

# OUR CHILDREN...



# THEIR FUTURE...

Education Service

Primary Area Report 2019-2020:  
Bute and Cowal

## **Introduction**

Within the Bute and Cowal area there are 14 Primary Schools, three on Bute and 11 in Cowal. There is secondary school provision at Dunoon Grammar School and Rothesay Joint Campus. Nursery provision is provided within several of these schools and Gaelic Medium Education is provided at Sandbank Primary School. Primary school rolls in Bute and Cowal vary considerably ranging from 17 pupils (Kilmodan PS) to over 270 (Kirn PS).

The Education Performance Data Analysis Report to Community Services Committee on 10<sup>th</sup> December 2019 provided elected members with important information on the progress made in relation to attainment, achievement and progression to positive destinations across Argyll and Bute. Most recently (March 12<sup>th</sup>, 2020) 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 in Achievement of Curriculum for Excellence (CFE) Levels 2018/19 – as published by the Scottish Government on the 10<sup>th</sup> December 2019. The report also provided an update on the Scottish Government's 2020 National Improvement Framework and Improvement Plan for Scottish Education.

This report provides a range of key information about schools in the area and highlights some of the wide and varied range of activities our young people have been involved in during session 2019-20.

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 including cluster SIMD profile and achievement of a level data:

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

Cluster	1	2	3	4	5	6	7	8	9	10	Unknown	Total
Bute	49	75	124	28	18	27			23			344
Cowal	122	106	89	168	254	142	1					882
Helensburgh & Lomond	56	72	152	56	178	231	281	413	177	136		1752
Islay & Jura				39		177						216
Kintyre North						84	30				1	115
Kintyre South	66	27	72	59	55	215	49					543
Mid-Argyll			53	125	1	198	122					499
Mull						94	94				2	190
OLI	19		8	180	387	269	244	156			3	1266

\*SIMD Data at end February 2020

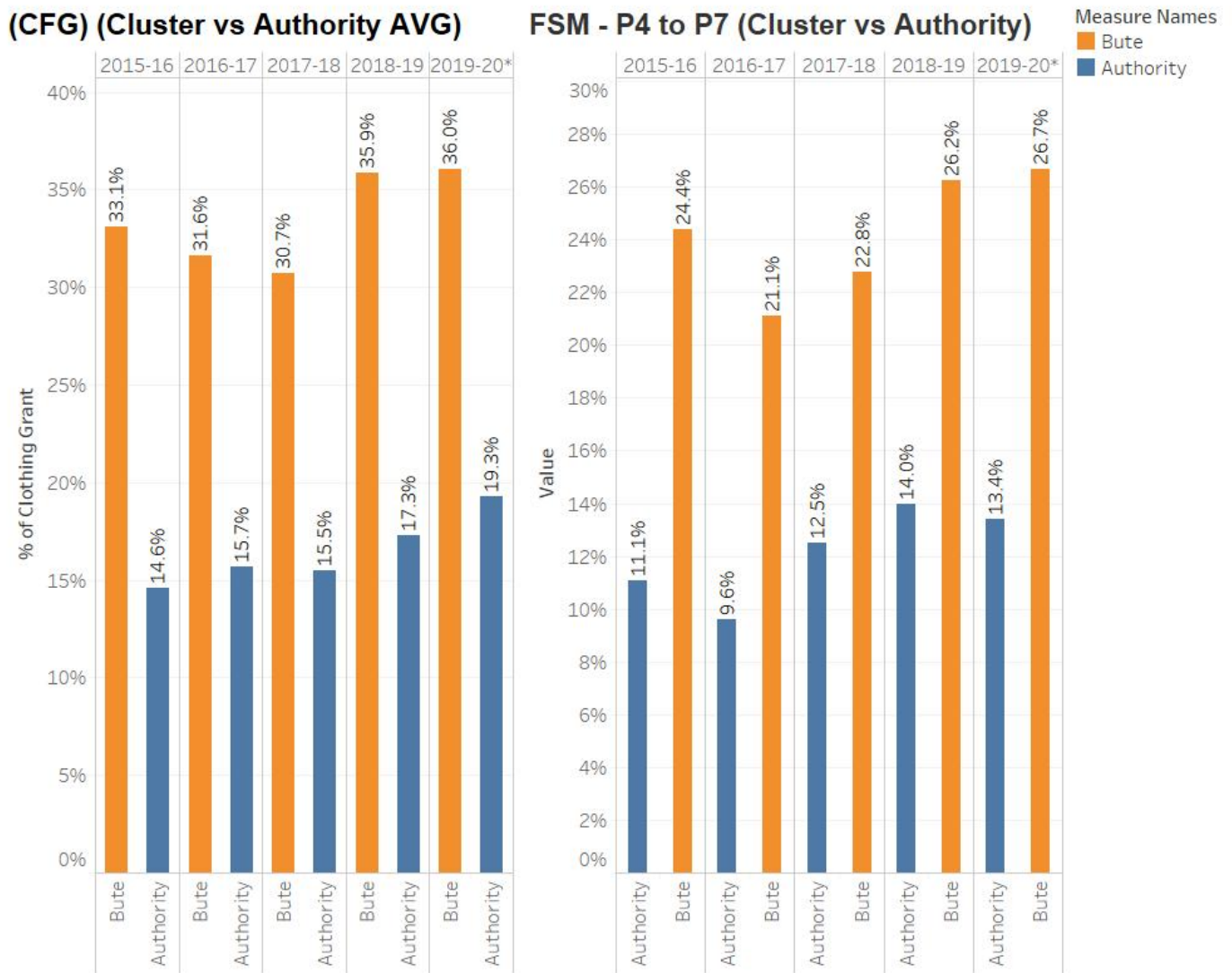
## Bute Cluster Primary School Profile 2019-2020

Primary School Roll (as at census) *						
Cluster Primary Schools	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years <sup>1</sup>
North Bute Primary School	41	35	37	33	36	-12.2%
Rothesay Primary School	237	275	286	277	254	7.17%
St Andrew's Primary School	79	63	61	53	50	-36.71%
<b>Total Roll for cluster</b>	<b>357</b>	<b>373</b>	<b>384</b>	<b>363</b>	<b>340</b>	<b>-4.76%</b>

\* Data for rolls provided at Census each year

Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2015/2016 to 2019/2020 and is not an average.

# Footwear and Clothing Grant and Free School Meal Information for Bute area



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 2019-2020 data for CFG and Free School Meals (FSM) is to date (end February 2020) and therefore may change as the year progresses.

On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3. The above figures only show those pupils in P1 to P7.

