

## OUR CHILDREN...



## THEIR FUTURE...

**Customer Services: Education**

**Primary Area Report: Bute and Cowal**

## **Introduction**

Within the Bute and Cowal area there are fourteen primary schools – three on Bute and eleven in Cowal. Nursery provision is provided in seven of these schools. Gaelic Medium education is provided at Sandbank Primary.

This session there have been several staff changes in headship across the area. Mrs Julie Fish was appointed as Acting Head Teacher at Strone PS in January 2019. The permanent position will be interviewed in May 2019. Mrs Karen Wheatley was appointed as Acting Head Teacher Head Teacher at Lochgoilhead Primary School in January 2019. Again, the permanent position will be interviewed in May 2019. Ms Lisa Marle was appointed as Head Teacher at Toward and Innellan Primary Schools in June 2018. Mrs Victoria Greenway was appointed as Head teacher at Kilmodan Primary School in June 2018. Ms Marion Boyd was appointed as Head Teacher at Strachur Primary School in June 2018. Mrs Elizabeth Santos was appointed as Acting Head Teacher at North Bute Primary School in January 2019. Ms Maria Seery was appointed as Acting Head Teacher at St Andrew's Primary school in November 2018

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 2018-19.

The Standards and Quality report to Community Services, 11th December 2018 provided elected members with important information on the progress made in relation to education within all of Argyll and Bute.

Most recently (March 14<sup>th</sup>, 2019) the Community Services Committee paper – The National Improvement Framework for Scottish Education, provided an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12 December 2018 in Achievement of Curriculum for Excellence (CFE) Levels 2017/18 (Appendix A). The report also provided an update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education.

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. Most schools have an active website where these documents can be accessed and further links or information can be obtained from the Head Teacher.

## **Primary School Profiles: Bute and Cowal**

### **SIMD Profile:**

<b>Number of pupils at each SIMD level in each cluster area</b>											
Cluster	1	2	3	4	5	6	7	8	9	10	Total
<b>Bute</b>	<b>14</b>	<b>48</b>	<b>103</b>	<b>127</b>		<b>41</b>		<b>29</b>			<b>362</b>
<b>Cowal</b>	<b>110</b>	<b>67</b>	<b>77</b>	<b>204</b>	<b>314</b>	<b>115</b>	<b>18</b>			<b>1</b>	<b>906</b>
Helensburgh and Lomond	47	105	115	2	356	47	329	297	331	119	1748
Islay and Jura				40		150	19			13	222
Kintyre North				1	2	101					104
Kintyre South		98	87		153	108	93				539
Mid-Argyll				47	52	218	188			5	510

45% of pupils in Bute and 28% of pupils in Cowal live in SIMD 1-3. 7% of pupils in Bute live in SIMD 8, and there are no pupils who live in SIMD 9 or 10 in Bute.

## **Bute Cluster Primary School Profile 2018-2019**

<b>Primary School Roll (as at census) *</b>						
<b>Cluster Primary Schools</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>% change in Roll over 5 years<sup>1</sup></b>
North Bute Primary School	47	41	35	37	33	<b>-29.79%</b>
Rothesay Primary School	225	237	275	286	277	<b>23.11%</b>
St Andrew's Primary School	103	79	63	61	53	<b>-48.54%</b>
<b>Total Roll for cluster</b>	<b>375</b>	<b>357</b>	<b>373</b>	<b>384</b>	<b>363</b>	<b>-3.2%</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 2014/2015 to 2018/2019 and is not an average.

## **Footwear and Clothing Grant and Free School Meal Information for Bute Cluster**

	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>2</sup></b>	<b>18/19<sup>2</sup></b>
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	125	118	118	111	116
Clothing and Footwear Grant (CFG) (% of cluster school roll)	33.3%	33.1%	31.6%	28.9%	32.04%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	1113	891	910	875	940
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	19.2%	14.6%	15.7%	14.89 %	16.05%
	<b>14/15</b>	<b>15/16<sup>3</sup></b>	<b>16/17</b>	<b>17/18<sup>2</sup></b>	<b>18/19<sup>2</sup></b>
Free School Meals (number of pupils)	97	87	79	75	92
Free School Meals (% of cluster school roll)	25.9%	24.4%	21.1%	19.5%	25.41%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	856	675	553	581	729
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	14.8%	11.1%	9.6%	9.9%	12.44%
<b>National Average for Free School Meals for Primary Schools (%)</b>	55.3%	54.1%	53.4%	Not yet collated	Not Yet Collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	19.2%	17.9%	Not yet collated	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 2018-2019 data for CFG and Free School Meals (FSM) is to date (December 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 2018'

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities, starting in time for the 2018-19 academic year.

## **Exclusion and Attendance information for Bute Cluster**

	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>6</sup></b>	<b>18/19<sup>6</sup></b>
Attendance (% of cluster school roll) <sup>4</sup>	94.98%	96.01%	95.3%	96.2%	95.4%
Unauthorised Absence (% of cluster school roll)	0.84%	0.82%	1.39%	1.19%	1.5%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.87%	95.52%	95.26%	95.27%	95.38%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.89%	0.98%	1.18%	1.03%	1.32%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	93.70%	Not collated	91.1%	Not collated	Not yet collated
	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>7</sup></b>	<b>18/19<sup>7</sup></b>
Exclusion Openings	0	0	4	0	3
Exclusion Incidents	0	0	3	0	1
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	0%	0%	4%	0%	0.09%
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	0%	0%	10%	0%	0%

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

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

<sup>6</sup> Please note that attendance data for 2018-2019 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 2018-2019 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.

