

## OUR CHILDREN...



## THEIR FUTURE...

**Customer Services: Education  
Primary Area Report: Oban, Lorn and the  
Isles**

## **Introduction**

Within the Oban, Lorn and the Isles area there are 26 Primary Schools including mainland schools stretching from Appin to, Kilninver and Dalmally. Our island schools are situated on Mull, Iona, Tiree, Coll, Colonsay, Seil, Luing and Lismore. There is secondary school provision in Oban, Tobermory and Tiree. Nursery provision is provided within several of these schools and Gaelic medium education is provided at Salen, Tiree, Rockfield and Strath of Appin Primary Schools. Our 26 primary school rolls vary considerably ranging from 4 pupils (Kilchattan) to over 400 (Rockfield).

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.

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.

Additional and more detailed information about each school can be found in the schools' 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: Oban Lorn and Isles SIMD profile

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	48	103	127		41		29			362
Cowal	110	67	77	204	314	115	18			1	906
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
Mull and Iona						146		88		2	236
OLI		19	152	35	125	436	257	180		36	1240

## Mull Cluster Primary School Profile 2018-2019

Primary School Roll (as at census) *						
Cluster Primary Schools	14/15	15/16	16/17	17/18	18/19	% change in Roll over 5 years <sup>1</sup>
Dervaig Primary School	25	23	19	24	30	20%
Lochdonhead Primary School	9	9	9	5	4	-55.56%
Salen Primary School	33	33	27	30	34	3.03%
Salen Gaelic Primary School	38	43	45	49	51	34.21%
Tobermory Primary School	61	62	63	58	61	0%
Ulva Primary School	12	8	10	7	9	-25%
<b>Total Roll for cluster</b>	<b>178</b>	<b>178</b>	<b>173</b>	<b>173</b>	<b>189</b>	<b>6.18%</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 - Mull Cluster

	14/15	15/16	16/17	17/18	18/19 <sup>2</sup>
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	5	15	13	14	15
Clothing and Footwear Grant (CFG) (% of cluster school roll)	2.8%	8.4%	7.51%	8.09%	7.94%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	1113	891	910	908	940
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	19.2%	14.6%	15.7%	15.5%	16.05%
	14/15	15/16 <sub>3</sub>	16/17	17/18	18/19 <sup>2</sup>
Free School Meals (number of pupils)	9	10	7	11	13
Free School Meals (% of cluster school roll)	5.1%	5.6%	4.04%	6.36%	6.88%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	856	675	553	733	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%	12.5%	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

<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 Mull 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>	95.72%	96%	94.01%	94.59%	94.80%
Unauthorised Absence (% of cluster school roll)	0.97%	1.18%	1.89%	1.82%	1.54%
<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</b>	<b>18/19<sup>7</sup></b>
Exclusion Openings	0	0	0	4	0
Exclusion Incidents	0	0	0	2	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	0	0	0	12.5%	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	0	0	0	20%	0

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

<sup>5</sup> Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014 or 2015/2016 academic year. It 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.

## Mull cluster achievement of level June 2018

CLUSTER	STAG E ROLL	STAG E	ELT	ER	EW	N	ROLL	GLT	GR	GW
BUTE	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 %				
COWAL	126	P1	95.12 %	86.51 %	77.78 %	86.51 %	*	100.00 %	75.00 %	75.00 %
	152	P4	77.55 %	74.83 %	68.71 %	70.39 %	*	100.00 %	80.00 %	60.00 %
	126	P7	88.89 %	80.65 %	75.81 %	70.63 %	*	50.00 %	50.00 %	50.00 %
HALCO	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 %				
ISLAY AND JURA	23	P1	95.65 %	86.96 %	82.61 %	86.96 %	*	100.00 %	100.00 %	100.00 %
	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 %
MID ARGYLL	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 %				
MULL AND IONA	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 %	*	100.00 %	100.00 %	66.67 %
	20	P7	85.00 %	72.22 %	69.23 %	70.00 %	*	80.00 %	80.00 %	60.00 %
NORTH KINTYRE	14	P1	92.86 %	85.71 %	71.43 %	100.00 %				
	13	P4	100.00 %	100.00 %	100.00 %	100.00 %				