National Averages for Free School Meals have been taken from 'Healthy Living Survey 2019'

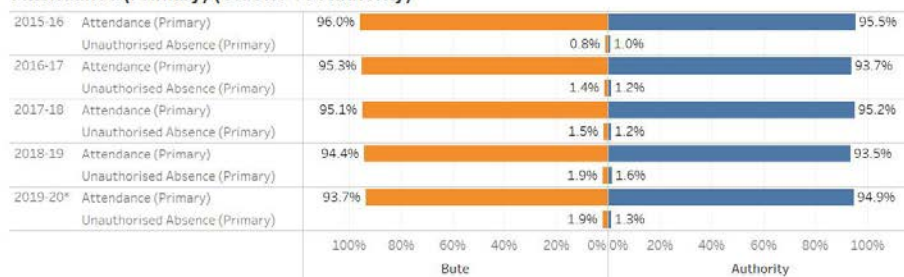
In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities.

For Academic Session 2019-2020 Education Service worked with Revenue and Benefits to implement 'Auto-enrol' for CFG where a recipient on Council Tax or Housing Benefit. If the applicant was on a passported benefit (Income Support, Jobseekers Allowance (Income Based) or Employment and Support Allowance (Income Related)) they were also awarded FSM.

During Academic Session 2019/20 Education in partnership with Benefits began to use an 'Auto Enrol' system for Free School Meal and Clothing Grant eligibility. This allowed us to target more families who were in need.

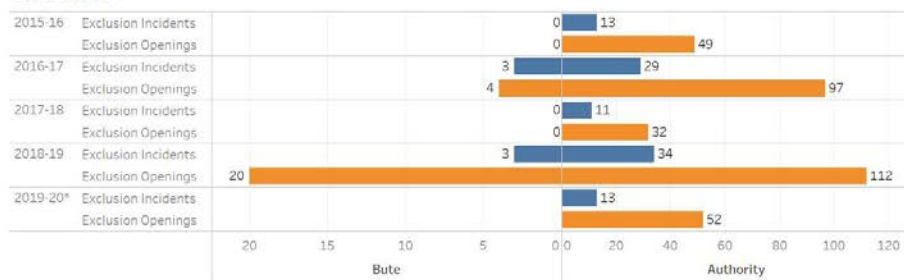
# Exclusion and Attendance Information for Bute area

## Attendance (Primary) (Cluster vs Authority)



Measure Names  
■ Bute  
■ Authority

## Exclusions



Exclusion Information  
■ Exclusion Incidents  
■ Exclusion Openings

## Attendance notes

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.

Please note that attendance data for 2019-2020 is up to end February 2020 and not a complete year. It is therefore subject to change

## Achievement of level June 2019 for Bute area



From the information contained in the performance illustrations above, it can be seen that, in terms of the percentage of children achieving the level expected for their stage, Reading and Writing – particularly in P.4 – are the areas on which schools in Bute are most focusing their improvement strategies. Education Officers are working with HTs to ensure improvement strategies are in place and having the expected impact.

The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and fourth	S1-S3, but earlier or later for some.

### Further information:

National Improvement Framework for Scottish Education –

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

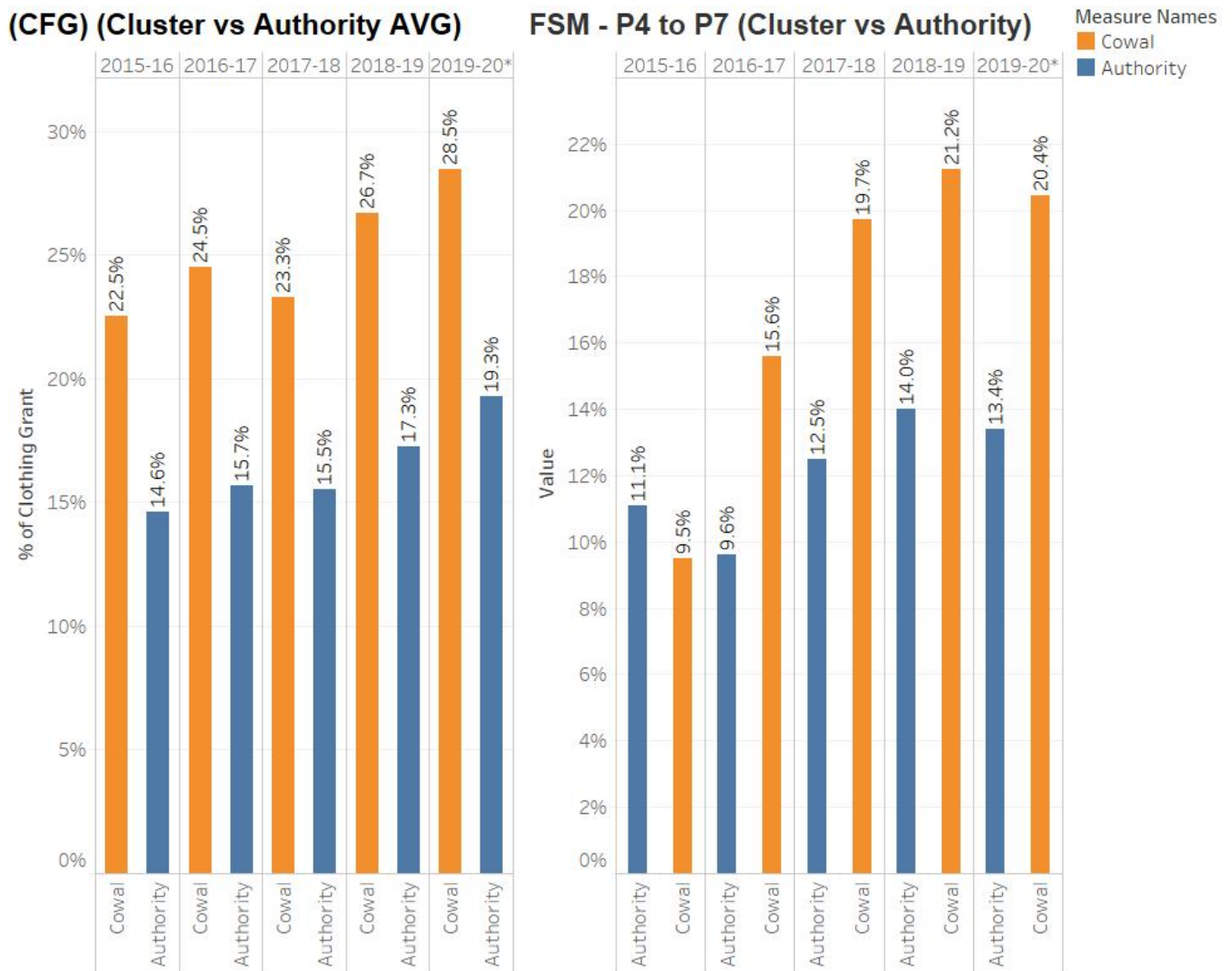
## Cowal Cluster Primary School Profile 2019-2020