## **Cowal Cluster Primary School Profile 2018-2019**

<b>Primary School Roll (as at census) *</b>						
<b>Cluster Primary Schools</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>% change in Roll over 5 years<sup>1</sup></b>
Dunoon Primary School	196	203	188	189	206	<b>5.1%</b>
Innellan Primary School	8	11	19	26	32	<b>300%</b>
Kilmodan Primary School	14	13	13	14	16	<b>14.29%</b>
Kirn Primary School	239	251	250	284	276	<b>15.48%</b>
Lochgoilhead Primary School	22	27	24	26	23	<b>4.55%</b>
Sandbank Primary School	80	81	72	72	63	<b>- 21.25%</b>
Sandbank Primary School Gaelic Unit	39	40	42	38	44	<b>12.82%</b>
St Mun's Primary School	134	128	135	125	121	<b>-9.7%</b>
Strachur Primary School	47	42	42	38	32	<b>- 31.91%</b>
Strone Primary School	26	31	25	30	27	<b>3.85%</b>
Tighnabruaich Primary School	30	28	31	38	36	<b>20%</b>
Toward Primary School	31	22	25	30	30	<b>-3.23%</b>
<b>Total Roll for cluster</b>	<b>866</b>	<b>877</b>	<b>866</b>	<b>910</b>	<b>906</b>	<b>4.62%</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 2014/2015 to 2018/2019 and is not an average.

## **Footwear and Clothing Grant and Free School Meal information for Cowal Cluster**

	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>2</sup></b>	<b>18/19<sup>2</sup></b>
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	247	197	212	208	220
Clothing and Footwear Grant (CFG) (% of cluster school roll)	28.5%	22.5%	24.5%	22.9%	24.3%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	1113	891	910	875	940
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	19.2%	14.6%	15.7%	14.89%	16.05%
	<b>14/15</b>	<b>15/16<sup>3</sup></b>	<b>16/17</b>	<b>17/18<sup>2</sup></b>	<b>18/19<sup>2</sup></b>
Free School Meals (number of pupils)	187	83	135	142	179
Free School Meals (% of cluster school roll)	21.6%	9.5%	15.6%	15.6%	19.8%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	856	675	553	581	729
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	14.8%	11.1%	9.6%	9.9%	12.44%
<b>National Average for Free School Meals for Primary Schools (%)</b>	55.3%	54.1%	53.4%	52.7%	Not Yet Collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	19.2%	17.9%	17.5%	Not Yet Collated

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 2018-2019 data for CFG and Free School Meals (FSM) is to date (December 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 2018'

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities, starting in time for the 2018-19 academic year.

### **Exclusion and Attendance information for Cowal Cluster**

	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19<sup>6</sup></b>
Attendance (% of cluster school roll) <sup>4</sup>	95.16%	95.04%	94.91%	95.12%	94.68%
Unauthorised Absence (% of cluster school roll)	0.96%	1.11%	1.39%	1.54%	1.49%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.87%	95.52%	95.26%	95.16%	95.38%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.89%	0.98%	1.18%	1.24%	1.32%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	93.70%	Not collated	91.1%	Not collated	Not yet collated
	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18<sup>7</sup></b>	<b>18/19<sup>7</sup></b>
Exclusion Openings	50	25	36	3	0
Exclusion Incidents	9	7	9	1	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	43.9%	51%	37.1%	15.8%	0%
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	33.3%	53.8%	31.03%	16.7%	0%

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

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

2017/2018 session for 2016/2017.

<sup>6</sup> Please note that attendance data for 2018-2019 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 2018-2019 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.

## Achievement of a level data June 2018

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
<b>BUTE</b>	61	P1	88.52%	85.25%	68.85%	86.89%				
	56	P4	67.86%	58.93%	55.36%	51.79%				
	60	P7	88.52%	88.33%	86.67%	86.67%				
<b>COWAL</b>	126	P1	95.12%	86.51%	77.78%	86.51%	*	100.0%	75.00%	75.00%
	152	P4	77.55%	74.83%	68.71%	70.39%	*	100.0%	80.00%	60.00%
	126	P7	88.89%	80.65%	75.81%	70.63%	*	50.00%	50.00%	50.00%
<b>HALCO</b>	246	P1	95.12%	89.43%	84.96%	89.43%				
	245	P4	90.61%	82.86%	77.96%	72.45%				
	244	P7	90.57%	86.89%	80.33%	79.92%				
<b>ISLAY AND JURA</b>	23	P1	95.65%	86.96%	82.61%	86.96%	*	100.0%	100.0%	100.0%
	30	P4	78.57%	71.43%	57.14%	66.67%	*	0.00%	0.00%	0.00%
	37	P7	86.49%	64.86%	67.57%	75.68%	*	40.00%	40.00%	40.00%
<b>MID ARGYLL</b>	63	P1	87.30%	73.02%	68.25%	77.78%				
	67	P4	79.10%	80.60%	76.12%	73.13%				
	77	P7	92.21%	83.12%	74.03%	79.22%				
<b>MULL AND IONA</b>	15	P1	86.67%	86.67%	86.67%	80.00%	*	57.14%	71.43%	71.43%
	23	P4	94.12%	88.24%	88.24%	86.96%	*	100.0%	100.0%	66.67%
	20	P7	85.00%	72.22%	69.23%	70.00%	*	80.0%	80.0%	60.00%
<b>NORTH KINTYRE</b>	14	P1	92.86%	85.71%	71.43%	100.0%				
	13	P4	100.0%	100.0%	100.0%	100.0%				
	14	P7	85.71%	78.57%	71.43%	50.00%				
<b>OLI</b>	156	P1	91.67%	84.62%	84.62%	91.03%	14	100.0%	100.0%	100.0%
	201	P4	89.36%	84.04%	80.85%	82.09%	13	92.31%	84.62%	84.62%
	188	P7	85.11%	81.91%	75.14%	79.79%	*	100.0%	83.33%	83.33%
<b>SOUTH KINTYRE</b>	73	P1	82.19%	83.56%	75.34%	79.45%				
	81	P4	75.31%	80.25%	74.07%	77.78%				
	71	P7	84.51%	80.28%	61.97%	70.42%				

### NOTES:

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

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

\* Pupil numbers are suppressed

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

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:**

**National Improvement Framework for Scottish Education –**

<https://www.gov.scot/policies/schools/national-improvement-framework/>

## **Early Years Update**



## **Early Years Area Report**

Children and families within Argyll and Bute currently access Local Authority Early Learning and Childcare (ELC) offered either through a morning or afternoon session, where the area still operates a 600 hours delivery model, or via a blended placement, where 1140 hours has been phased in.

