC hours to a range of settings across Argyll and Bute over the next three years.

Again we looked at the following elements in planning to phase our expansion of ELC within Argyll and Bute:

- The needs of parents and families within ELC clusters across Argyll and Bute
- The sustainability of partner providers which provide much valued wraparound childcare within the towns and surrounding areas of Argyll and Bute
- The sociodemographic profile of each of the ELC clusters – using the SIMD profile of each nursery



- Projected economic development within ELC clusters
- Availability of workforce

Phasing plans include the use of partner providers, local authority providers and childminders when increasing provision to 1140 hours. In some areas, clusters of ELC settings were used which provided a broad mix of local authority, partner provider and childminder provision. The clusters also met the criteria listed above and were ready to begin implementation with minimum changes to provision. The following setting within Oban, Lorn and the Isles has been included within the initial phasing plan for delivery of 1140 hours as of January 2018:

Lismore Primary Pre5 - Term time, 9.00am – 3.00pm, Monday to Friday.

Within the Oban area there is a higher number of partner providers, including childminders, which have the potential to offer parents a wider range of ELC options than in other areas of Argyll and Bute. There is also further work to be done to ensure the expansion of ELC within local authority providers does not have a negative impact on the sustainability of partner providers and childminders, which offers valuable wraparound and 0-3 provision to families in those areas. Increased numbers of ELC providers within Oban Lorn and the Isles will be included in future ELC phasing plans.

## **Learning from ELC Phased Expansion Across Argyll and Bute**

- At least one parent from a Partner Provider is saving around £180 per month by accessing the 1140 hours.
- Four childminders are delivering ELC in a 'blended' model.
- We know of one parent who has accessed a short course and has now started up her own small business.
- Cluster transition meetings have been held with childminders and nursery.
- As parent confidence grows with the capability and adaptability of the settings providing 1140 hours the uptake continues to grow - for example, one child initially accessing two full days is now using four full days.
- Services provided feedback that children and staff have really enjoyed the first term and children are thriving.
- We have worked closely with our catering colleagues who are providing a popular hot food service, accommodating paid and free school meals.

## Next Steps

Plans are in place to phase in the expansion of ELC to more settings across Argyll and Bute in preparation for full implementation in August 2020. However, this will be dependent on receiving the appropriate funding from the Scottish Government.

For more information on expansion of ELC within Oban, Lorn and the Isles, contact Lorna Cameron– [lorna.cameron@argyll-bute.gov.uk](mailto:lorna.cameron@argyll-bute.gov.uk)

For more information on the expansion of ELC across Argyll and Bute, contact Alison MacKenzie- [alison.mackenzie@argyll-bute.gov.uk](mailto:alison.mackenzie@argyll-bute.gov.uk)

## Workforce Development

The Early Years Service offers all practitioners free access to a wide range of professional development training – ranging from centrally based training days in Inveraray to support sessions within and across ELC settings. More information on the Early Years CPD calendar can be found here: [HERE](#)

We also held a number of CPD courses locally across Oban, Lorn and the Isles:

- Paediatric First Aid
- Bringing Picture Books to Life
- Literacy and Numeracy Twilights
- Childminder Network Meetings

In addition to the above CPD opportunities, the Early Years Service offered local training around Bookbug and held 'Bookbug Explorer Effective Gifting' sessions in Oban. 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.

## Building our ELC Workforce

The Service is currently working in partnership with Argyll and Bute's Learning and Development Team, Skills Development Scotland (SDS) and secondary schools across the local authority to deliver a Foundation Apprenticeship in Social Services Children and Young People (SSCYP). There will be 10 places available initially, starting in August 2018. Timetabled into students' choices for S5 and S6, year 1 will comprise 5 units towards the national progression award and year 2 will include nursery placements for 1 day each week.

A bid has also been submitted to SDS to deliver 6 Modern Apprenticeships in SVQ3 (SSCYP). Commencing in August 2018, this will be offered as a two year apprenticeship where students are supernumerary and paid a salary as they work towards their Practitioner qualification within Local Authority nurseries. In future years, if a student successfully completes the Foundation Apprenticeship in S5 and S6, he or she could subsequently complete the Modern Apprenticeship in one year. The Early Years Service will also be working with Argyll College and the Council's Lead Officer 16+ to raise the profile and attractiveness of the sector and actively increase diversity.

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

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 by the local authority 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
- Psychology of Parenting (PoPP)

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

## ELC -Learning and Development

As part of the Education Strategy 'Our Children, Their Future', the Argyll and Bute 'ELC 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 has been 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 Oban, Lorn and the Isles, the data shows us that 32% of our four year olds had already met all of their developmental milestones by the end of December 2017.

There are currently 23 settings which provide ELC throughout Oban, Lorn and the Isles. At the end of March 2018, 96% had 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)

## **LANGUAGES 1 +2**

### **Oban, Lorn and Isles (OLI) including Tiree and Mull.**

The Language learning: 1+2 approach is now well underway in the Oban, Lorn & Isles area. 15 primary schools are delivering French as L2 from P1 onwards. Rockfield PS, Bunessan PS, Iona PS, Luing PS and Easdale PS are delivering Gaelic as L2. Bunessan PS, Luing PS and Easdale PS are delivering French as L3. Achaleven PS, Dunbeg PS, Lochnell PS, St. Columba's PS, Park PS, Taynuilt PS and Strath of Appin PS are delivering Gaelic as L3. The other schools in the area are in the planning stages of implementing L3 from P5 onwards. Oban High School provides French or Gaelic as L2 and French or Gaelic as L3.

The cluster is now working towards ensuring effective progression in language learning from P1 through to the end of the BGE. OLI is the only cluster, within the authority, not to have one language as L2. Therefore, there will be need to be ongoing collaboration to ensure smooth transition from P7/S1.