Primary School Roll (as at census) *						
Cluster Primary Schools	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years <sup>1</sup>
Dunoon Primary School	203	188	189	206	203	0%
Innellan Primary School	11	19	26	32	28	154.55%
Kilmodan Primary School	13	13	14	16	14	7.69%
Kirn Primary School	251	250	284	276	274	9.16%
Lochgoilhead Primary School	27	24	26	23	25	-7.41%
Sandbank Primary School	81	72	72	63	70	-13.58%
Sandbank Primary GMU	40	42	38	44	46	15%
St Mun's Primary School	128	135	125	121	99	-22.66%
Strachur Primary School	42	42	38	32	27	-35.71%
Strone Primary School	31	25	30	27	20	-35.48%
Tighnabruaich Primary School	28	31	38	36	40	42.86%
Toward Primary School	22	25	30	30	27	22.73%
<b>Total Roll for cluster</b>	<b>877</b>	<b>866</b>	<b>910</b>	<b>906</b>	<b>873</b>	<b>-0.46%</b>

\* Data for rolls provided at Census each year

Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2015/2016 to 2019/2020 and is not an average.

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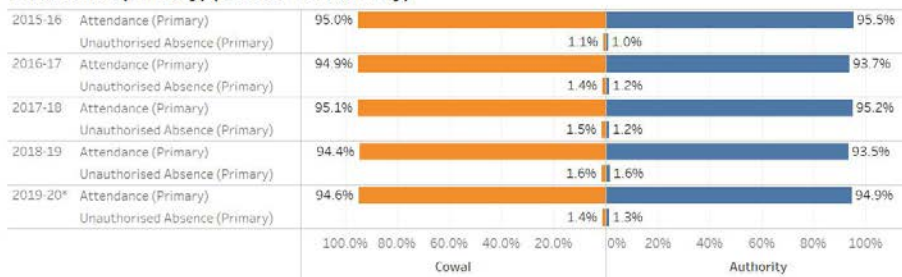
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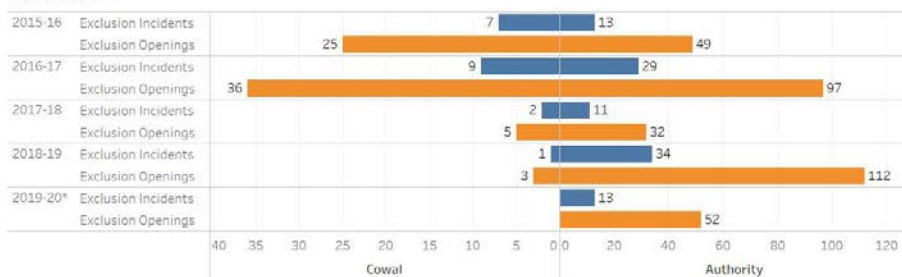
# Exclusion and Attendance Information for Cowal area

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Measure Names  
■ Cowal  
■ Authority

## Exclusions



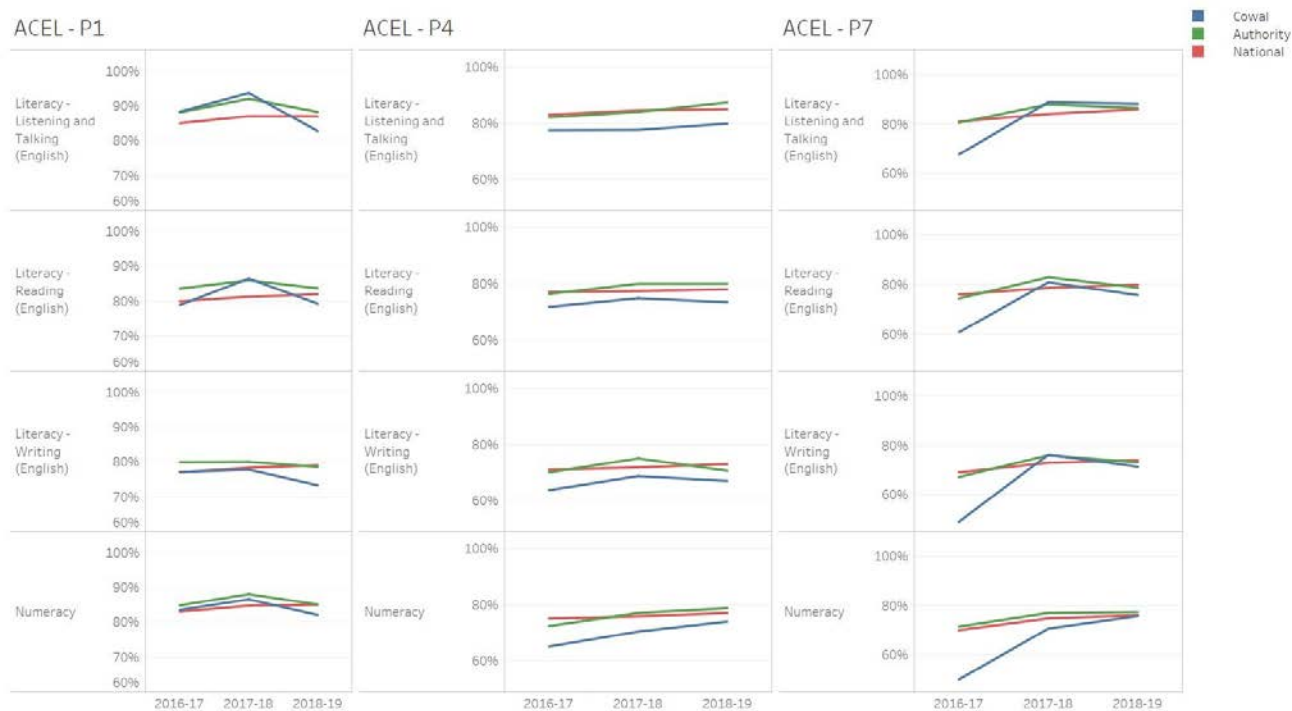
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## Achievement of level June 2019 for Cowal area



From the information contained in the performance illustrations above, it can be seen that, in 2018-19, the attainment of children in Cowal was marginally below both the authority and national average figures in all measures at almost all stages. Schools are rigorously tracking their ongoing data via the Progress and Achievement application, and have been able to measure progress for individual pupils. Education Officers are supporting schools to plan the appropriate targeted interventions to bring about improved attainment.