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. 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 – e.g. 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:

### **Local Authority Proposed 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.

**Current Phasing within Cluster**

**Isle of Bute Currently Phased In**

Rothsay Pre5 Campus – Term time 9.00am to 3.00pm

Rothsay Playgroup – Term time 9.00am to 3.00pm

Apple Tree Nursery – 50 weeks 2 sessions per day 4.5 hour sessions.

**Cowal Currently Phased In**

Strachur Primary Pre5 – Term time 9.00am – 3.00pm

Lochgoilhead Primary Pre5 – Term time 9.00am – 3.00pm

Kilmodan Primary Pre5 – Term time 9.00am – 3.00pm

Sunbeams Nursery – Innellan & Toward Family Centre 9.00 – 3.00pm

Cairndow Community Childcare – flexible model to suit individual to parents 48 weeks per year.

Home 2 Home Childminders - Term time to suit parents

**Phasing In – January 2020**

Kirn Primary Pre5  
Dunoon Primary Pre5  
Sandbank Primary Pre5  
Sandbank Primary Gaelic Pre5  
Clyde Cottage Local Authority Nursery  
Clyde Cottage Voluntary Nursery  
Patchwork 2 to 5 Nursery

### **Parent Comments:**

- *Xxxx wouldn't change anything about his nursery.*
- *Xxxxx Absolutely loves nursery and has a great relationships with staff, it's such a lovely place.*
- *The staff are very friendly and welcoming, very helpful and understanding.*
- *The best thing is she can stay in nursery for longer and will be ready for school.*
- *I see the nursery as a home from home and can't imagine my child anywhere else.*

### **Child Comments starting "The best thing about nursery is"**

- *My teachers Helen and Siobhan, all the boys and the food – especially the puddings.*
- *Playing outside.*
- *My teachers.*
- *Playing with toys, making friends and joining in the activities.*
- *Seeing and playing with my friends.*

### **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. Argyll and Bute Council has gifted a piece of land to a nursery on Bute to enable it to grow and create additional childcare places for young people on the island. Apple Tree Nursery is based in Rothesay and the land concerned is at the rear of Rothesay Pavilion, adjoining the nursery. By gifting Apple Tree this land, it will enable the nursery to increase provision for young people in the area – something strongly supported by the council's education services as part of the Scottish

Government's 1140 hours requirement

For more information on expansion of ELC across Argyll and Bute please contact Ailsa Dominick (EAST) or Lorna Cameron (WEST) – [ailsa.dominick@argyll-bute.gov.uk](mailto:ailsa.dominick@argyll-bute.gov.uk) [lorna.cameron@argyll-bute.gov.uk](mailto:lorna.cameron@argyll-bute.gov.uk)

### **Workforce Development update April 2019**

#### **Early Years Foundation Apprentices**

##### **Cohort 1 started August 2018**

Early Years Team members wrote and delivered the National Progression Award for the FA.

6 pupils from Rothesay Joint Campus participated in year 1.

##### **Cohort 2 to start August 2019**

A successful bid was submitted to Skills Development Scotland by Argyll and Bute Training Centre to deliver 36 FAs this year. There has been interest from the following secondary schools although numbers have yet to be determined following pupils' subject choices:

Oban

Tiree

Tobermory

Helensburgh

Lochgilphead

Campbeltown

In Helensburgh, delivery will be in partnership with West College Scotland (Clydebank) and Early Years Team members will deliver in the other areas along with Argyll & Bute Training Centre staff.

#### **Early Years Modern Apprentices**

##### **Cohort 1 started Dec 2018 – Jan 2019**

6 MAs were recruited to the following ELC settings:

Park Primary Family Learning Centre

Colgrain Primary ELC

John Logie Baird Primary ELC

Campbeltown Nursery

Dalintober Primary, ELC

Clyde Cottage Nursery

## **Cohort 2 starting by August 2019**

2 MAs will be recruited to the following ELC settings:

Sandbank Primary Early Level (Gaelic)

Rockfield Primary ELC (Gaelic)

4 MAs will be placed in ELC settings within the following areas:

Oban district

Mull

Helensburgh

Mid Argyll

## **Early Years Graduate Apprentices**

2 places agreed for A&B to take part in a pilot for this qualification, in partnership with UHI.

Proposed placements:

Oban

Islay

## **Funded qualifications**

In 2018 – 19, the following numbers of ELC staff have been funded to work towards recognised qualifications to meet SSSC registration and for professional development

	<b>SVQ2 (SSCYP)</b>	<b>SVQ3 (SSCYP)</b>	<b>SVQ4 (SSCYP)</b>	<b>BA Childhood Practice</b>	<b>Post Grad Dip in Childhood Practice</b>	<b>MEd in Childhood Practice</b>
<b>H&amp;L</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>1</b>		<b>1</b>
<b>B&amp;C</b>	<b>2</b>	<b>4</b>			<b>1</b>	
<b>OLI</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>		
<b>MAKI</b>		<b>7</b>	<b>2</b>	<b>1</b>		

## **CPD training**

To deliver Scottish Government aims of 1140 hours of quality ELC provision, professional development for staff has been focused upon the Early Years Service priorities of:

- leadership at all levels
- effective use of information to improve outcomes
- learning and development 0-3 years

- outdoor learning and family learning

In addition to the Early Level training courses held centrally in Inveraray, and our on-line training options, the following CPD courses took place locally in each area:

### **Outdoor Learning**

To support our ambition to have a significant amount of funded ELC delivered outdoors, we have invested in Woodland Activity Leader Training (WALT), with Wild Things, an [award winning](#) environmental education charity. Ten ELC practitioners were trained in September 2018 and 13 will be trained in May 2019.