### 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

<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/>

#### **Interactive evidence dashboard**

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/#!%2Fvizhome%2FNIFInteractiveEvidenceReport%2FFrontPage>

#### **Achievement of CfE Levels**

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2017-18/>

#### **National Improvement Framework -**

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>

### **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#!/#!%2Fvizhome%2FNIFInteractiveEvidenceReport%2FFrontPage>

## Oban, Lorn and the Isles Cluster Primary School Profile 2018-2019

Primary School Roll (as at census) *						
Cluster Primary Schools	14/15	15/16	16/17	17/18	18/19	% change in Roll over 5 years <sup>1</sup>
Achaleven Primary School	9	10	12	9	13	44.44%
Ardchattan Primary School	0	0	0	0	0	-
Arinagour Primary School	24	23	18	7	7	- 70.83%
Barcaldine Primary School	4	4	8	10	9	125%
Bunessan Primary Gaelic Unit	-	-	-	-	4	
Bunessan Primary School	42	39	34	36	23	- 45.24%
Dalmally Primary School	36	38	37	35	38	5.56%
Dunbeg Primary School	81	82	78	99	88	8.64%
Easdale Primary School	26	28	21	14	14	- 46.15%
Iona Primary School	17	15	19	20	20	17.65%
Kilchattan Primary School	9	6	5	5	4	- 55.56%
Kilchrenan Primary School	4	4	9	6	7	75%
Kilninver Primary School	27	30	23	25	26	-3.7%
Lismore Primary School	9	8	8	8	9	0%
Lochnell Primary School	109	114	124	130	124	13.76%
Luing Primary School	14	8	8	14	10	- 28.57%
Park Primary School	230	241	245	253	250	8.7%
Rockfield Gaelic Primary School	48	49	51	48	49	2.08%
Rockfield Primary School	320	316	318	320	321	0.31%
St Columba's Primary School	83	81	96	99	109	31.33%
Strath of Appin Primary School	30	30	31	24	17	- 43.33%
Strath of Appin Gaelic Primary School	3	5	5	5	7	133.3%
Taynuilt Primary School	91	83	82	79	72	- 20.88%
Tiree Primary School	29	28	23	32	32	10.34%
Tiree Primary School Gaelic Unit	23	36	29	31	34	47.83%
<b>Total Roll for cluster</b>	<b>1235</b>	<b>1278</b>	<b>1284</b>	<b>1309</b>	<b>1287</b>	<b>4.21%</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 Oban, Lorn and the Isles Cluster

	14/15	15/16	16/17	17/18	18/19 <sup>2</sup>
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	196	173	136	138	139
Clothing and Footwear Grant (CFG) (% of cluster school roll)	15.9%	13.5%	10.59%	10.54%	10.8%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	1113	891	910	908	940
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	19.2%	14.6%	15.7%	15.5%	16.05%
	14/15	15/16 <sup>3</sup>	16/17	17/18	18/19 <sup>2</sup>
Free School Meals (number of pupils)	152	161	77	108	102
Free School Meals (% of cluster school roll)	12.3%	12.6%	5.99%	8.25%	7.93%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	856	675	553	733	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%	12.5%	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

<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 Oban, Lorn and the Isles Cluster

	14/15	15/16	16/17	17/18	18/19 <sup>6</sup>
Attendance (% of cluster school roll) <sup>4</sup>	95.02%	94.57%	94.96%	95.12%	95.5%
Unauthorised Absence (% of cluster school roll)	1.26%	1.31%	1.18%	1.14%	1.26%
<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
	14/15	15/16	16/17	17/18	18/19 <sup>7</sup>
Exclusion Openings	2	0	0	4	0
Exclusion Incidents	1	0	0	1	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	1.8%	0	0	12.5%	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	3.7%	0	0	10%	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.