## Achievement of level June 2019 for Cowal area – Gaidhlig



From the information contained in the performance illustrations above, it can be seen that in 2018-19, attainment in Gaelic Medium Education in Cowal was strong, and in over half of areas, above the authority and national average figures. Pronounced fluctuations from year-to-year are a result of the relatively small sample of pupils for whom data is collected.

**The following sections summarise and update on activities, initiatives and improvement across specific areas of provision to Argyll and Bute's children and young people.**

## **Early Years Update**



### **Early Years Area Report**

Children and families within Argyll and Bute currently access Local Authority Early Learning and Childcare (ELC) 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 predominantly for children aged less than 3 years. Partner Childminders also provide ELC for eligible children aged 2 years.

### **Expansion of ELC**

The Scottish Government is increasing the number of ELC funded hours to 1140 hours per year. An ELC Delivery Plan was developed to plan the implementation of 1140 hours of ELC in Argyll and Bute. As part of this plan, surveys have been carried out to find out what parents wanted, to help shape future provision in Argyll and Bute. The majority of parents showed a preference for ELC provision which follows the school year – e.g. a pattern of provision which follows the school day during term time. 36% of parents wanted ELC provision across the year – both within the school term and during the holidays. This data has informed the delivery of 1140 across Argyll and Bute.

### **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 socio-demographic 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.

We currently have 76% of settings phased in to 1140 hours, with plans to complete phasing on Mull and in Oban in place for August 2020. In August we also plan to open two outdoor nurseries, one in Kilmory Walled Garden and the other in Hunters Quay Dunoon. Later in session 2020/2021 we will open a new standalone nursery in Oban.

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 2020**

### **Early Years Foundation Apprentices**

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

Early Years Team members wrote and delivered the National Progression Award (NPA) for the Foundation Apprenticeship (FA).

Six pupils from Rothesay Joint Campus participated in year 1.

#### **Cohort 2 commenced August 2019**

In a significant scale-up this year, 41 pupils commenced the Foundation Apprenticeship in Early Years across six Argyll and Bute secondary schools.

26 commenced the NPA in 5<sup>th</sup> year to complete the qualification over two years.

15 commenced the shorter model, in their 6<sup>th</sup> year, working towards the NPA and the relevant SVQ2 Social Services Children and Young People (SSCYP) units over 1 year. Placements were identified in Argyll and Bute ELC units, including Partner Providers in the private and voluntary sector.

Early Years team members stepped up to deliver the NPA course, across the LA, until October 2019 when 2 new tutors, with appropriate Early Years experience, were recruited by the Training Centre.

The Early Years Foundation Apprenticeship is being delivered in the following six secondary schools through a blend of face-to-face tutorials and on-line learning:

Oban High School  
Hermitage Academy  
Lochgilphead Joint Campus  
Campbeltown Grammar  
Dunoon Grammar  
Rothesay Joint Campus

In Helensburgh, delivery is in partnership with West College Scotland (Clydebank).

## Early Years Modern Apprentices

### Cohort 1 started Jan 2019

Six Modern Apprenticeships (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

Five out of the six MAs have completed their SVQ3 (SSCYP) award early, and two have been successful in securing temporary ELC Practitioner posts.

### Cohort 2 started August 2019

Six MAs were recruited to the following ELC settings:

Sandbank Primary Early Level (Gaelic)

Rockfield Primary ELC (Gaelic)

Dunbeg Primary ELC

Lochgilphead Primary ELC

Tobermory Primary ELC

St. Joseph's Primary ELC

All are making good progress with their SVQ3 (SSCYP) with one changing course to SVQ2 (SSCYP) which is better suited to her role within the ELC unit.

## Early Years Graduate Apprentices

Argyll and Bute recruited two graduate apprentices to take part in a three year pilot for the BA in Early Learning and Childcare, in partnership with University of Highlands and Islands (UHI). The graduate apprentices are based at Aqualibrium ELC in Campbeltown and Taynuilt Primary School. Both are making good progress.

## Funded qualifications

In 2019-20, 44 ELC staff were funded to work towards recognised qualifications, to meet SSSC registration and for professional development. This is an increase of seven on last year's total.

	<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>4</b>	<b>1</b>		<b>1</b>
<b>B&amp;C</b>	<b>1</b>	<b>3</b>		<b>2</b>	<b>1</b>	
<b>OLI</b>		<b>9</b>	<b>1</b>	<b>2</b>		
<b>MAKI</b>		<b>6</b>	<b>2</b>	<b>4</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 Team 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 2019-20, 49 Early Level training courses were held centrally in Inveraray, and six on-line training options were offered.

In addition, to support our ambition to have a significant amount of funded ELC delivered outdoors, two seven-day accredited courses took place. Each one was attended by 13 participants. Both were delivered by Wild Things, an [award winning](#) environmental education charity.

October 2019      Coastal Activity Leader Training (CALT)  
 March 2020      Woodland Activity Leader Training (WALT)

The Early Years Team has also worked with Stramash to deliver training on ‘Outdoor Learning through the Seasons in Argyll & Bute’. This training involved four days of training, in different seasons throughout the year, in each of the four 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 during 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 four 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 2019 – By Area**

<b>Area</b>	<b>DM Data – December 2019</b>
B+C	41%
MAKI	39%
OLI	36%
H+L	58%

Similarly, data is collected and analysed around Care Inspectorate grading's 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	15	100%
MAKI	22	91% (20)
OLI	21	95% (20)
H+L	14	86% (12)

#### **Early Years QI and Curriculum developments 2019 – 20**

Representing Argyll and Bute Education Service at the 2019 Scottish Learning Festival, the Early Years Team showcased our innovative and unique approach to Curriculum Development - the



Three Assets Approach – to colleagues from across Scotland, including the Deputy First Minister and Education Secretary, John Swinney. The approach supports colleagues within EY to build and deliver a strong, context-driven curriculum through the lens of Argyll and Bute’s diverse local environments, culture and partnerships.

In line with annual priorities, we were well on track to achieve our target of 80% of children achieving all of their developmental milestones by transition to school (prior to the closure of our settings due to Covid-19), and progression within learning from ELC to P1 will be supported by all ELC settings, practitioners and P1 teachers through the use of Literacy and Numeracy Progression Frameworks, in line with our RIC colleagues within the Northern Alliance. The Early Years Team have delivered, and continue to deliver via digital platforms, support for all practitioners and P1 teachers within the four clusters, in the effective use of these frameworks to ensure our children continue to develop and achieve their potential as they transition in to P1 and beyond.