The cluster has a Language Leader, who provides support to local schools and holds termly Languages cluster meetings. The cluster is using the online platform - [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French as L2. This resource can also be used for teaching Spanish and German. This is supplemented by the online resource [GrowStoryGrow](#). The schools teaching Gaelic as L2 or L3 use the online resource

- [Go!Gaelic](#). All schools have a resource pack with resources for teaching, either French or Gaelic. Some of the resources can also be used for teaching additional languages. Each pack contains a talking pen (sound enables resources in any language and can be used as a recording tool), books and language learning games. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi blog.

During 2017/18 this cluster has been offered various training options:

Twilight training sessions:

Teachers participated in French Year 2 (Key Language of PLS) twilight sessions during Nov 2017. This block of 4 sessions was delivered via VC.

A block of 4 twilight sessions for Gaelic beginners was delivered in Oban in November 2017. A series of twilight sessions were delivered in Oban on Structurally Accelerated Language Acquisition (SALA). These sessions were led by Mike Skelton as this is a methodology he has used in class and found to be successful with P5-7 pupils to help develop their language skills.

SCILT (the Scottish centre for languages) delivered a twilight session for practitioners in Oban (Jan 2018) - 'Assessing progress in primary languages'.

Teachers participated in twilight sessions focusing on French grammar and pronunciation via VC in Feb 2018.

Oban, Lorn and the Isles has also been committed to cluster inset training for languages: In Feb 2017, the cluster hosted a whole day, two-stream model of French training. Teachers completed a self-assessment to determine which group they should join. This was either the beginners' group which focused on the key language of Year 1 of the online resource PLS or embedding French across the curriculum with a focus on literacy and numeracy, delivered by LFEE (Languages For Education, Europe) and then followed by a session on SALA (Structural Accelerated Language Acquisition).

In Feb 2018, the cluster continued this commitment to ensure progression in the training of teachers. Again, a whole day, two-stream model of French/Gaelic training was delivered. Teachers completed a self-assessment to ensure that everyone's needs were met. There was a choice between the group which focused on the key language of Year 2 of the online resource PLS or embedding French across the curriculum with a focus on STEM and Health & Well-being, delivered by LFEE. There was also beginners' Gaelic training for Rockfield PS with a focus on using the resource Go! Gaelic.

One teacher from Oban is also enrolled on the French Open University pilot course for primary practitioners. This course is designed for beginners and is offered for French, Spanish and German. Based on feedback, this training opportunity will continue to be offered in 2018/19.

The Oban, Lorn & Isles area took part in the P7/S1 French Comic Book Transition Project in 2017 and will continue to build on this in 2018. Rockfield PS participated in the Project with Gaelic comic strips as they are teaching Gaelic as L2. There is a positive relationship between the primary and secondary sectors within the area which has helped to build effective transition links in languages. The secondary Modern Languages department fully engaged with the comic book project and continued this project during S1.

Head Teachers in OLI have shown commitment to languages by including a session from SCILT as part of their local meeting in Jan 2018. This session focused on whole school strategy for 1+2 Languages.

The Language learning: 1+2 approach is now well underway on Tiree. The cluster is now working towards ensuring effective progression in language learning from P1 through to the end of the BGE. Gaelic is being delivered as L2 and French as L3, in the primary sector. In the secondary sector, Gaelic is being provided as L2. The cluster is using the online resource - [Go!Gaelic](#) to teach Gaelic to learners. Tiree High School received a training session which introduced staff to this resource. Tiree does not have a language leader on the island but there is good communication between the school and the authority co-ordinator for languages. Tiree has been offered languages training this session but have declined as they feel very well supported, within their own school setting with Gaelic teaching, as GM staff are able to support the whole school.

Tiree uses the online platform - [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French as L3. This is supplemented by the online resource [GrowStoryGrow](#). Staff on Tiree received a training session which introduced staff to these resources. French training is available to Tiree for this session and into 2018/19. The school has resource packs for teaching both Gaelic and French. Each pack contains a talking pen (sound enables resources in any language and can be used as a recording tool), books and language learning games. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi blog.

One teacher from Tiree is enrolled on the French Open University pilot course for primary practitioners. This course is designed for beginners and is offered for French, Spanish and German. Based on feedback, this training opportunity will continue to be offered in 2018/19. Tiree is taking part in an exciting new Gaelic transition project, this session. Magic Torch Comics will be delivering a whole day workshop with P7/S1 pupils in March 2018. The outcome of this day will be a published Gaelic graphic novel which will be a collection of stories from Tiree, Mull, Islay and Jura. These stories will be created by Gaelic learners and GM pupils from the islands.

The Language learning: 1+2 approach is now well underway on Mull. The cluster has a Language Leader who attends team meetings and shares information with local schools. The cluster is now working towards ensuring effective progression in language learning from P1 through to the end of the BGE.

All 5 primary schools are delivering Gaelic as L2 and French as L3. Tobermory High School provides Gaelic or French as L2 and Gaelic or French as L3. The cluster is using the online resource - [Go!Gaelic](#) to teach Gaelic to learners. Mull received a training session which introduced staff to this resource.

Mull uses the online platform - [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French as L3. This is supplemented by the online resource [GrowStoryGrow](#). Staff on Mull received a training session which introduced staff to these resources. The schools have resource packs for teaching, primarily, Gaelic and additional languages. Each pack contains a talking pen (sound enables resources in any language and can be used as a recording tool), books and language learning games. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi blog.

Mull took part in Inset training in Feb 2018 provided by SCILT (Scottish Centre for Languages). This session focused on assessing progress in primary languages. Head teachers also attended a session provided by SCILT with a focus on whole school strategy for 1+2 Languages.

Schools on Mull were supported up until June 2017 by a GM practitioner who visited schools regularly to help establish the teaching of Gaelic as L2. Going forward, the cluster may access the available inset training for upskilling in Gaelic or French.