## OLI cluster achievement of level June 2018

CLUSTER	STAG E ROLL	STAG E	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 %	*	100.00 %	75.00 %	75.00 %
	152	P4	77.55 %	74.83 %	68.71 %	70.39 %	*	100.00 %	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 %	*	100.00 %	100.00 %	100.00 %
	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 %	*	100.00 %	100.00 %	66.67 %
	20	P7	85.00 %	72.22 %	69.23 %	70.00 %	*	80.00 %	80.00 %	60.00 %
<b>NORTH KINTYRE</b>	14	P1	92.86 %	85.71 %	71.43 %	100.00 %				
	13	P4	100.00 %	100.00 %	100.00 %	100.00 %				
	11	P7	85.71 %	78.57 %	71.43 %	50.00 %				

### 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/>

#### **Interactive evidence dashboard**

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/#!%2Fvizhome%2FNIFInteractiveEvidenceReport%2FFrontPage>

#### **Achievement of CfE Levels**

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2017-18/>

#### **National Improvement Framework -**

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>

## **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  
 Kilmolan Primary Pre5 – Term time 9.00am – 3.00pm  
 Sunbeams Nursery – Innellan & Toward Family Centre  
 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

## **Kilcreggan Currently Phased In**

Kilcreggan Primary Pre5 - Term time 9.00am – 3.00pm

Childminders – Rachael Handy  
Carol Anderson  
Mandy Pairman

## **Helensburgh and Lomond Phasing In August 2019**

### **Local Authority Services**

Arrocher Primary Pre5 – Term time 9.00am – 3.00pm  
Colgrain Primary Pre5– Term time 9.00am – 3.00pm  
John Logie Baird Primary Pre5– Term time 9.00am – 3.00pm  
St Joseph’s Primary Pre5– Term time 9.00am – 3.00pm  
Rosneath Primary Pre5 – refurb within school for opening in 2020

### **Third Sector Services**

Cardross Playgroup – 38 Weeks  
Nursery Rhymes– 38 Weeks  
Mulberry Bush– 38 Weeks  
BASIC and Cornerstone Nursery– 38 Weeks  
Garelochhead Playgroup– 38 Weeks  
Drumfork Nursery and Family Centre – 51 weeks  
Kanga Rhu Nursery– 38 Weeks  
Kidlywinks Nursery– 38 Weeks  
Clyde Nursery – 50 Weeks

### **Updates**

Kilcreggan Area – 9 Blended placements for families within this area.

Kirn Primary, Clyde Cottage Nurseries and Kilcreggan Primary have all hosted Scottish Government Parent Information sessions for consulting parents in regards

to the phasing of 1140 hours of ELC.

Lochgoilhead Primary ELC and Arrocher Primary ELC have participated in Loch Lomond & Trossachs National Park – Audit of outdoor play & learning

### **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.*

### **OLI currently phased in**

Tiree – term time 9.00 – 15.00  
Tobermory – term time 09.00 – 15.00  
Lismore Primary Pre 5 – Term time 9.00am to 15.00  
Easdale Primary Pre 5 – term time 09.30 – 15.30  
Iona Primary Pre 5 – 09.30 – 15.30

### **MAKI currently phased in**

Rhunahaorine – Term time 9.00am to 3.00pm  
Inveraray Primary Pre 5 – term time 09.00 – 15.00  
Craignish ELC –term time 09.00 – 15.00  
Bowmore Primary Pre-5 – term time 08.55 – 14.55  
Bowmore Primary Pre – 5 Gaelic – term time 08.55 – 14.55  
Port Charlotte Pre 5 – term time 09.00 – 15.00  
Port Ellen Pre 5 – term time 09.00 – 15.00



Gigha Primary Pre-5 – term time 09  
Keills Primary Pre 5 – term time 09.30 – 15.30  
Small Isles Pre – 5 – term time 09.30 – 15.30  
Tayvallich Pre 5 – term time 09.30 – 15.30