This developmental approach is supported in many of our schools by a continued commitment to the Emerging Literacy approach, in collaboration with colleagues from across the Northern Alliance.

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)

## **Learning and Teaching**

### **Literacy**

The Emerging Literacy project has been in place across the Authority for three and a half years. In that time over 40 schools and associated staff across Argyll and Bute have been involved with 36 establishments engaged at present. “Buddy Networks” are operating across clusters led by Practice Leads. Schools and staff involved are enthusiastic about the importance of a developmental approach which meets the needs of our youngest learners.

The Emerging Literacy approach is currently being evaluated for impact across the Northern Alliance, with particular findings in Argyll and Bute:

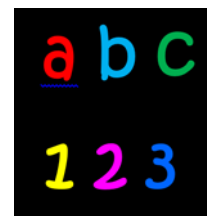
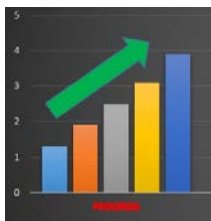
- Data has been collected and analysed and this has been used by the Early Years Team to identify development needs for ELC going forward.
- Particular areas for improvement have been identified in Rhyme Production and Word Boundaries. This has been analysed by locality and Excellence and Equity Leads, Education Support Officers and managers have identified ideas for change to close the gap in settings. The key drivers for this have been identified and tally with the new National Practice Guidance, Realising the Ambition.
- The Early Years Team have developed tracking and moderation across Early Level using the Emerging Literacy Progress Overview to support collegiate discussion. Training has been rolled out to all Authority ELC establishments and is currently being piloted as an online format.
- Northern Alliance Emerging Literacy meetings have taken place using remote conferencing and have continued during the current restrictions.
- An evaluative questionnaire is due to be issued to all practice leads in the form of a ‘Survey Monkey’ by the end of May.
- Two case studies are in progress across the Authority and will be completed remotely by practitioners involved. This will be linked to HGIOS Quality Indicators 2.3.and 3.2 – Learning, Teaching and Assessment and Ensuring Children’s Progress.
- As part of the Northern Alliance evaluation, there will be a focus on the extent to which Emerging Literacy and the developmental approach can support children and families in their transition back to school as we move forward into the recovery phase.

### **Numeracy**

The support for Numeracy, this session, reflects the Scottish Government Initiative Making Maths Count - <https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2016/09/transforming-scotland-maths-positive-nation-final-report-making-maths-count/documents/00505348-pdf/00505348-pdf/govscot%3Adocument/00505348.pdf>

Education Scotland, through funding from the Scottish Government, have employed link Regional Collaborative Officers for Numeracy. We are very fortunate to have had Andy Brown and Iona Coutts perform this role successfully across Argyll and Bute.

Iona offered support to all Clusters, around Building Confidence, Creativity and Connections in maths teaching. This session, Iona worked with the Mull Cluster, PTs from Lochgilphead Campus, Campbeltown and Tarbert as well as supporting our SAC school in HALCO. There were plans for further engagement in the summer term which have been postponed until after children and young people return to school.



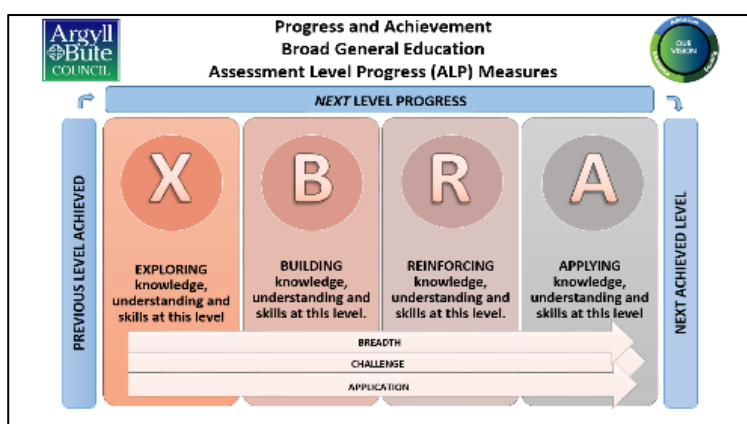
## Progress and Achievement

In primary schools achievement in Literacy and Numeracy is measured and recorded at the key points of Broad General Education (BGE) – Primary 1, 4 and 7. The Achievement of Curriculum for Excellence Levels, as evidenced by teacher professional judgement, detail pupils' achievement in Reading, Writing, Listening and Talking and Numeracy.

Progress and Achievement is a new electronic application which was introduced to Argyll and Bute schools in session 2019-20 to enable effective measuring and tracking of pupil progress within and between Curriculum for Excellence levels over time. Teachers assess and record progress measures at various points on a young person's journey through a curriculum level, thereby providing more detailed information, more frequently and regularly, on achievement in Literacy and Numeracy at pupil, class, school and authority level. The Progress and Achievement data is analysed and used to target support and intervention strategies, both at school and authority level, to help improve learners' progress, close the attainment gap and improve outcomes for all our young people.

The Progress and Achievement application also supports tracking and monitoring over time and allows the mapping of a pupil's learning progress through the BGE, from Primary 1 to Secondary 3. Collaboration with the Early Years Team to develop similar assessments for pre-school children will eventually provide shared progress measures and recording systems from Early Years settings and throughout the BGE.

Over this session parents and carers have started to see changes in formal reports as we work towards standardised reporting across BGE. Formal written reports are created through the Progress and Achievement application and now include progress measures (X, B, R and A – Exploring, Building, Reinforcing and Applying, as illustrated below) to better inform parents about their child's progress through a CfE level. As the new reports begin to be issued from primary schools, parents across the authority will benefit from consistent content and format of formal reports, giving the same clear and concise information.



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

The support for STEM, this session reflects the Scottish Government Strategy promoting equity, inspiration and connection: <https://www.gov.scot/publications/science-technology-engineering-mathematics-education-training-strategy-scotland/>

The Scottish Government, through its Enhancing Professional Learning in STEM grant scheme, invited bids from across Scotland and Argyll and Bute were successful with four bids. These four projects varied in size and scope and included:

Cowal – Promote and develop STEM skills.

Bute – Appoint and engineer in residence to work across the Cluster developing knowledge and confidence.

Islay – Build digital capital in the community.

Argyll and Bute (Gary Clark, Digital Lead) – Offer secondment to two PTs to increase STEM learning provision through training and support and additionally providing external training for Technicians.