In addition, the Early Years Team is working with Stramash to deliver training on **Outdoor Learning through the Seasons in Argyll & Bute**. This training will incorporate 4 days of training, in different seasons throughout the year, in each of the 4 local areas, with the aim of creating a resource at the end which can be shared across all ELC settings.

For further information on Workforce development, please contact [linda.burgar@argyll-bute.gov.uk](mailto:linda.burgar@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 (December and June) to find out how children are progressing within their milestones.

### **Developmental Milestone Data – December 2018 – By Area**

Similarly, data is collected and analysed around Care Inspectorate gradings of all

<b>Area</b>	<b>DM Data – December 2018</b>
B+C	52%
MAKI	38%
OLI	32%
H+L	53%

ELC units.

### **Care Inspectorate Grades – March 2019 – By Area**

<b>Area</b>	<b>Number of Settings</b>	<b>Percentage graded '4' (good) or above as a result of Care Inspectorate inspections</b>
B+C	14	93% (13)
MAKI	20	93% (19)
OLI	22	93% (21)
H+L	14	86% (12)

For more information on ELC Learning and Development, please contact – Tina Sartain [tina.sartain@argyll-bute.gov.uk](mailto:tina.sartain@argyll-bute.gov.uk)

## **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.

**Scottish Government Initiative 2 hour quality PE per week in primary schools** – the vast majority of schools, 98%, across the authority achieved this in 2018 and the results of this year's Healthy living Survey will be published in June 2019.

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

**Daily Mile** – numerous primary schools participate in this to raise the level of physical activity and general wellbeing for their pupils.

**PE development 2018 -19** – introduction of the Connections PE resource continues across the authority. This resource was developed by South Lanarkshire Council at early level, and Borders Councils at first and second level to all primary schools. Twilight sessions were held in clusters to introduce the resources with staff taking part in practical activities to experience some of the activities. 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 SALs, benchmarks and moderation in PE. Support given to schools with how to plan 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. .

### **PE development in Early Years**

Two development days have taken place over the year 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. The days focussed on developing balance and control and coordination in particular through numerous activities – general movement, gymnastics, dance and games.

### **Balance bikes**

Linking with the PE development round balance and control and coordination training

has been delivered on balance ability training. The reason children feel more confident on a balance bike is firstly due to their ability to place their feet on the floor but also due to the fact that their centre of gravity is lower than that of a pedal bike, allowing them to be more stable. This project was delivered in partnership with road safety who funded the balance bikes. Learning in road safety as well as physical development was included in the balance bike training.

### **Smoke Free Me**

P6s and/or P7s across the authority were involved in the drama production - 'Smoke Free Me' by Raenbow Productions. Lessons were completed in school, with class teachers, to emphasis and discuss further the topics covered in the drama.

### **Access to Free Sanitary Products**

The Scottish Government committed to providing all girls with free sanitary products starting in August 2018. COSLA have been working with local authorities to create a distribution plan. Alongside some other local authorities Argyll and Bute consulted with girls to collect their views and suggestions of how this can work, with discussions involving the following:-

- Distribution suggestions
- Distribution through community pharmacies
- Money going directly to schools
- How many do they think would take up this offer?
- How could the distribution be managed in school bearing in mind dignity and modesty?
- How else could this work?
- How can study leave, holiday access etc. be planned for?

Following on from this schools were given their allocation of money for pupils from P6-S6 for products and set up costs for storage/equipment and a set of guiding principles to follow.

Young Scot designed promotional posters which were distributed to all schools to display as well as information on their website on periods.

All P6 and 7 girls are being given a period starter kit from 'Hey Girls' a social enterprise company, who also have very informative information on their website.

### **Access to Free Sanitary Products - Guiding Principles**

#### **Guiding Principles**

The delivery model should be based on:

- Protecting students' dignity, avoiding anxiety, embarrassment and stigma
- Making a range of products and different qualities available, giving students choice about the products they want to use
- A response that is reflective of students' views and experiences
- An efficient and dignified approach which demonstrates value for money
- An offer for all eligible students throughout the year to include both term time and holidays
- Ensuring sanitary products are easily accessible to meet individual needs
- Individuals being able to get sufficient products to meet their needs
- Gender equality, ensuring anyone who menstruates can access products, including transgender men and non-binary individuals, and that language is gender neutral. The roll out of gender neutral toilets should also be taken into account.
- Awareness raising and education to both promote the 'offer' and change cultural norms.

Most schools across the authority now have this project up and running, with it being particularly effective in schools where pupil voice has driven this project forward.

### **Children and Young People's Health and Wellbeing and Parental Involvement and Engagement Censuses**

There are two distinct censuses being conducted across Scotland commencing May 2019 and August 2019. The first is the Parental Involvement and Engagement Census and the other is the Health and Wellbeing Census involving all pupils from P5 to S6.

#### **Background**

#### **What is the purpose of the Parental Involvement and Engagement (PIE) Census?**

The PIE Census aims to rationalise the collection of Parental Involvement and Engagement data by providing a set of questions all local authorities will be invited to ask in their respective areas, which should result in comparable data being collected.

Once available, the data will be used primarily to drive improvement at a local level but also to help monitor the progress of policies rolled out at a national level.

The National Action Plan on Parental Engagement as well as the National Improvement Framework require evidence to ensure their aims are being delivered.

**What is the purpose of this Health and Well Being (HWB) Census?**

As part of the National Improvement Framework all pupils from P5 – S6 will have the opportunity to participate in the census, with the same agreed set of core questions in order to monitor a broad range of topics and themes in a consistent and reliable way across Scotland.