One Childminder Islay

### **Phasing In – August 2019**

#### **Funded Provider - Local Authority**

Ardrishaig ELC – term time 6 hours times to be confirmed  
Campbeltown Nursery – flexible models over 46 weeks and 38 weeks  
Carradale Primary Pre 5 – term time 6 hours session times to be confirmed  
Dalintober Primary Pre-5 – term time as above  
Dalmally Primary Pre 5 – term time  
Drumlembie Primary Pre 5 – term time  
Kilmartin Primary Pre 5 – term time  
Lochgilphead Joint Campus ELC – term time  
Southend Primary Pre 5 – term time

#### **Funded Provider - Third Sector Provider**

Badden Farm Nursery – term time, 38 weeks 6 hour sessions - 08.45 – 14.45  
Riverside Rascals – options over 38 weeks 08.30 – 14.30, 48 weeks 08.00 – 12.45  
or 12.45 – 17.30 or 2 full day and one AM or PM.

Childminders x 5

### **Phasing in – October 2019**

Tarbert Primary Pre - 5 – term time 6 hour session times to be confirmed

### **Phasing in – August 2019**

#### **Local Authority**

Kilninver Primary Pre 5 – term time 6 hour sessions, times to be confirmed  
Strath of Appin Pre 5 – term time  
Arinagour Primary Pre 5 – term time  
Bunessan Primary Pre 5 – term time  
Dunbeg Primary Pre 5 – term time  
Kilchattan Primary Pre 5 – term time  
Park Primary Pre 5 – term time  
Rockfileld Primary Pre 5 unit – term time

Rockfield Priamry Pre 5 Gaelic – term time  
Salen Primary Pre 5 – term time  
Salen Primary Pre 5 Gaelic – term time  
Taynuilt Primary Pre 5 – term time

### **Third Sector funded Provider – sessions and times to be confirmed**

Little Learners Nursery  
Oban 1<sup>st</sup> Steps Day Nursery  
Rainbow Childcare  
Stramash Outdoor Nursery  
Soroba Young Family Group

### **Updates**

Islay Area – 2 Blended placements for families within this area

### **Parent Comments:**

- *Allowing me individual time to spend with my younger child*
- *Return to work*
- *Seeing my child develop and progress and enjoying nursery*
- *Helps when full time working*
- *Introducing extra hours will help when xx moves to school*

### **Child Comments starting “The best thing about nursery is”**

- *My teachers.*
- *Playing outside.*
- *My lunch.*
- *Food, friends and the teachers.*
- *Playing with my friends.*
- *I like having snack with my friends.*
- *Lego and friends.*
- *Having lots of fun 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

Rothsay 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 Rothsay 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.

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

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

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

### **Teaching and Learning**

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, 5s 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, developed by South Lanarkshire Council at early level, and Borders Councils at first and second level, was given 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 focused on developing balance and control and co-ordination in particular through numerous activities – general movement, gymnastics, dance and games.

### **Balance bikes**

Linking with the PE development, round balance and control and co-ordination 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 Rainbow Productions. Lessons were completed in school, with class teachers, to emphasise and discuss further the topics covered in the drama.

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

The Scottish Government is committed to providing all girls with free sanitary products starting in August 2018. COSLA has 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 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 states 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 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.

## **Teaching and Learning: Health and Wellbeing**

Some developments in the Oban, Lorn and Isles cluster for health and wellbeing this session include the following:

**Rockfield Primary School** have had a busy session with lots of learning going on across all classes and departments. This included a focus in on positive mental wellbeing. This involved taking part in “morning moves”, mindfulness and learning new skills as part of their “skills afternoons”. The children were provided with opportunities to explore what to do when they feel worried or anxious and the P6/7 children took part in a very successful Mental Wellbeing Conference. The school engaged with a range of partners to support the delivery of this health and wellbeing focus, including a Youth Engagement Officer, CAMHS nurse, Highland Hustle and a Youth Worker.

In addition to the work done around mental health **Rockfield's** P6 pupils visited Oban Fire Station as part of the Heart Start programme they were studying. The fire fighters talked the pupils through what to do if you were to come across someone who was not breathing. This included CPR on the specially designed mannequins, the recovery position and using a public access defibrillator.