The two Authority PTs, Laura Campbell and Iain Fulton, have organised and run STEM events for learners, practitioners and parents, provided CLPL inputs, twilights and school visits and also supported schools to collate a range of STEM resources and digital learning opportunities.

Education Scotland, through funding from the Scottish Government have employed a link Regional Collaborative Officer for STEM, Mark Irwin. As well as supporting a number of STEM initiatives in the Authority, including the events run by the two Authority PTs, Cowal's Mission to Mars STEM event and Oban's Under the Sea STEM event, Mark has been supporting the four successful Argyll and Bute bids for funding.

Argyll and Bute has benefitted from working closely with the Education Scotland lead officers. Their hands-on and productive support is appreciated, not only in providing professional advice and support to staff and schools but also in engaging with the uniqueness of Argyll and Bute and helping to reduce some of the barriers caused by our geographic location.

## 1+2 Languages

### **Cowal & Bute**

The 1+2 Languages policy aims to ensure that all children and young people are equipped with the skills they need for life and work, and that they benefit from all that learning a foreign language can bring to their lives. In “1+2”, 1 refers to Language 1 (L1) which is mother tongue and 2 refers to the two Languages, (L2 & L3), learned during the Broad General Education (BGE). By 2021, every school in Scotland will offer children the opportunity to learn a first additional language (L2) from primary one, and a second additional language (L3) from primary five. This will continue until they reach the end of S3.

All 11 primary schools in Cowal are delivering French as L2 from P1 onwards. Sandbank PS, Tighnabruaich PS, St. Mun’s PS and Strachur PS are delivering Gaelic as L3. Kilmodan PS delivers Spanish as L3. Dunoon PS delivers British Sign Language (BSL). Other schools in the area plan to deliver L3 next session. Dunoon Grammar School provides French as L2 or Gaelic as L2 for GM pupils. They provide German as L3 in S2 and S3. Spanish is also offered as an option for S6 pupils.

All three primary schools on Bute are delivering French as L2 from P1 onwards. North Bute PS is delivering Spanish as L3 and St. Andrew’s PS are delivering BSL as L3. RJC (secondary) provide French as L2 and Spanish as L3. Both clusters are now working towards ensuring effective progression in language learning from P1 through to the end of the BGE.

Cowal has a Language Leader, who supports local schools and holds termly Languages cluster meetings. There is a vacancy for a language leader on Bute. At present, the Cowal Language Leader is supporting Bute schools. Both clusters are using the online platform- [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French as L2. This resource can also be used for teaching Spanish and German. The schools teaching Gaelic use the online resource- [Go!Gaelic](#). All schools have resource packs with resources for teaching French. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi (Sharing Argyll Learning) blog. The schools delivering BSL will receive resources and training to support this once schools re-open.

During 2019/20 the clusters have been offered various training options:

Partnership working with Education Scotland: The workshop Digital tools for Languages was delivered by Susan Sey, digital skills officer from Education Scotland, as Inset training for the Cowal cluster on 14<sup>th</sup> Feb 2020. North Bute PS signed up for this training and it has been agreed that a future session will be organised on Bute.

This academic session two teachers from Cowal are enrolled on the French Open University course for primary practitioners.

One teacher from Cowal has successfully completed the GLPS (Gaelic) 18 day course, in Stirling, this session.

Several teachers from Cowal & Bute attend Gaelic twilight training, via VC, in partnership with UHI.

We have provided a four day GLPS training course in Inveraray for teachers across the authority. This was a fantastic opportunity to access GLPS without traveling to Stirling for 18 days training. This training provided an accessible alternative. This condensed version provided an introduction to Gaelic in the primary.

This four day model was also offered in French. Only two of the four days were provided due to school closures this session.

Twilight training Sessions provided for Cowal & Bute:

- French beginners and follow-on training has been provided authority wide using video conferencing (Google meet).
- Two Gaelic taster sessions for beginners were provided virtually for all clusters. These sessions provide a fun introduction to simple Gaelic phrases to be used with learners in class.
- A secondary specialist in Cowal provided a series of twilight sessions at Dunoon Grammar School for French Beginners in term 1 and then follow-on lessons in term 2 of this session. This was well attended by primary practitioners.

Teachers from Cowal and Bute have signed up for French Immersion courses this session. These courses are provided by [LFEE](#), a course provider based in Edinburgh, specialising in training primary practitioners in languages. This project has been made possible thanks to a successful bid for an Erasmus+ grant to develop professional learning in languages for teachers in Argyll & Bute. Teachers spend a week in France during the school holidays and the courses comprise a mixture of upskilling in the language, pedagogy and learning about the culture.

Some teachers attended these courses in October 2019. Unfortunately those who intended to attend these courses during April 2020 have had to postpone. These training opportunities will continue during session 2020/21.

We have been working on a languages upskilling online course with Northern Alliance colleagues. The upskilling videos have now been made available to practitioners to provide a professional learning opportunity during school closures. The full course will be available next session. Family Learning in Languages is taking place in Cowal through a very successful French club at Innellan Primary School. There are 23 participants each Thursday afternoon for an hour, made up of pupils, siblings, parents and grand-parents.

In February 2020, Kirn PS hosted a French primary student teacher for a three week placement. Dunoon PS also hosted a French student teacher for a one week placement. This was organised with our French local authority partners, Amiens and the Université de Paul Valerie. These were highly successful visits and we intend to continue development of this international partnership working.

In March 2020 a successful [Gaelic Intergenerational learning event](#) was held at Tighnabruaich PS. This involved bring together P1-3 pupils, senior pupils from DGS and older people who live in the Tighnabruaich area to learn Gaelic. This project was organised in partnership with the Cowal Befrienders. All the generations enjoyed a meal together and then went on to learn the numbers one to ten in Gaelic, with the DGS senior pupils facilitating the learning. The event culminated in a fun game of bingo in Gaelic.

The Cowal area has started a Pre-5-P1 French transition project this year. Pre-5 settings across the cluster have engaged with 'The Rainforest Adventure' project. The project focuses on simple French language learning around the theme of the Rainforest. The children engage with a musical story and then come together with other settings for a family event. This project then continues into P1 using the follow on 'Under the Sea' story. At present, alterations have been made to the project as a result of school closures.

Cowal & Bute both took part in the P7/S1 French Comic Book Transition Project in 2019 and will continue to build on this in 2020 ([Examples of work from previous project](#)). There is a positive relationship between the primary and secondary sectors within the area. This joint project has helped to build effective transition links, in conjunction with all schools using the [Argyll & Bute French Key Language Progression framework](#) and regular communication during cluster meetings.