The approach being introduced in relation to the HWB Census will provide each LA with an opportunity to gather, process and analyse their own data in order to look at their own evidence for statistical and research purposes only as part of the public task.

The Local Government in Scotland Act 2003 states that Local Authorities (LAs) have a power to do anything which it considers is likely to promote or improve the well-being of its area and/or persons within that area.

The Standards in Scotland's Schools etc. Act 2000 state that education authorities must endeavour to ensure that their schools are health promoting. Therefore, the gathering of this evidence at a local level is needed in order for LAs to identify and drive forward improvements where it is needed, and to monitor whether improvement happens as a result.

## **Timescale and Use of Data**

### **Parental Involvement and Engagement (PIE) Census in Argyll and Bute**

The PIE Census will be conducted in May – June 2019 as an online survey (but can be available on email, mobile or paper) and relates to their involvement and engagement with their child's school.

Data collected will be analysed by the authority for use in national and local policy and strategy, and fed back to schools as a tool for planning and improvement.

### **Health and Wellbeing Census in Argyll and Bute**

Argyll and Bute, along with 2 other local authorities have been involved in the piloting of the HWB census, using the online survey, in a number of primary and secondary schools this month, testing both the technology and the content of the questionnaires. The following schools were involved in the pilot – Lochgilphead JC (primary and secondary pupils), Tarbert Academy (secondary pupils), Sandbank Primary, Toward Primary, Innellan Primary and Dervaig Primary. This census goes live in autumn 2019.

The data collected will be analysed and information will be used by Scottish Government, local authorities and schools to help shape future development plans to improve HWB of young people.

**Relationships, Sexual Health and Parenthood (RSHP)** – A new resource – still in draft form - is in the process of being developed by Education Scotland and some schools across the authority have been involve in training round the resource and have had the opportunity to feedback their thoughts to Education Scotland.

Rona Young  
PT HWB

Some developments in the cluster for health and wellbeing this session included the following:



Strachur PS's volleyball teams were very successful at the tournament at Tighnabruaich gaining both first and second place. All the players were proud of their medals!

Pupils from Innellan Primary School participated in a wide variety of activities during their Health Week. This year's Health Week had a focus on mental and emotional wellbeing. The children learned about mindfulness and relaxation exploring how this can help our mental health in challenging situations. The pupils also experienced a wide range of activities including dance, athletics, yoga, drumming, hill walk, human body, Heart-start, tennis, Highland Dancing and Shinty which all help to promote a healthy mind and a healthy body



### **Sandbank PS**

As part of our drive to get fit and be healthy our HWB Community Group have carried out a survey to ask parents and children how we could eat more healthy foods. As a result of this we have recently started a new Healthy Tuck Shop which is run by the pupil group. Our menu changes every day and we have had long queues of customers. On our first Thursday, we even ran out of bagels!!



Our school Health Week last year was also a huge success. We had a wide range of activities that included guest visitors and opportunities to try different sports and healthy foods. One of our favourite activities was the coaching we received at our local Bowling Club from famous Scottish Champions. It was so much fun we are organising weekly sessions for the forthcoming season.

In addition to this we have completed an application to the Mountain Biking club to ask if we can use the local tracks and paths as part of a healthy focus time for older pupils. This follows on from the I-cycle training we have been undertaking for all P6 pupils. We are also training some of our staff so that they can deliver lessons in

mountain biking. We hope to start this soon and we aim to use the local Heritage trail for most of our lessons, where we will cycle out and carry out different learning experiences, such as science lessons, in the local forest trails.

We have also has some great news recently that we have been awarded Bronze level as a Rights Respecting School. Our RRS Community Group have completed a range of surveys and every class in the school has their own Class Charter which reflects the articles of RRSA and links them to our own school values. We are now starting on the road to the Silver Award, which we hope to achieve next session. To help us with this we have started working with our local Community befrienders group. We visited them recently to introduce ourselves and take part in some of their activities.



### **Health and Wellbeing Census in Argyll and Bute**

Argyll and Bute, along with 2 other local authorities have been involved in the piloting of the HWB census, using the online survey, in a number of primary and secondary schools this month, testing both the technology and the content of the questionnaires. The following schools were involved in the pilot – Lochgilphead JC (primary and secondary pupils), Tarbert Academy (secondary pupils), Sandbank Primary, Toward Primary, Innellan Primary and Dervaig Primary. This census goes live in autumn 2019.

The data collected will be analysed and information will be used by Scottish Government, local authorities and schools to help shape future development plans to improve HWB of young people.

## **Literacy**

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre 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 lays the foundations for lifelong learning and work. Literacy promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.

### **P1 Literacy**

In August 2018 The Early Acquisition of Literacy Guidance was presented to P1 teachers across the Authority during a training day (for further information refer to ABLE2 website, <https://blogs.glowscotland.org.uk/glowblogs/able/>). The guidance 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.

The Northern Alliance Literacy Pilot continues and a further 12 schools across the Authority are now involved. This project involves P1 classes and the approaches used are very similar with Authority guidance.

### **Cluster Focus on Writing in Upper Primary**



Dunoon Film Festival 2018 may have finished but the festival has made a lasting impression on local school pupils in Cowal through their participation in a literacy project inspired by a memorable cinema experience.

Dan Semple, Cowal's Primary School Literacy Co-ordinator, worked with the film festival organisers and the team at the Dunoon Studio Cinema to screen the film 'Wonder' to over 150

P6 and P7 pupils from local primary schools. This project was driven by Dan's desire to establish more meaningful and engaging links with the local community in delivering the curriculum. He developed a film resource pack for the pupils, who

were asked to reflect on their experiences of watching the film when they returned to school. Pupils then had to use their literacy skills to produce their own film reviews.

'Feedback from pupils on the day has been brilliant', says Hannah Clinch from the Dunoon Film Festival team. 'They clearly took the story and the film to heart. We are looking forward to bringing more Dunoon Film Festival fun to cluster primaries in 2019!'