## **Teaching and Learning: 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.

Some of the work which has been undertaken in the Oban, Lorn and Isles cluster this session is highlighted below:

### **Kilchrenan Primary School**

The Head Teacher from Kilchrenan Primary, Mr Graham Dickie, and three senior pupils visited P4-5 in Taynuilt Primary once a week, for three weeks this session. Mr Dickie delivered a unit on Shakespeare and Macbeth. Mrs Love from Taynuilt Primary, then led Number Talk sessions on fractions for the children. A great example of collaborative working between schools.

### Kilninver Primary School

Kilninver Primary has had a focus on listening and talking this year, with children spending an increased time on talking about books in terms of clues about the story implicit in the writing and on the writer's attitudes towards characters and events. The school is also moving to a more phonics orientated approach to spelling so that the relationship between reading and writing is clearer for the pupils. The school took part in the inter-schools Burns poetry competition and won medals for recitation in every year group.



### Taynuilt Primary School

Primary 7/6 pupils have been writing for a purpose this session as they entered the Rotary Club Writing Competition. They are eagerly awaiting the results to be announced.

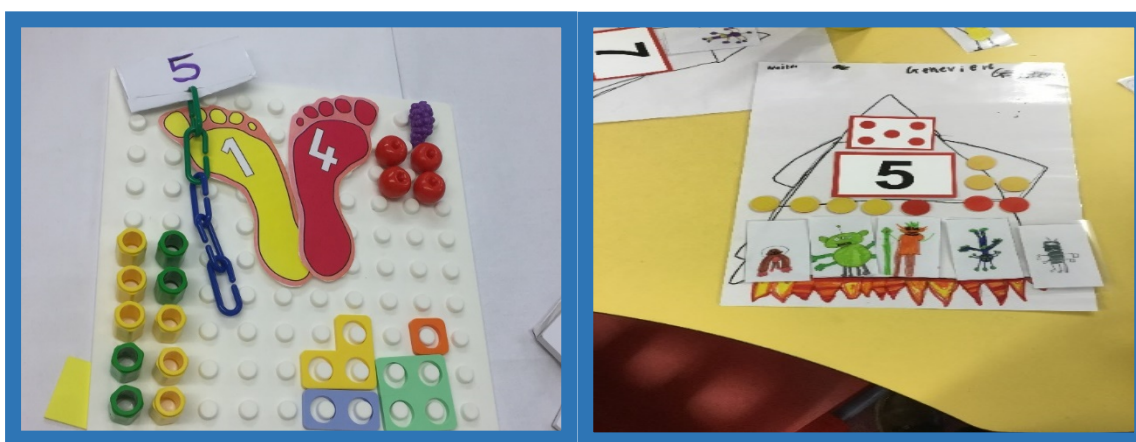
### Strath of Appin Primary School

The Gaelic class Primary 1 were working on the story "An Leòmhann agus an Luchag" (The Lion and the Mouse.) They told the story to the whole school using Makaton on World Downs Syndrome Day. One of the pupils uses signing to help him communicate and so it is used daily in the Gaelic class.



## **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.

Some examples of cluster specific numeracy developments are listed below:

## **Tobermory Primary School**

This session the boys and girls of P1/2 were delighted to welcome ELC children to the class for active maths sessions. The aim of the sessions was to help the children develop number sense. Part of developing number sense is being able to subitise; this means being able to recognise numbers in different ways. The pre-school and P1 children enjoyed lots of activities involving matching dots with numbers through The Fishing Game at the water tray, Hunt the Number, Speckled Frogs, Jigsaws and Snap. The P2 children developed their skills in multiplication by looking at repeated addition and writing 'groups of' numbers in different ways e.g. as tally marks.

## **Bunessan Primary School**

Some of the Bunessan Primary P7 children attended 'Maths Fest' at Oban High School this session. An important part of their transition from a small, rural, island Primary School to Oban High School.



## **Salen Primary School**

Salen Primary asked parents to come in and join their child for a maths lesson so they could see how maths is taught in multi-composite classes. It also provided parents with the opportunity to see the skills their children had been learning and how games and technology are used to support learning and make maths more engaging. Some very positive feedback was received from parents.