Mull is taking part in an exciting new Gaelic comic book transition project, this session. Magic Torch Comics will be delivering a whole day workshop with P7 pupils, at Tobermory High School, in March 2018. The outcome of this day will be a published Gaelic graphic novel which will be a collection of stories from Mull, Tiree, Islay and Jura. These stories will be created by Gaelic learners and GM pupils from the islands.

# 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. Luing 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 Luing 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.

## **Tobermory Primary – Health and Wellbeing Club**

Our Local Youth worker and NHS Nurse continued a very successful Health and Wellbeing club for a second year for pupils in upper Primary. Games are played and a range of subjects discussed. This has also led to a Kindness Tree being created. Staff and pupils recognise acts of kindness and write these onto leaves that then go onto the tree. Every other week certificates are presented in assembly for pupils whose acts of kindness have been recognised by others.

## **Kilchrenan Primary School**

Nearly all the pupils from Kilchrenan Primary took part, for the first time, in the Oban and Lorn Primary Gymnastics Festival. This took place on Tuesday 20<sup>th</sup> March at Oban High School.

The children worked hard at developing their gymnastics routines and made good progress between January and March. Most of the children were quite anxious beforehand, but they all thoroughly enjoyed the experience, and can’t wait till next year.

I think it’s particularly important for children from small schools, and rural communities, to take part in events like this, which challenge them in different ways and bring them into contact with other children. It hopefully shows them that they can enjoy new experiences and don’t need to let their anxieties stop them from doing things.



# **Arinagour Primary School**

## **Glasgow Trip**

Tuesday 30<sup>th</sup> January – Saturday 3<sup>rd</sup> February 2018

The pupils were involved in planning and organising this trip to Glasgow where they had opportunities to experience an environment very different to their own.

The school's context is unique. The children will either transition to Oban High School and live in Glencruitten Hostel in Oban or enrol in boarding school. The pupils need to have adequate life-skills to cope with living away from home at an early age. The school's curriculum aims to address this by affording as many residential trips away from the island as possible and to organise opportunities for the pupils to work together with other rural schools.

The children had contextualised opportunities to develop skills for learning, life and work which were tailored to their particular needs. There were also opportunities to develop literacy, numeracy and health and well-being, in particular the use of money and telling the time.

Views were gathered from children, parents, parent council, wider community members, teaching staff and staff from other rural schools. There was very strong feedback in support of this project.

Activities included visits to Loch Lomond Sealife Centre, Celtic Connections Concert to hear Blazin Fiddles, Kelvingrove Art Gallery and Museum, Kelvingrove Park, Riverside Transport Museum and a journey on the Underground.

## Lismore Primary School



Towards the end of January, Lismore Primary School held a Healthy Living Week. The children suggested the idea in a planning session during the Autumn Term and a week focussed on healthy eating was also included in this year's improvement plan. The children agreed that whilst they are very good at the physical activity and outdoor aspects of healthy living, they did need to improve their eating habits.

The class were keen to try some new foods, to have a tasting session of unusual foods and to have a salad bar to choose from at lunchtime. Hazel, our catering manager, began the week by reminding everyone about the seven steps of hygienic handwashing. The school was soon ringing with the sound of "Happy Birthday to you" – you need to sing it twice to indicate how long to wash for!

With handwashing completed it was time for some baking! Hazel helped the children to bake healthy blueberry and apple muffins which they ate for lunch. There was plenty of weighing and measuring as well as reading and following instructions.

It was then time for a quick lesson on how to use a knife and fork correctly. The children practised the various chopping skills using playdough food of different shapes and sizes including tiny peas! They went on to learn how to lay a table. The school has now introduced a monitor to lay the table each day.

Each day, Hazel introduced the children to various exotic fruits such as mangoes, papaya, and pepino melon, which were handed round, smelt and tasted. The children learned where each fruit had been grown and then commented on the texture, smell and taste. Everyone joined in enthusiastically, happy to try some weird and wonderful looking fruits. Pomegranates and dates were particular favourites whilst lychees and figs were less popular. The most

unusual fruit was the pomelo which looked like an enormous grapefruit but tasted a bit sweeter.

Lunch was healthy chicken with an interesting vegetable dish made of cauliflower, beetroot and broccoli. The children were also excited to see a salad bar where they could help themselves to tomatoes, cucumber, lettuce etc. This was followed by the children's own muffins and some fresh fruit.

During the afternoon the pupils began work on a table mat which would summarise everything they had learned during the week and could be used at lunchtime. They also completed a daily food and exercise diary and wrote a few sentences about the day's learning.

Tuesday was 'Make your own healthy lunch day'. Having learned about what constitutes a balanced plate of food, each child was able to select their own carbohydrate, protein and vegetables. The children all chose sensibly and made delicious wraps. Every plate was clean, showing how much they had enjoyed the meal. For dessert, it was "make your own fruit kebab" served with Greek yoghurt. There was a wide choice of different fruits such as strawberries, blueberries, clementines and grapes and everyone enjoyed designing attractive and tasty kebabs.

During the afternoon each child designed a healthy plate to show what they had learnt about the various food groups.

On Wednesday, the class had a look at the fruit and vegetable order which had arrived the previous day and discussed what the various foods were and where and how they were grown. P3-P6 went on to estimate the weight of the fruits and vegetables before weighing them and then suggesting the cost for each of them.

There was then a blindfolded food tasting activity. This was something the class had suggested whilst planning the week. They had to feel, smell and then taste (or lick) each food and then guess what it was. All the samples were healthy foods and there were some definite likes and dislikes. Dried mango was an instant hit along with hummus and rainbow carrots. Nobody recognised the celery and they didn't like it either!

Lunch was a mild chicken curry with brown rice followed by a fruit sorbet and fresh fruit. Most of the children preferred the brown rice to normal white rice and were pleased to find out that curries were not always hot and spicy, but could be fragrant with flavours such as coconut. The busy week full of healthy lifestyle learning, including teeth, make your own courgette, menu building and lots more.