Many outstanding film reviews were produced by pupils from across the cluster following this event, illustrating how important it is to provide pupils with meaningful contexts for writing. After reading all of the film reviews, Dan created a shortlist and organised for the editor of the Dunoon Observer – Gordon Neish –



and the manager of West Coast Cinemas –

John Cunningham – to select two winning entries from each cluster primary school. Winners were suitably rewarded for their efforts with free cinema tickets and a certificate.

We'll leave the last word to one of the primary school pupils who participated in this project - "The film had such a strong message to deliver about anti-bullying. I loved it! Writing the film review was so enjoyable too because it had a purpose. I want to do more things like

this in school."



## Accelerated Reader – Cowal Cluster



As part of our ongoing commitment to raise attainment in literacy, we have been extending the use of Accelerated Reader across the primary cluster in Cowal this year. It has now been introduced at Innellan, Toward, Sandbank, Tighnabruaich, Dunoon, Strone and Strachur primaries. Staff are embracing this new programme in their schools and the pupils are responding



very positively to Accelerated Reader.

At its heart, Accelerated Reader is simple. Children are directed towards suitable books (designed to stretch and challenge) while being age appropriate. A child then reads a book (fiction or non-fiction), takes an online quiz, and gets immediate feedback.

Parents/carers can also support their child with Accelerated Reader through Renaissance Home Connect.



across the cluster, particularly at Dunoon Primary School where a new fully-stocked library has been created. This project has been led by Dan Semple, Literacy Co-ordinator for Cowal, and he has

A significant investment has been made



worked very closely with BookPoint (Dunoon), clerical staff and Classroom Assistants to create a wonderful new resource for pupils.

Dunoon Grammar plans to introduce Accelerated Reader in August 2019. This will allow time to plan, invest in new texts and create a welcoming physical space. It will also lead to much more effective transition links being established between primary and secondary schools.



Ultimately, here in the Cowal cluster, we want our pupils to develop a life-long love for reading.



The pupils of Dunoon Primary have benefited from a number of literacy events this year. Author visits, funded through the Scottish Book Trust, gave senior pupils insight into the creative writing process which inspired them to create their own texts.

## **Sandbank PS**

We have been busy updating our Library with books



to run alongside our new accelerated reader program. This has been a big job for the staff and pupils but the children are now reading more regularly and are clearly motivated to read a wider range of titles. In addition to

this we have been completing the national 500 word challenge and we received certificates for our great work. As part of our literacy action plan we are continuing to link



learning activities in literacy with outdoor learning opportunities. We recently took

part in 'Literacy and the Outdoors' at Benmore.

## **Numeracy**

### **Numeracy in Primary 1**

#### **Stages of Early Arithmetical Learning (SEAL)**

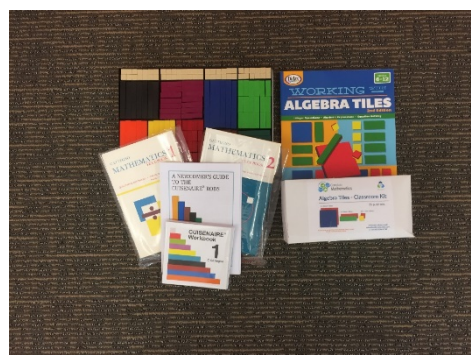
There are now 25 primary schools trained in SEAL, encouraging effective engagement with parents. Feedback so far has been positive with more play based learning being used in approaches. Please see link on SALi for more information, <https://blogs.glowscotland.org.uk/ab/sali/2017/12/14/stages-of-early-arithmetical-learning/>. Head Teachers reported that 6 of our of original 10 schools (SEAL 2017/18) feel that the extension work into P2 has gone well. In August, P1 teachers were introduced to the Draft Guidance on the Early Acquisition of Numeracy which reflects the principles of SEAL .



### **Numeracy in Primary and Secondary**

#### **Number Talks**

Training has been undertaken this session on Number Talks at First level, focusing on mental agility, providing a range of strategies for solving problems and developing pupils' skills in talking about number. There has also been training in Number Talks at Second level with a focus on fractions, decimals and percentages.



#### **Concrete, Pictorial, Abstract Third and Fourth**

As well as providing training from La Salle Education in September, most of our Secondary Schools have been provided with concrete resources to be used in effective learning and teaching.

### **St Mun's Primary**

St Mun's have invested a lot of time, effort and PEF in to introducing SEAL (Stages of Early Arithmetical Learning) Maths recovery scheme, in an effort to raise attainment in Maths.

Thanks to PEF we were able to purchase the resources required. Maria McArthur, authority Principal Teacher for Numeracy, visited the school on three occasions to deliver an in-service training session to all staff and to work individually with those who were directly involved in using the SEAL. Staff have also attended Authority training days.

From August 2018, pupils in the new Primary One were taught largely following the principals in SEAL. Primary 5 pupils were individually assessed and those who were highlighted as requiring support received this from their class teacher and a support assistant who was funded through PEF and whose remit was solely to work with pupils on the SEAL programme. The Primary 5 class had been chosen to receive this support as there was a group of pupils for whom SNSA results, teacher assessment and professional judgement had highlighted would benefit from support in numeracy. SEAL proved very successful in the Primary 5. Pupils worked through the steps in the scheme at their own pace and many of the pupils have now completed the SEAL and become fully immersed in the class numeracy programme of work.

The success of SEAL in Primary 5 encouraged us to roll it out to other classes. We made the decision to employ a teacher two days a week from PEF. This teacher has assessed children from all classes and works with pupils to ensure that they are following a programme suited to their needs. Children work in small groups. They are building up their confidence in numeracy skills. Pupils can talk about strategies they use and can transfer their numeracy skills in other areas of Maths. Class based assessments have been encouraging and as we approach the time of the year when more formal assessments will be carried out, we are hopeful that we will be able to demonstrate that our investment in SEAL has paid off.