## **Teaching and Learning: Science, Technology, Engineering and Maths (STEM)**

### **Dunbeg Primary School**

Dunbeg Primary took science forward by accepting the offer of free floating classroom workshops on board the Hebridean Whale and Dolphin Trust's (HWDT) research yacht Silurian at Dunstaffnage Marina. P3 to P7 had the exciting opportunity to glimpse the life of a marine scientist during 1.5 hour sessions on board.

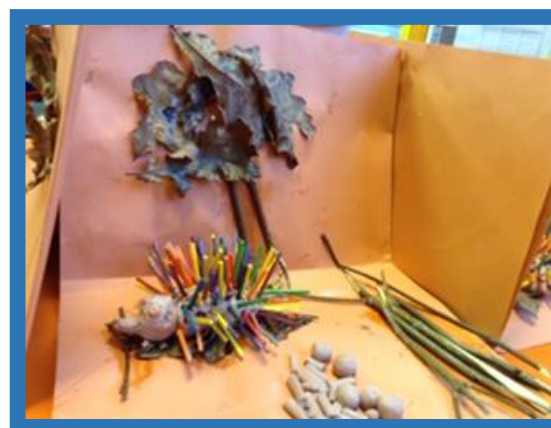
In addition to the opportunity provided by HWDT the school also held a Science Week offering a wide range of activities for pupils to try at home with their families. These proved very successful with everyone involved.

### **Lochdonhead Primary School**

Lochdonhead Primary School had an opportunity to develop their technology skills when Jan Dunlop visited the school to help the children build hedgehog houses. The children wanted to make these to provide a safe place for the hedgehogs to hibernate in over the winter. The children used their technical skills to screw the house together before finding a good spot for it in the school garden.



Following Jan's visit the children created their own hedgehogs and habitats that included all the elements that a hedgehog needs to survive.





## 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.

## **Teaching and Learning: Social Subjects**

### **St Columba's Primary School**

St Columba's Primary School celebrated International Day of Culture earlier this session by working in their clan groups to learn about France and Spain and taste French and Spanish food!



## Teaching and Learning: Expressive Arts

### Ulva Primary School

This session the pupils from Lochdonhead visited Ulva Primary to have a joint school party to celebrate the life and times of Robert Burns. The pupils were offered Haggis to try and had a ceilidh where they enjoyed some Scottish dancing.



### Kilchattan Primary School

Colonsay holds an annual music festival called Ceol Cholasa and every year the children are invited to perform at the local's concert. This year they sang The Potato Song and sang and played Mairi's Wedding. They also performed tunes on the whistle and fiddle.

The children also took part in the church carol concert, singing and playing their instruments together. Some brave children performed solos.

The After School club for the second term was art and craft. Different mediums were used including paint and clay and pupils also learned how to sew, producing teddy bears and beautiful cushions.



## Lismore Primary School

As a small, remote school, Lismore Primary is fortunate to receive a grant from the Youth Music Initiative. The fund can be spent on music tuition, one off musical events and music resources. This year, the school is delighted that Sarah Campbell is working with the children, focusing on musical composition and the basics of pitch and rhythm. The pupils really enjoy the sessions and are becoming quite proficient in improvisation skills.

Music teacher, Martin Douglas has also led the children in four Music Workshops. The first two sessions were based around having fun with the ukulele. The children each built their own ukulele and then began to learn how to play them. The sessions have also involved lots of fun music and singing activities. The school hopes that the children will perform on their ukuleles at the end of session Fiesta. They are considering purchasing some real ukuleles in the future. Martin may also introduce the children to some simple cornet instruments. The children have gained a huge amount of confidence in music from these various sessions and can be heard singing songs they have learnt or composed themselves whilst working and playing.



## **Teaching and Learning in the Outdoors**

### **Kilchattan Primary School**

Kilchattan Primary School used Pupil Equity Funding to buy a polytunnel to use for growing vegetables throughout the year. The school's neighbouring crofter kindly agreed to let them site the poly tunnel in the field next to the school. Pupils and staff are looking forward to enjoying the school grown goodies all year round.