Rothesay Joint campus organised a highly successful International week in March 2020. By involving families from diverse international cultures, the school was able to showcase and promote all the diverse cultures and languages which exist on Bute. This cultural week also encompassed cookery and art.

Bute has taken a whole cluster initiative to promote the use of [BSL on the Island](#). A local resident has volunteered in St. Andrew's PS and Apple tree nursery to help the pupils learn BSL. This has helped greatly to raise the profile of BSL on the island and now all three schools are keen to go forward with a whole cluster approach of teaching BSL as part of the 1+2 Languages initiative, next session.

Cowal engaged with the first ever Scottish Languages week which took place from the 3<sup>rd</sup>-7<sup>th</sup> February 2020. This will now be an annual event designed to promote language learning in Scottish Schools. [Videos from DGS during the week](#)

Lochgoilhead PS took part in a successful Arabic pilot project this session. They received 10 weeks of online sessions to discover Arabic culture and language and the life experience of a refugee. This course was organised in partnership with SCILT (The Scottish Centre for Languages) and NaTakallam, an organisation which works with refugees.

SCILT have now developed an online Arabic Language course for primary and secondary in line with CfE. Tighnabruach PS, Lochgoilhead PS and DGS have all secured places for these courses next session. Rothesay Joint Campus has also expressed an interest to be included on this pilot. This session Argyll & Bute primary school menus have been made available in French and Gaelic to all schools. This has been a useful resource to help embed L2 into classroom routines. [French Menu](#) [Gaelic Menu](#)

This session there has also been an initiative to develop virtual communication across the clusters. All future languages cluster meetings will be held using Google meet. It has been identified that this is the most effective and inclusive means of communication considering the geographical challenges of bringing teachers together for after school meetings.

## **Primary Gaelic Education**

Children come to Gaelic Medium Education (GME) from a range of family backgrounds. These vary from a family in a strong Gaelic community to an environment where no Gaelic is spoken. Learners in a GM setting hear and, in time, speak, read and write Gaelic. It can take time for children to become confident in Gaelic, but opportunities are given to them to interact with other Gaelic speakers in a range of situations which enhance their confidence and build their feeling of success. The language of communication in GM settings is Gaelic and all areas of the curriculum are taught through the medium of Gaelic.

Our GM learning environments are visually stimulating with the development of language at their core. There is a focus on Gaelic grammatical structures and phonology and accuracy in the use of the language will be reinforced at all times.

In the daily life and routines of our GM centres, Gaelic is the predominant medium of communication, providing good models for the children, and this can be considered an element of the Gaelic Medium immersion phase. The range of teaching methodologies employed enables the children to learn Gaelic in situations that are real, familiar and natural to them. Real-life and imaginary contexts enhance challenge, choice and enjoyment and give ownership of learning to the children. The spoken language is of particular importance at this level and play-based learning is balanced with the learning of skills and techniques for reading, including Phonics. Learners have the chance to explore patterns, sounds of language and events and characters through stories and other texts that they watch, read or listen to. Learners learn new words and phrases to be used in conversations that allow them to talk to, play and work with others.

### **GME in Bute and Cowal**

In 2018 Sandbank Primary School opened its purpose built Gaelic ELC. Since then the number of children entering GME has increased significantly, securing the future of the Gaelic language in the Cowal area.

The primary pupils transition to Dunoon Grammar School, where Gàidhlig Medium pupils are regularly presented with interesting opportunities to use and develop their language outside of the classroom. These include regular, termly activities such as drama workshops with well-known Gaelic actors, Gaelic Medium sporting activities such as orienteering and gorge walking and the opportunity to work with pupils in Sandbank Primary School. Pupils are offered the chance to visit local Gaelic communities, such as the community in Islay, and communities further afield, such as Nova Scotia, with an aim to visit every three years. This is just a small taste of the variety of enrichment activities offered for Dunoon Grammar School Gàidhlig pupils and the programme is always changing due to the responsiveness of school staff.



## **Health and Wellbeing**

Health and Wellbeing, which is the responsibility of all those who work with children and young people, sits at the heart of the [GIRFEC](#) approach and reflects the need to tailor the support that our children and their parents are offered in order to ensure that individual needs are met. This is the 'golden thread' that runs through our educational ethos and curriculum and is reflected in Argyll and Bute's vision and values in [Our Children, Their Future](#).

The teaching and learning of Health and Wellbeing is given special focus in **Personal and Social Education (PSE), Physical Education and Health and Food**. Learning experiences in these areas enable our children to build resilience; manage risk; deal with peer pressure; make informed choices to keep themselves safe and healthy; know how and where to seek help and have the confidence to reach out to others when they need to do so; understand and accept real or perceived differences in others; comprehend that individuals have rights and responsibilities; prepare for the emotional, social and physical transformations that happen in their lives; learn how to cope with change and loss; and to make appropriate, informed choices for their life and learning.

### **PSE**

Following the publication of the Scottish Government's [Review of Personal and Social Education](#) in January, 2019, Argyll and Bute's Education Team set out to undertake an audit of PSE provision within all of Argyll and Bute's schools. Stage 1 of this audit focused on Secondary Schools and was published in June, 2019. Stage 2, a review of HWB/PSE provision in primaries, is in process and will be resumed when schools return following the current crisis.

A working group comprising education practitioners and partner agencies was initiated in March, 2019 to guide our HWB/PSE strategy and a bank of resources has been made available to primary and secondary staff in SALI.

## **Mental, emotional, social and physical wellbeing**

### **I. Equalities and Inclusion**

#### **Anti-bullying**

Argyll and Bute's Education department produced its updated Anti-Bullying Policy in September, 2019. The policy was built around the Scottish Government's [Respect For All](#) (2017) policy and reflected the views of children in primary and secondary schools who were consulted on their opinions and experiences of bullying. The Education Service received input from national agencies such as *respectme* and *Stonewall Scotland* and from school practitioners and partner agencies to ensure that it was fully compliant with national policy and articulated with local needs. Approximately 50 staff across primary and secondary schools took part in the training sessions delivered by *respectme* in November to raise awareness of the key principles of both local and national policy and to support planning for school strategies, to improve relationships and prevent bullying.

There was an excellent response in February, 2020 from Argyll and Bute's primary and secondary probationer teachers to training on our new policy. Further professional development had been planned for April.

Schools have been asked to update their own anti-bullying policies by June 2020 and effective examples have been received from a number of schools across the authority.

To complement our updated Anti-bullying policy, an Equalities policy toolkit was issued this session to all schools. This outlined ways in which schools could promote equality and inclusion and celebrate diversity within their school.