Next session, we will continue to use the SEAL Maths to support pupils. As this will start immediately on pupils returning to school in August, we are hopeful of even faster progress and aim to involve parents in the programme by hosting workshops to demonstrate the methods used and how they can be consolidated at home.

## **Lochgoilhead PS**

### **Sorting it out**

The whole schools has been learning about estimating and weighing objects this week. Primary 1 – 3 were working in the outdoor classroom, searching for objects to weigh in the playground. Back in class, they sorted all the objects from lightest to heaviest. There was lots of discussion and use of the correct mathematical language as the pupils solved the problems of how to get the order right.



## **Sandbank PS**

Many of our classes have been completing Sumdog challenges and we are high on the Local Authority and National leaderboards. Last year our P5 class won the National Sumdog Challenge and this year we have had numerous places in the top 5, both in Argyll & Bute and in the whole of the UK.

### **1 +2 Languages**

#### **Strachur PS**



Every year, the French Institute of Scotland organises 'le concours de la francophonie': a national French drama

competition for learners across Scotland. This competition is designed to value creativity in French and allow a large participation of all primary and secondary schools. Learners are invited to film a short piece, dialogue, song, or play in French. The competition is organised into phases: local authorities choose their local champions and then a national jury selects the winners

### **Kirn PS**



A group of 15 pupils from Kirn Primary School have recently returned from a successful exchange trip to Germany. Kirn was paired with Hardenberg Gymnasium in Fürth as a result of a long standing exchange programme that's been in place between the German school and Dunoon Grammar, for more than 30 years.

The exchange was an opportunity to strengthen the link between the two areas, and the Kirn youngsters were partnered with German students the same age as them. The trip, which was supported by an Instant Impact grant from UK-German Connection, was also a great opportunity to inspire younger children to pursue German when they reach secondary school.

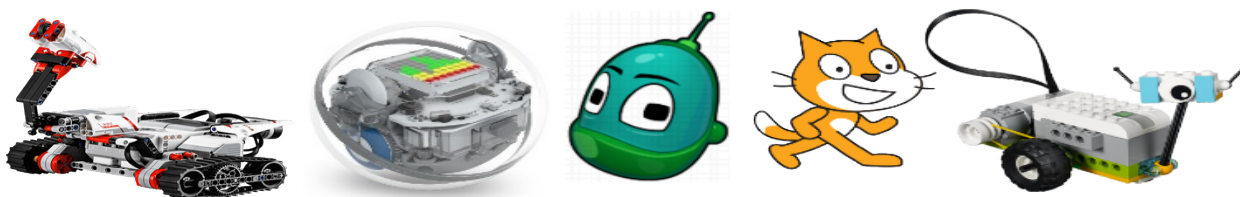
Senior pupils from Dunoon Grammar School worked closely with the children as mentors prior to the trip, teaching them some basic vocabulary and helping them to create comic books about themselves in German. These were then shared with the two German schools that the children were visiting – Hardenberg Gymnasium and Frauenschule Fürth.

### **Kilmodan PS**



The pupils of Kilmodan Primary School singing in Spanish and Gaelic at their community tearoom.

## **Digital Learning**



Argyll and Bute Council's **Digital Learning Team** supports teachers, school staff and pupils throughout Argyll and Bute in the use of technology in education. The team consists of Gary Clark, Simon Nitschke and Tom McLaughlin.

From March 2018 to March 2019, the team has delivered Digital Learning to 1362 pupils ranging from Pre-5 to S6, consisting of 634 girls and 728 boys. In the first three months of 2019, the team has provided Digital Learning to 378 pupils ranging from Pre-5 to S4 across Argyll and Bute. Primary and secondary pupils that we work with are given the skills to become Digital Leaders, meaning that they can pass on what they learn to their peers, as well as staff.

During this three-month period, the team has so far visited schools in three of the four clusters in the local authority, with more visits and events planned to take place throughout the year across the area. In February, the team delivered online safety presentations for Safer Internet Day to four Bute and Cowal primary schools: Strachur, Toward, Innellan and Sandbank. The team also recently ran an all-day technology event to support a STEM week in Garelochhead Primary School, presentations at a twilight in Hermitage Academy and several extracurricular technology workshops at the Digital Hub in Dunoon.

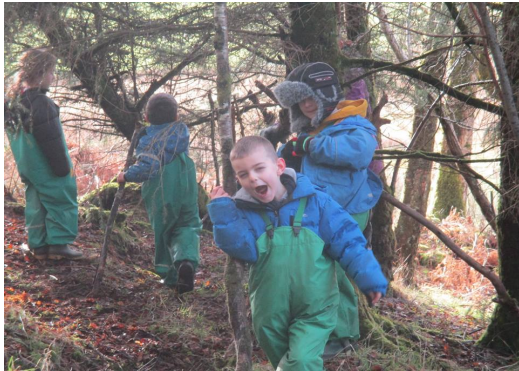
The team has recently expanded into providing Digital Learning to Early Years, and provided training in use of suitable technology to staff at Rothesay Joint Campus, as well as running a stall at an Early Years Community Family Day at the Queen's Hall in Dunoon for practitioners and parents.

Additionally, an authority-wide transition project for Gaelic is being supported by the Digital Learning Team, who co-ordinated the selection of robotics technologies to be used at several transition events with multiple primary and secondary schools taking part. The team has also supplied supporting materials which are being translated into Gaelic, and delivered training in the use of the technologies to staff and S4 pupils in Inveraray. The Digital Learning Team will be supporting four of these transition events in May and June 2019.

The team is also planning to organise events for the Scottish Government's Cyber Scotland Week in April and the EU Code Week in October.