Each child completed the week's diary by setting themselves three healthy challenges for the year ahead – a healthy eating challenge, an exercise challenge and a germ free me challenge. It was interesting to hear the various suggestions from the children, which showed how much they learned during the week. The challenges are now in their Learning Logs as a reminder of what they have agreed they will try to do. The children really enjoyed having a wider variety of fruit and vegetables as well as a salad bar at lunchtime and as a result they have been more willing to make healthy choices.

## Salen Primary School-- Gymnastics Display

On Wednesday 28<sup>th</sup> March pupils from Salen Primary School performed their gymnastics displays for friends and family. During PE lessons all term pupils have been putting together their moves into a routine to perform for their parents.

Pupils were put into teams and had to create a team name and identity which were displayed around the hall. Each team had to put together a sequence of moves at each piece of apparatus. At each piece of apparatus the sequence created could not be longer than two minutes and had to involve each member of the team. Each team also had to work out how to move between the apparatus so the performance flowed. All the teams worked really hard on their routines and worked very well as a team ensuring everyone was involved.

Parents and family members were invited in to watch the displays and were very impressed by the end result.



# 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.

## Literacy across the area.

### P1 literacy

In June 2017, we launched a Literacy pilot, focusing on the Early Acquisition of Literacy (for further information refer to ABLE2 website, <https://blogs.glowscotland.org.uk/glowblogs/able/>). This project focuses on the importance of providing opportunities to develop the early skills for reading and writing, including listening, talking, engaging with music, movement and memory and engaging with stories.

Three schools in Oban, Lorn and the Isles are taking part in this pilot and they are, St. Columba's, Tobermory and Tiree. The feedback gathered so far from staff, parents and pupils has been very positive. This pilot has successfully built on the early year's tracker documents with a focus on the development of the early level skills in listening, talking and reading and we have been working closely with literacy advisor, Sue Palmer.

In January 2018, we launched a Northern Alliance Literacy Pilot which involves 13 schools across the Authority. This project involves P1 classes and the approaches used share many similarities with Authority guidance. Rockfield Primary in Oban, Lorn and the Isles, is currently taking part in this pilot.

## Literacy across Learning

The importance of literacy across learning in our secondary schools continues to remain a focus and our PT Literacy has engaged directly with 9 of our 10 secondaries to agree on how this will be taken forward and to offer training to staff. The support document, Literacy across Learning is available to all schools and offers useful ideas on developing challenge within all curricular areas, particularly in the design of holistic assessments. Training has been delivered at Oban, Tobermory and Tiree high schools.

### Fresh Start

Oban High School has introduced the literacy intervention, Fresh Start, with a group of S1 pupils over this session. This has had a positive impact on reading ages and they are now working to develop resources to further support vocabulary development.

## Local Literacy Groups

Mull have created a Mull literacy group which meets regularly to move forward on literacy related matters. Their focus so far has been on training in reciprocal reading techniques and on the moderation of writing.

## Gaelic Medium Primary Education in Tiree High School

Following a development during the summer of 2017, the primary department of Tiree High School was re-configured to place the two Gaelic classes (p1-3 & P4-7) side by side to offer more opportunities to come together. The re-configuration was mainly to allow the ELCC to be housed within the primary area rather than in separate accommodation out with the main school building.

In addition, changes were made to the timetabling of the GME primary classes to enable the class teachers' to be able to deliver a greater proportion of lessons in the medium of Gaelic. Hitherto, the class teachers would have their non-contact time facilitated by their classes going to Art, Music, PE, Computing and Science. These lessons were delivered by non-Gaelic speaking teachers. The concern clearly was the reduction in lesson time delivered in Gaelic and resultant degradation of language skills across their primary experience. By re-arranging the timetable after consultation with parents/carers and the Gaelic Education Support Officer, pupils are now receiving virtually their entire curriculum in the medium of Gaelic. This has had a definite impact on their language acquisition and fluency. An extra positive outcome to this has been the primary class teachers' opportunities to deliver learning in areas of the Curriculum For Excellence that had not been open to them despite their ability to teach the whole curriculum.

We have seen an improvement in the use of Gaelic since we have started teaching art, music, science and computing through the medium of Gaelic. The level of fluency in some pupils has really come on. They have learnt new vocabulary specific to these subjects (e.g. internet, keyboard) which they may not otherwise have come across (Primary GME class teachers).

## 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.

## **Salen Primary Gaelic Medium Primary Education**

Air an 15mh den Mhàrt chruinnich sgoilearan bho clas 7 aig Bun-sgoil an t-Sàilien aig an àrd-sgoil ann an Tobar Mhoire airson bùth-obrach eadar-ghluasad a dhèanamh. Bha sinn gu math fortanach gun d' fhuair sinn cothrom a bhith ag obair le 2 luchd-ealain bho Magic Torch Comics.

Lorg sinn faoin-sgeul ionadail 's dh'innse sinn an sgeulachd againn do Paul bho Magic Torch Comics. Dh'obraich sinn le chèile air an sgeulachd gus comaig a phlannadh. Bhruidhinn sinn mun characteran, suidheachaidhean eadar-dhealaichte agus faireachdainn nan character.

As dèidh sin, bhruidhinn sinn mun fhuaimnean a bhios a nochdadh san comaig againn. Bha e gu math spòrsail a bhith smaoinneachadh mun fhuaimnean Ghàidhlig dh'fhaodadh a bhith san comaig.

Nuair a chuir sinn an comaig againn air dòigh bha cothrom againn character againn fhèin a dhealbhadh. Bha againn ri 3 buadhairean a thagh a bhios ag innse don luchd-leughaidh cò ris bhios an character againn coltach.

Nuair a bha character againn deilseil, rinn sinn comaig bheag leinn fhèin leis a' character. B' e deagh chothrom a bh' ann. Bha sinn uile a' fàs nas cleachdte ri bhith san àrd-sgoil 's tha sinn a' coimhead air adhart ris an comaig fhaicinn!