### **Bunessan Primary School**

The nursery children from Bunessan Primary visited Tiroran Forest with Emily, their Forest Ranger. The visit was designed to support their learning in school and to extend it into the outdoors. As the children had been learning about baby animals their teacher and the Ranger thought that learning about eagles and their babies would be of interest. The children were shown a life size cut out of a Sea eagle and a wooden sculpture of a full sized Golden eagle.

The children learned that baby eagles have two names, a chick or an eaglet and that eagles lay two eggs a year which are the same size as a goose egg.



### **Park Primary School**

Park recently received its 8<sup>th</sup> Green Flag Award from Eco Schools Scotland. This award is given every 2 years if the school has achieved good progress with its chosen topics and sustainable goal. The school chose Life on Earth as their sustainable goal and the topics of litter, school grounds and energy.

Over the two year period the school has shown its commitment to improving the local environment by doing regular beach cleans and surveys along the Esplanade beach and also by clearing up litter around the school. Energy Monitors ensure lights are switched off when not needed and doors are closed when rooms are empty to save energy. They also have focus weeks throughout the school year on Energy, Waste Minimisation, Fairtrade and campaign for a better world through Earth Hour, Send

My Friend to School and by adopting an endangered animal every year. They have raised money to buy reusable beakers for water at lunchtime thereby saving thousands of single use plastic cups from going to landfill.

The school also has a garden where the pupils are learning about growing fruit and vegetables. This year they engaged in a joint project with the nursery and P7 called "Paired gardening". They have also developed a play and learn area for the early level in the field at the back of the school. This area encourages outdoor learning and exploration.

### **Lochnell Primary School**

Stramash and Hebridean Pursuits has been a great experience for Lochnell's Primary 7 pupils. The whole class has engaged with them throughout the session providing opportunities to participate in exciting activities like rock climbing and abseiling.

In the forest the class learned lots of new skills including whittling. They also ventured deeper into the forest to create dens and learned lots of great techniques to make sure the dens were waterproof. The children also learned how to make popcorn and bread on the fires they made.

### **Barcaldine Primary School**

In a recent HMIE inspection, it was noted that Barcaldine's approaches to interdisciplinary learning and learning outdoors were worth sharing more widely. The report stated that 'Staff and partners make the most of the local environment as a catalyst for children to learn new skills, and to develop and apply prior knowledge in highly relevant and motivating contexts'. Staff from the school have now shared good practice with another local school during two visits. The teaching head teacher has also delivered workshops at a twilight session for staff at another school and at the Argyll & Bute Outdoor and Woodland Learning networking day.



### Luing Primary School

This session Luing Primary were visited by Terry Donovan from The GRAB Trust. The GRAB Trust is the 'Group for Recycling in Argyll & Bute'. Terry delivered a fun and interactive workshop about the Beaches and Marine Litter Project that works to highlight the problems of Marine Litter and what we can do to help reduce it.



## Teaching and Learning: Community Partnerships

### Achaleven Primary School

Achaleven Primary School engaged with the local community through the continued provision of **Stay & Play sessions** for any local 3 & 4 year olds to join. The sessions were held once a term and provided an opportunity for younger children to visit the school and take part in some fun activities. Achaleven pupils enjoyed planning and helping to run the sessions.

### St Columba's Primary School

St Columba's have continued to strengthen community partnerships this session. For example, to support teaching and learning about money and finance, they have been supported by the Nationwide Building Society who came in and worked alongside all classes to give the children a much more realistic learning experience. This included learning about the differences between banks and building societies, discussing different ways to save money and learning about coins, notes and other currencies.



The school has also started to build a close partnership with Marks and Spencers. Pupils from St Columba's took part in the opening celebrations of the store and they have also visited the store to take part in their 'Apprentice for the Day' initiative. This enabled the children to learn about the different job opportunities there are within the Marks and Spencers company - they were even given the opportunity to stack some shelves and use the tills! The school is further enhancing this partnership by taking part in an initiative during National Volunteer Week. Marks and Spencers has awarded the school £500 and have offered a number of volunteers to support with enhancements to the garden area within the playground.