The Digital Learning Team has also been involved in an ongoing project trialling the use of Chromebooks in education. This pilot began in May 2018, with four schools so far having tested the devices in classrooms. The team is pleased to report that, although evaluation is still ongoing, the trial has so far been met with positive feedback, with staff citing benefits such as touch screen functionality, ease of use, unobtrusive updates and less disruption to teaching and learning for troubleshooting compared to regular laptops.

## **Outdoor Learning**



Forest Schools has started in both the P1-3 class in Strachur and the Pre 5 Unit working with colleagues at Kilmodan Primary. Tighnabruaich primary also take part in a Forest Schools Programme, as does North Bute Primary. Forest Schools develops within our children a love of the outdoors and improves mental health and wellbeing.

Across the Bute and Cowal Cluster our children and young people are developing their knowledge and skills across the curriculum, using our stunning natural landscapes as an important context for learning.



The whole School has been learning about capacity and volume this week. The 'Wee Class' were estimating and measuring using water and then with snow, while the 'Big Class' have been carrying out Maths investigations involving volume.



## **Science, Technology, Engineering and Maths (STEM)**



Problem solving through playing chess is a regular occurrence at North Bute primary as children engage with the school's Chess club.

The Eco Committee from Kirn Primary School, along with some pupils from P4-P7 visited the Sky Academy in Livingston. The pupils were there to film a short news report about the environmental problem of plastics in our oceans and waters.



North Bute Primary School were extremely proud of all children at their 'Science In Expo' which was held on Friday 15th March. Thanks to all our wonderful parents and community for coming along to share our learning ideas. Lots of inventions on show for our entries into the Young Engineer Award 2019. Tons of creativity and innovation from our wee school.



On the 28<sup>th</sup> March Louise Anderson from Glasgow University came to visit us at Kilmodan Primary School. Louise is a Vet and teaches practical classes to students who are going to become Vets. She has recently become a STEM Ambassador and this was her first visit to a school in Argyll and Bute.



Louise brought a range of items that had been removed during surgery on animals including a giant hairball and pieces of metal. Louise also brought skulls and bones which we drew pictures of, we also got to hold a range of stick insects, it was amazing!



## **Expressive Arts**

Several schools within the Bute and Cowal cluster took advantage of our stunning natural surroundings to develop their photography skills for a National competition.



The pupils of Dunoon Primary have been engrossed in a production of Oliver Twist performed in school. Senior pupils then took part in a drama workshop afterwards, led by the

theatre group M&M Productions.

## Interdisciplinary Learning



JASS is our award for our young people. This award is progressive, with increasing commitment, learning and challenge at each level and all our children are taking part in this scheme. Parents, staff and pupils alike look forward to their Friday JASS sessions covering the four sections – My Interests; Get Active, Stay Active; Me and My World and Adventure. JASS is fully inclusive and our children have developed greater self confidence, self assuredness and (most importantly) enjoyment!

## **Community Partnership**



The first Family Learning Event of 2019 was held at St Andrew's Primary School on Monday 18th March. Parents, grandparents and siblings joined pupils in a fun-filled family line dance session run by our own Miss Walker. Everyone had a marvellous time learning a new skill whilst improving fitness and general health & wellbeing. Pupils and parents are already asking for another session.

At Strachur Primary School, their Easter tea for the whole community was a great success. There was great competition for the best decorated egg in all categories! Children made all the Easter treats and entertained our visitors.



## **Sandbank PS**

As part of our community partnership work we have been visiting residential homes for older people in our community. Our P7's joined the residents of Craigroy to take part in a project that involves knitting small hats for children in Malawi. We have been invited back again to knit more hats for babies and children who need them in other parts of the world.

Our inter-generational work has also been driven by our P1/2 class who have visited the Ardenlea Nursing home. We played games and sang songs to the elderly residents. The children have been invited back to do more of this and we have agreed to go once a month to help build the range of activities and learning experiences we can do with the residents.

Our GME Early Level Class have been working with the local community in a wide range of ways. We have been to the local shops in Dunoon to use our Maths skills and find out about all the jobs that need to be done. We have also visited our local garage to see how the workers fix our cars and we have a visit planned to our local

hospital to find out more about the help people in our community receive.



In addition to this our P5-7 pupils have been working closely with Mrs Downs, who runs the Holy Loch Marina. As part of our JASS Award (Junior Award Scheme for Schools) we all received certificates for Community



Involvement after visiting the Marina to take part in the regeneration project, which is looking to attract more tourism to the local area by developing the Loch as a stopping point for cruise ships.

## **Contributions to Charities**

### **Food For Thought**



St Mun's Food for Thought project involved all stages of the school participating in Healthy Eating and Food preparation activities in the short term and linking this to Outdoor Learning and Food sustainability in the long term.

At the end of November the P7 pupils prepared and served a meal to Cowal Befrienders in the Lorne Bar/Restaurant. The pupils had already taken part in two training

days with staff from the Lorne in preparation learning cooking and hospitality skills.

P1-3 pupils had a soup and sandwich day where they cooked soup and made their own bread which was served up to parents in the school canteen. Other classes made bread or soup from locally sourced ingredients and the P5/6 classes went on a trip to Toward





Organic Farm to learn about locally sourced food and organic farming. P5 and P6 also had a visit from a representative from the Scottish Salmon company who taught us all about the benefits of eating oily fish and provided the pupils with some

delicious salmon.

In the longer term the school has purchased a poly-tunnel and gardening equipment and seeds/trees to start planting and harvesting our own food for future food topics. This will link into the schools development of our outdoor spaces. The P7 meal for the Cowal Befrienders proved to be so successful that both the Lorne and the Befrienders have requested we make this an annual event.

The Dunoon Primary School community celebrated Epilepsy awareness day on Tuesday 26<sup>th</sup> March. Pupils and staff wore purple and raised funds for Daisy Garland, a charity which supports families of children with epilepsy. The school responded to a request from a parent of a child in our Learning Centre who suffers from epilepsy and requires a special diet to help control seizure activity. A total of £410 was raised.

## **School Contacts**

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