On the 15<sup>th</sup> of March the P7s from Salen Primary met with other P7s from the North of Mull at Tobermory High School to take part in a transition workshop. We were very fortunate to have the opportunity to work with 2 artists and designers from Magic Torch Comics. We found a local legend and shared it with Paul from Magic Torch Comics. We worked together to plan out a comic based on the story. We spoke about characters, locations and feelings the characters may have experienced.

After that, we spoke about sounds that might appear in our comic. It was really fun to come up with some Gaelic onomatopoeias we could use in our comic. Once we had planned out our comic we had a chance to design our own character. We had to choose 3 adjectives to describe our character. When our character was finished, we made a comic strip with our character.

It was a great opportunity. We all became more comfortable moving around the high school and we are all looking forward to seeing our completed comic.

## **Bun-sgoil Achadh na Creige --- Fostering a love for Reading**



Rockfield Primary believes that reading has the power to change lives and that developing a love of reading in childhood can have a huge impact on educational attainment and future wellbeing. The First Minister wants to make sure every child in Scotland has an equal opportunity to experience the huge benefits that reading for pleasure brings.



Rockfield Gaelic classes are participating in The First Minister’s Reading Challenge which aims to encourage children to read widely, explore a range of books and develop a love of reading. The main focus of the Challenge is to encourage reading for pleasure and to build a strong culture of reading, particularly Gaelic texts, within Rockfield Gaelic Classes.

The pupils, staff and families have embraced this in the following ways:

- **Gaelic Reading Council**



In order to promote ‘The Prime Minister’s Reading Challenge’ throughout the Gaelic classes, a newly formed Reading Council was created. Their role is to think of ways that reading can be encouraged and made fun both at home and in school, as well as tracking the number of books that each class is reading during our participation of The First Minister’s Reading Challenge.

- **Book Fayre**

During our parent and pupil ‘Pupil Equity Consultation’, it was clear that there was a want for a greater variety of reading material in our school and class libraries. GM pupils were involved in the selection of new Gaelic reading materials to allow for personalisation and choice. Each Gaelic class as well as the sgoil-àraich was invited to choose 5 books which they would like purchased to add to our growing Gaelic library section. £2,000 was then spent on purchasing books for our sgoil-àraich and Gaelic library section. Pupils are able to read these in school time as well as borrowing to take home. Primary 3 pupil Aimee said, ***“It’s nice to have lots of new books to read. I’m happy we bought the book I wanted for school.”***

The purchase of new and engaging texts, also allowed each class to engage in a whole class book study. P4-7 pupils were absorbed with a Gaelic graphic novel which most of the children had never seen before. All children, no matter reading ability, were able to engage with this and thoroughly enjoyed it.

Many parents also took the opportunity to peruse and buy Gaelic books at Parent Evenings which has resulted in children reading a more varied range of Gaelic texts at home.



**A sample of the books for sale.**



**P3G with their book selection.**

# 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.

## Numeracy across the Area

In September we commenced our Numeracy pilot, working with West Dumbarton, focusing on the Stages of Early Arithmetical Learning (SEAL) with 10 schools across the Authority. Within Oban Lorn and the Isles, Rockfield, Park, Salen and Tobermory are involved in this pilot. The training focuses on the pedagogy supporting the early acquisition of numeracy skills. The feedback received so far has been positive. The feedback received so far has been positive with teachers from the pilot stating, "I think the SEAL strategies provide pupils with a stronger understanding ... we are taking more time to ensure a greater depth of understanding."

Please see link on SALi for more information,

<https://blogs.glowscotland.org.uk/ab/sali/2017/12/14/stages-of-early-arithmetical-learning/>.

The Authority have purchased resources to support all schools with effective numeracy strategies including Number Talks and Numicon. Training for these resources has been offered to all schools through school visits and our twilight programme, tailored for each Cluster. We have a number of Numicon sets which we lend out to schools which is proving very popular, 20% of the schools who have borrowed this resource have then purchased sets for the school. In the OLI area, 7 primary schools are currently using Numicon resources provided by the authority to support their pupils.

Many of our schools took part in Maths Week in September, making maths engaging and fun. We had 40 school entries for our 'How Many? Selfie' Maths Week Challenge.

Resources were provided by the authority for all schools and were shared on SALi -

<https://blogs.glowscotland.org.uk/ab/sali/2017/08/15/maths-week-2017/>

## Literacy and Numeracy twilight

On Thursday 1<sup>st</sup> February a training session was held for staff within the Oban area. In total, 11 workshops were offered on a variety of literacy and numeracy related topics, including visiting providers from the Royal Society of Chemistry, Read Write Count and the First Minister's Reading Challenge. This was supported by community learning, early years and educational psychology and over 40 staff attended. A similar training session was delivered on Mull on Thursday 17<sup>th</sup> May.

# Teaching and Learning: Technology

## Park Primary – Design and Create Outdoor Play

Park Primary 1 pupils designed and created an outdoor Play and Learn area in the school grounds. The children made drawings of their ideas of what they wanted the area to have. Local businesses and families contributed most of the resources. The pupils and their families got stuck in and muddy planting, digging, weaving and creating. The new Play and Learn area now has everything (or nearly everything) the children wished for: an exercise area, a mud kitchen, a den, raised beds, water and sand play, a willow tunnel, a seating area, shrubs and flowers and even its own scarecrow. The Play and Learn area has been a great success and Primary 1 have been enjoying the benefits of playing and learning outdoors. The pupils will now undertake an enterprise IDL to further enhance the Play and Learn area.



# Teaching and Learning: Social Subjects

## Lochnell Primary School

On Monday 26 March P5, 6 and 7 children met with some knowledgeable and skilled members of their local community in the Victory Hall to learn more about the impact of WW2 on the people and environment of Benderloch, North Connel and Ardchattan.

This event had been organised by the teaching staff and Mrs Joy Cameron who used to teach at Lochnell. Joy used her local knowledge to ‘pull in’ the members of the community who shared their knowledge and time with the children in this very worthwhile way.