### **Iona Primary School**

Iona Primary is in its second year of project based learning around food production and community partnership. They are working in partnership with the St Columba Hotel and the Argyll Hotel. The hotel staff support the children in the garden and are upskilling them to cook and serve customers. The school has opened as a community café where they served their own produce and communicated with all of their customers in either French or BSL. They also used their fruit producing trees to create three types of chutney that they were able to sell to the islanders. The school's gardening club harvested holly, ivy and willow to produce wreaths at Christmas. The islanders placed their orders and the wreaths were delivered by hand. All funds raised were handed to the General Democratic Meeting where the children decided how to spend it.

### **Easdale Primary School**

Through a connection suggested by a school grandparent the school made contact with Pete and Oli at Heart of Argyll Wildlife Trust who operate from Knapdale (home of the beavers). Following a meeting with the Head Teacher a short programme of engaging and interactive events took place promoting awareness of sustainability for wildlife and plant life in the locality.



### **Teaching and Learning: Interdisciplinary**

#### **Dervaig Primary School**

Each year the school has a sponsored walk to raise funds for charities and the school. P 7 Pupils who have been at the school since Primary 1 decided they wanted to end their Primary career with a big challenge. The Pupil Council decided that the funds this year would go towards developing the playground and outdoor provision.

With all the planning and training completed the P6 and P7 children, staff, parents and support cars started off from a sunny Tobermory. The children had asked for sponsorship, got a bucket for donations and were ready to talk to people on route about what they were doing and why.



The older pupils then walked the very hilly route of 7.7 miles from Tobermory back to school in Dervaig. The whole way they supported each other studied the Ordnance Survey map and collected litter. They talked politely to all the people they met, thanking them for their contribution and wishing them a good day. Many of the skills they demonstrated are ones, which they will then build on if they choose to do the Duke of Edinburgh expedition when they are older.

All the younger pupils and their families welcomed them in the playground as the group arrived at school for a picnic lunch. After a brief refuel the whole school - 31 pupils with staff, parents and other family members walked the 5 miles to Calgary Beach.

The older pupils were great at supporting the younger ones by encouraging and motivating them. This also helped them complete the big walk. The social interactions between children and adults were wonderful to witness and be part of. The other road users were considerate and our pupils continued to tell them all about the aims for their walk. The weather was fantastic and this also helped everyone really appreciate the landscape, flora and fauna of the place we live.

The children reached the beach, 12.7 miles for the P6 - 7 children and 5 miles for the P1 – 5 children. They celebrated their achievement playing on the beach; some swam in the sea and then everyone enjoyed a family BBQ. Lots of the tired legs and feet were soon forgotten, but the achievement was not. The local policeman came and congratulated them too. The running total for the walk is already over £2000. The walk is a great example of interdisciplinary learning including physical activity, social and emotional, development, environmental studies, science, numeracy, outdoor learning and sharing all this learning with family members was so positive as well.

## School Contacts

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	Judith Frost	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	Jean Harlow	Head Teacher Secondment	Kilchrenan, Taynuilt, PA35 1HD	01866 833312
Kilninver Primary	Wendy Douglas (Acting)	Head Teacher	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	Judith Frost	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, Soro- ba Road, Oban, PA34 4SB	01631 568090/568091

Salen Primary	Mairi Maclean	Head Teacher	Salen, Isle of Mull, PA72 6JL	01680 300348
St Columba's Primary	Michaelina MacLellan	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568092/ 568090
Strath of Appin Primary	Marissa Melville	Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345
Taynuilt Primary	Bernie McMillan	Head Teacher	Taynuilt, Argyll, PA35 1JE	01866 822343
Tiree HS Primary	Peter Bain	Head Teacher	Isle of Tiree, PA77 6XA	01879 220383/ 220790
Tobermory HS Primary Dept.	Jennifer McGhee	Acting Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062