The children took time to reflect on their new learning and the opportunity to meet with people who had first-hand experience of this time in world history.

The adults involved were all impressed by the respect, responsiveness and attention that was demonstrated by each and every child in this learning context.

It was a fantastic opportunity for the boys and girls to listen to first hand experiences and then

link that to their learning. The questions they asked were also a way for them to learn more about and consider and compare living then and now.

The stories and information were all relevant to the children as they were about their home area – eg. Connel Bridge and the railway. The learning was deep, relevant and coherent.

The atmosphere was warm and welcoming which made the learning experience a relaxed one but one in which they were all keen to listen and find out more.



## **Dalmally Primary School**

Dalmally and Inveraray Primary Schools have been sharing opportunities for learning together this session. Both P5-7 classes came together along with the Dalmally Historical Society, Inveraray History Society and friends and families from both schools at Inveraray on 27th September 2017 to hear a talk from Margaret Bennett about Eric Cregeen and his writings about droving and highland life. Margaret gave a very interesting presentation Eric Cregeen and how he documented crofting and droving by interviewing people as he travelled round the country. She noted that the Manx language has similar pronunciation to Scottish Gaelic and therefore the interviewees could talk in their mother tongue and be understood by Eric. She also led a short workshop on gathering oral histories which the children will put into practice later in this session and next session. The visit was organised through Crofting Connections and funded by the heritage lottery fund.

## Rockfield Primary School



Pupils in Primary 6 and Primary 7 in Rockfield Primary have recently been involved in a very exciting project which sees them work in partnership with Scotland's Urban Past, a flagship Historic Environment Scotland community engagement project, supported by the Heritage Lottery Fund (HLF). This project will see Scotland's Urban Past work in partnership with Oban TSI (Third Sector Interface) and Rockfield Primary to provide oral history training, filming and story boarding training which will enable the pupils to interview older members of the community about growing up in Oban. These interviews and story boarding ideas will be collected and used to create a film. Watch out for the premiere at a cinema near you!

Project outcomes:

- Pupils will have engaged with their local urban heritage
- Pupils will have received training in:
  - Oral History
  - Filming
  - Story Boarding



- Older members of the community will have been interviewed preserving of old Oban and helping to combat social exclusion

A film will be produced using the interviews and ideas.



## Teaching and Learning: Community Partnerships

### Achaleven's fairtrade bake-off –it's all or muffin!



We may not have had a fancy tent and there was fierce competition last Thursday when our Fairtrade Bake-off took place at Achaleven Primary.

Thank you to Mrs Dundas, Mrs Ferguson, Ms Buchanan and Charlie-anne for their assistance with the all-important first stage of the signature bakes. The pupils put their maths skills to good use weighing out all the ingredients.

There were three teams offering the delectable choices of iced banana bread, chocolate-orange cupcakes and chocolate chip & banana muffins

While everything baked (the aroma in the school was fantastic) the pupils learned about what fairtrade products are available and why it's important to buy these products to help the farmers.



Towards the end of the day parents were invited into school to judge on both taste and appearance. It was a very close contest but in the end the chocolate-orange cupcakes were victorious.



## Dervaig Primary School

Over the past couple of years Dervaig Primary has introduced Community Lunches. A Harvest Lunch was a time for all generations to come together and celebrate. All the children are involved in growing the vegetables and flowers in the small school garden. Most of the children also spend time after school at the Gardening Club, which is supported by members of the local Dervaig Gardening Club.

The older children made a delicious soup using the produce from the garden. Any left over vegetables became the Harvest display, which was then sold to raise money for the new gardening season and a charity. The younger children worked with local cooks to make apple cakes for desert. The school also works closely with the new Dervaig Community Orchard and they have planted apple and pear trees along with fruit bushes. As the school doesn't have any green space of its own these partnerships with the Village Gardening Club and Orchard make a real difference. They work in partnership as well as learning from these 'local experts' who are passing on knowledge from generation to generation.

The children helped to organise the lunch. They decorated invitations, which were sent to the families, extended families, the church congregation and the lunch club goers. The children wrote poems, shared their artwork and created activities to share at the lunch table. The oldest pupils decorated the hall and laid the tables. They met the guests and showed them to their table and they helped to serve the meal.

At least eighty-five guests, ranging from four years to ninety-four years old, enjoyed our Community Lunch. They talked, shared activities, wrote poems together and enjoyed their local lunch. The quality of the literacy and language is remarkable. The children chose their charity and raised money towards it at the lunch. The positive feedback from the children and adult guests tells us all that it's well worth all the hard work.

After the last Harvest Lunch, the suggestion was made about having a Christmas one. Christmas time is busy for us all in school and families, but there are some people in the community who don't have so many opportunities to attend events. Our first Dervaig Christmas Community Lunch was held just before the Christmas holidays and I'm sure it will become an annual date in the village calendar.

**The Good Gifts bought from the money raised at the Harvest Lunch.**



**Our first Christmas Community Lunch**





# Teaching and Learning: Science

## Taynuilt Primary School

Taynuilt primary is developing links with the local community in regards to science. Mrs Love acts as an ambassador for Taynuilt primary, running science events for the local brownies for example. The science fair will also be an opportunity to link with the local community. The local community being involved is important as the public often lack awareness of the importance and relevance of chemistry in their everyday lives. The school has also secured a grant for £2000 to help promote science.

An 'eco group' has been set up with the aim of gaining the green flag for Taynuilt. In our short time since it was set up there has been good success – using some science grant money, the group went to SAMS to look at marine plastics. The group then returned to school with some excellent ideas, which are currently in the pipeline. Our initiative has made the European Science News, which is a huge success. Ultimately the success of the group so far has been in getting the topical message out to pupils, their families, and the wider community, to help protect our environment and how they can help (by investigating micro plastics in facial scrubs etc.), as we live on an island and so it is critical we invest time in teaching the next generation how to protect our oceans. By building links between school, the community and SAMS, this will allow continued relationships - developing the role of pupils truly as actual researchers and educators to their peers and the community. This is already begun, with Mrs Love co-writing a grant proposal with a SAMS scientist, looking at having school pupils from Taynuilt be involved as researchers on topical marine science papers.

# Teaching and Learning: Learning Outdoors

## Fifth Green Flag for Luing Primary



The Children of Luing were very pleased to receive their fifth flag, which involved studying Sustainability, Transport and Litter.

All of the children worked very hard in all three areas. They enjoyed an upcycling workshop led by Terry Donovan, which led them to upcycling spice and jam jars to make bud vases, vases and pen pots to sell at their Holly Tea, which was very successful. They went to explore the mighty Cruachan Power Station and were suitably impressed. They investigated food miles and pollution and designed cars of the future.

They helped to organize and run two very successful coffee afternoons, where they shared their knowledge and work with parents and members of the community, also raising for Water Aid and Seed for Life – Feed for Life.

## Barcaldine Primary School

### Sgoil nan Coiltean

#### Technology and Art

Over a period of 6 weeks, the pupils at Barcaldine Primary School, designed, planned and created 'Light Cubbies' at their Sgoil nan Coiltean (School in the woods). The design brief was to create a Cubby (or lantern) to hold a tea light which was; functional, attractive, less than 30cm and made out of natural materials. The children planned their designs, found their materials and set to work. Practical skills such as sawing, drilling, hammering and tying were mastered, however the children's ability to think creatively flourished. Pupils came up against problems with their designs and had to make adaptations and modify their plans. They successful all produced unique Light Cubbies and felt a real sense of achievement and pride in their work.

Maths and literacy across the curriculum were also targeted as measurements were taken of the finished products and instruction written. Plans and modified designs were also drawn.



"This is me cutting a plank out of a log. When I finished I felt royal. I felt like a super hero and I could do everything".

## St Columba's Primary School

St Columba's Primary have been working in very close partnership with Stramash to provide outdoor learning opportunities for a small, targeted group of children within their school. This group spend one day per week working with Stramash to achieve the John Muir Award which is an environmental award scheme that is split into three categories; The Discovery Award, The Explorer Award and The Conservation Award. The children that have been chosen to be part of this are taking part for a variety of reasons, including having a range of social, emotional and mental wellbeing difficulties. We believe that if we address these barriers to their learning then it will improve their attainment in all areas of the curriculum. Giving these pupils the opportunity to develop new skills is leading to increases in self-confidence, self-motivation and self-esteem while also enabling the pupils to experience success.

### Kilniver [Cookbook is released for sale](#)



The children produced a cookbook full of their favourite cakes and biscuits. The parent council helped them to produce it and the funds raised will help to provide instrumental tuition in the school for all pupils.

We launched the book at our pantomime 'Beauty and the Feast' we wrote this ourselves it was a hilarious mix of Cinderella and the Great British Bakeoff.

## Dunbeg Primary School

Whilst Dunbeg Primary School is treasured by its local community; its grounds are a treasure in their own right. Over the past seven months pupils, staff and parents have begun to develop them as an accessible, fun and exciting place to learn.

**August 2017:** The new HT was given a tour of the wetland/woodland area which hinted at past projects but was thoroughly overgrown by rushes and shrubbery, with drainage which required attention. An absolutely inspiring place however with clear educational and well-being potential!

The first small group of pupils set about freeing a former wishing well from the undergrowth over a period of several weeks.

**September 2017:** After the school day, rotting branches and fallen trees were attended to by qualified parents. A weekend morning was spent by children, their parents and staff clearing drains, scrub, weeds and rediscovering the overgrown pond. Parents came regularly to the grounds to continue the work in their own time.

**January 2018:** Enterprising pupils wrote to local company Breedons requesting a donation of gravel for paths. Twelve tonnes was kindly delivered! On a Saturday morning and subsequently during their own time, staff, pupils and parents barrowed the gravel to upgrade the path through the woodland.

**January to March 2018:** Nursery to P7 pupils began working on projects which would meet outdoor award criteria e.g. John Muir Award. P1s - Welly Wednesdays: learning literacy and numeracy outdoors and about the environment itself whilst developing a woodland garden, P2/3- woodland inspired literacy, P4- composting, P5 - a butterfly garden and P6/7 - developing wildlife habitats. Four clans were formed (from P1-P7) to take forward local and global citizenship, Eco and Pupil Council tasks. Linnhe clan (local citizenship) have begun to develop other aspects of the woodland including designing a new wishing well and stools, which were beautifully brought to life by local craftsman Roni MacDonald.

We've lots more to do to develop our beautiful woodland but our project embodies our school values of achievement, community and enterprise whilst encouraging and developing our children's learning, well-being, citizenship and teamwork.



# Global Citizenship

## Lochdonhead and Ulva Schools' 90kg Rice Challenge

To learn more about Social Enterprise, Learning for Sustainability, Fair Trade and Global Citizenship, the pupils in Lochdonhead and Ulva Primary Schools undertook the 90kg Rice Challenge.

In Malawi primary education is free, but secondary school education is not and is often far too expensive for the majority of the population to afford. This means that one in three children is unable to attend secondary school. Selling just 90kg of fairly traded Kilombero Rice at £3.00 a bag is all it takes to enable a farmer to send their child to secondary school for a year. The children worked very hard and sold out within a month! Thank you to everyone who helped us by buying some rice.

We hope to do it again next year so that our help can be sustainable.



## **Bun-sgoil Srath na h-Apainne**

Dh'ionnsaich Marsaili, Cailean, Caddell, Arden agus Holly mu dheidhinn am Pola Tuath agus am Pola Deas. Rinn sinn agallamh agus dh'fhoighneachd P3 ceistean inntinneach gu Marsaili agus Cailean. Chlar sinn am fiosrachadh air i-pad agus chord e ris na sgoilearan ag eisteadh a rithist ris na freagairtean. A'bharrachd air sin bha sinn gle fhortanach gun tainig Falcon Scott, Bob Shepton agus Shane Rodwell dhan sgoil a'bruidhinn mu dheidhinn caite an deach iad agus de fiosrachadh a chruinneach iad nuair a bha iad ann. Shuibhal sinn uile gu SAMS ann Dunbeg far an do fhreagair na luchd-saidheans ar ceistean. Dh'inns iad dhuinn mu dheidhinn na beathaichean a chunnaic iad.

Marsaili, Cailean, Caddell, Arden and Holly have been learning about the North and South Poles. P3 interviewed Marsaili and Cailean our Gaelic speaking Polar Explorers. We recorded the information on an I-pad and we enjoyed listening to the answers again. Furthermore, we were very fortunate that Falcon Scott, Bob Shepton and Shane Rodwell visited our school to tell us about their adventures. We travelled to SAMS in Dunbeg where

the scientists answered our questions and told us about their expeditions and the animals they encountered.



## Strath of Appin Primary School

### 17 GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

Primary 4-7 pupils at Strath of Appin Primary School, have been working on mini projects as part of their Global Goals topic. The children formed small groups and chose one Global Goal to plan/ organise an event or activity to take **positive action** by raising awareness or raising money. The activities and events have been varied and have included the following:

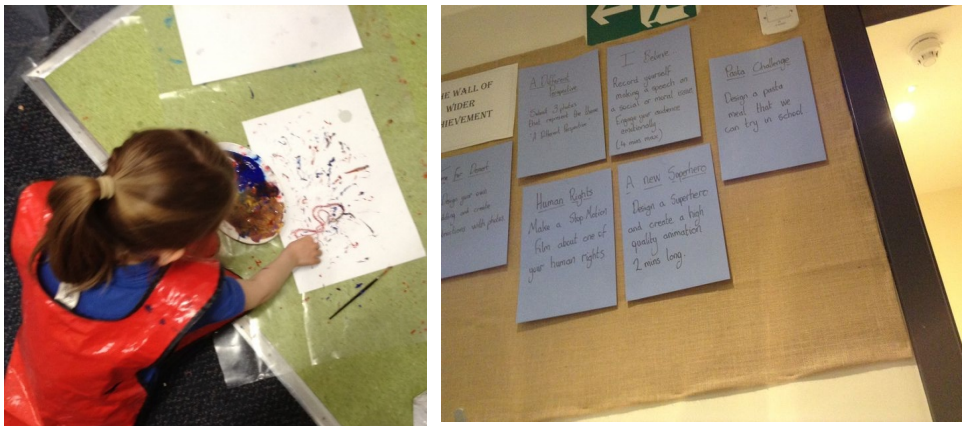
- A cake bake to raise money for Children in Need (Goal 1:No Poverty) - £100 was raised
- A Nature walk along with local cycle path (Goal 15: Life on Land)
- A Beetle Drive (Goal 13:Climate Change) raised money, for British Red Cross Disaster Fund - £116.50 was raised
- Organised Donations for Mary's Meals Backpack Project (Goal 4: Quality Education)
- A Beach Clean and litter pick with the help of GRAB Trust (Goal 14:Life below water)
- A small play and clan challenge (Goal 5: Gender Equality)
- A powerpoint presentation (Goal 16: Peace and Justice)

The children have demonstrated they really do care about the environment and world we all live in. Parents and members of the local community have been very supportive, helping with and attending many of the events organised.

## Teaching and Learning: Expressive Arts

### Iona Primary: 5 Minute think and Stimulus for Creative Arts

We have been experimenting with a five minute think to provoke expressive art. The idea came about after a successful month looking at a different female scientist every day for women's history month. We built on this idea and this month we have been talking and learning about a different artist every day. These sessions have provoked fierce discussion amongst the children leading to profound questions around the nature of art and what it is to be an artist. We have been exploring artists ranging from Da Vinci to Frieda Kahlo. Our particular favourite was Jackson Pollock, led to some wonderful paintings throughout the school.



**Wall of Wider achievement: promoting independence through Creative Arts**  
We have recently added a Wall of Wider achievement to Iona Primary School. It entails a set of challenges to inspire, provoke and induce creativity in our pupils. The challenges have led to lengthy stop motion productions, planet designs and videos. The challenges are non-compulsory ie not homework but a partnership collaborative approach is encouraged between home, school, and community meaning the projects are reaching into the community to create family learning opportunities. As can be seen from the picture the challenges are promoting a project based, interdisciplinary approach to learning within our school community.

## Easdale Primary School

Easdale and Luing schools worked together as the Slate Islands School Studio and have made our film! We met three times; the first time was to learn about the process, the second was spent creating the art used and the final meeting was to actually put it all together and make our film.

Altogether we had 17 children from P3 to P7 who worked in small groups. Each group was responsible to illustrate and explain part of the salmon life cycle at a fish farm for the film.

This has been a good experience in team work and the children are proud of their final product. We did not have a lot of time for this project but it has inspired the children to want to make more films now that they know how simple it can be. We will look forward to taking part in this competition again



## 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	Marny McCulloch	Head Teacher	Dunbeg, Connel, PA37 1QF	01631 564781
Easdale Primary	Sheena Nisbet	Head Teacher (Joint Headship with Luing)	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	Graham Dickie	Head Teacher	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
Luing Primary	Sheena Nisbet	Head Teacher (Joint Headship with Easdale)	Isle of Luing, 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, Soroba 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, Soroba Road, Oban, PA34 4SB	01631 568092/ 568090

Strath of Appin Primary	Marissa Melville Acting HT Maternity Cover Ms Aileen Thomson	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.	Jennifer McGhee	Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062
Ulva Primary	Susie Carmichael	Acting Head Teacher (Joint Headship with Ulva Primary)	Ulva Ferry, Isle of Mull PA75 6LT	01688 500246