## **LGBTQ+**

Following publication of the Scottish Government's [2019 National Improvement Framework and Improvement Plan](#) (Scottish Government) in which is reiterated the Government's commitment to enhance LGBTI-inclusive education across all schools, Argyll and Bute Education Services set up its own LGBTQ+ network comprising representatives from schools, CLD, youth groups, pupils and partners such as NHS and SDS. Since its inception the group has provided guidelines and suggestions for resources to primary and secondary schools as well as training for staff, partners and children and planning of events. The *Getting It Right for our LGBTQ+ children* and young people event held in September, 2019, was well attended and received excellent feedback.

Iona Primary school has provided an example of commitment to gender equality and diversity through the creation in its nursery setting of a programme that supports children to become aware of gender-based bullying and stereotyping and promotes non-stereotypical and alternative gender roles, language, aspirations and behaviour.

Understanding that families are different and celebrating diversity is the first step for very young children in understanding diversity. Craignish Primary's Easter Garden Competition helped children to realise this outcome by engaging pupils and their families in a creative gardening project, demonstrating the diversity of families and their talents. The school has also established a range of lunch clubs, including a gardening club, dance club and news clubs to enhance inclusion, social skills and emotional wellbeing.

## **II. Nurture**

Primary schools across Argyll and Bute, supported by the expertise of our Educational Psychology Service, continue to support the needs of vulnerable pupils through effective nurturing programmes that promote early intervention and aim to improve the wellbeing outcomes of children through development of emotional literacy and social problem-solving skills. These include Roots of Empathy, PATHs (Promoting Alternative Thinking Strategies), and Lessons for Living. These programmes, which complement Argyll and Bute's comprehensive approach to supporting mental health and wellbeing and addressing the needs of children with Adverse Childhood Experiences (ACES) are outlined in [Our Children, Their Mental Health and Wellbeing \(2018\)](#).

One notable example amongst several is that of Inveraray Primary School's nurture group, the aim of which is to help a small group of pupils to start their week positively and to become more ready to learn by processing their thoughts. Training is provided by the Head Teacher and by the Psychological Service. Data collated by the school has indicated that pupils feel more positive about learning, better supported by their peers and are better at working together. This evaluation

is in turn reinforced by the school's recent HMIE report which remarked upon the calm and positive ethos within Inveraray Primary.

### **III. Access to Free Sanitary Products**

The Access to Free Period Products initiative is now in its second year. Schools received a per capita allocation of £9.00 for each P6 to S6 female pupil. Many schools are using teaching and learning to highlight body changes, puberty and menstruation, particularly the resources available at second level in the new [RSHP](#) resource, which is available to everyone online.

In primary schools the First Period packs were particularly popular and some are using these as part of the P7 to S1 transition programme, underpinned by Health and Wellbeing experiences and outcomes.

During the Covid-19 crisis, Argyll and Bute education services have endeavoured to ensure that no child or young person goes without access to free period products and to this end an agreement was reached with *Hey Girls*, one of Scotland's main providers of period products, which enables families to order from a range of products using a survey monkey link. In the period of time between 5<sup>th</sup> and 27<sup>th</sup> April, 451 orders were received from families across the authority.

Next session, we hope to roll-out our plans for enabling children and young people in primary and secondary schools to have a greater say in how their period product budget is spent through *participatory budgeting* structures.

## **Substance Misuse**

### **Smoke Free Me**

In the 2019-2020 session, P6s and/or P7s from over 50 schools in Argyll and Bute participated in Raenbow Productions' *Smoke Free Me* drama. The aim of the programme, which includes lessons prior to and after the drama performance, is to enable children 'to make informed choices when discussing healthy lifestyles'

## **Relationships Sexual Health and Parenting (RSHP)**

### **I. Speak out. Stay Safe**

As part of its wider safeguarding and child protection strategy, Argyll and Bute Education Service continued its partnership with the NSPCC to deliver the *Speak out. Stay safe* child safety programme. A total of 39 primary schools were visited in the period from September 2019 and March 2020. The target this session of ensuring that all schools were encompassed within the two year cycle and to give every primary child the opportunity to participate in the safety workshops by the time they reach secondary school was almost achieved but was interrupted by the Covid-19 crisis. Some schools also took advantage of the parental workshops offered by the NSPCC to complement the children's sessions.

Our partnership with the NSPCC and the service that they offer are key aspects of our work to ensure that Argyll and Bute's children are empowered to speak out against abuse, are aware of their rights and of how to keep themselves safe.

## II. RSHP resource

The [RSHP](#) resource, which was formally launched in September, 2019 is designed to work in tandem with the document [Key Messages for Young People on Healthy Relationships and Consent](#) (Education Scotland, May 2019). While this document is aimed at those working with young people of secondary-school age, separate guidelines for those working with younger children are being developed. In February, 2020, the Education Service held a meeting with school nurses to consider ways of supporting school staff, particularly those in primary schools, to build confidence and skills in delivering relationships, sexual health and parenting education. Schools were provided with training resources to deliver information about the new resource to parents and school staff and this was reinforced by visits to those individual schools that had requested bespoke professional learning. Argyll and Bute education services plan to roll-out authority-wide training on the new resource. We hope that this will articulate with Education Scotland's plans to provide up to two trainers in each authority as well as knowledge-based e-learning units.

## Health and Food

### Good2Go Nutrition in schools

From September 2019 to March, 2020, clusters of primary schools in Mull, Kintyre, Oban, Bute and Mid-Argyll took part in the *Good2Go* Health and Wellbeing CPD programme, run by Jan Chapple, Lead Paediatric Dietitian. *Good2Go* is an age-and-stage relevant, school-based health & wellbeing programme for Primary 1 through to Primary 7, developed specifically for Argyll and Bute primary schools. It brings together the expertise of health promotion specialists, dietitians and the skills of teachers.

The training session helps school staff to enhance their understanding about childhood obesity as well as national recommendations and policies; understanding of key concepts about nutrition and energy balance; and where to find advice and support.

Following the Scottish Government's [Consultation on Nutritional Requirements for Food and Drink in Schools](#) (June, 2019), and Argyll and Bute's publication of a new set of guidelines to develop a cohesive approach to nutrition, the *Good2Go* programme is proving useful to primary schools in creating a whole-school strategy for Healthy Eating.

The programme will resume following the re-opening of schools.

## GIRFEC

### Wellbeing Application

Members of the Inclusion and Equalities Team and Administrative officers have been collaborating this session to develop a strategy for supporting primary and secondary schools in achieving the target of recording all Child's Plans on SEEMiS wellbeing application by June 2020.

Training was given to ESOs and other central team staff in March 2020 and together the team created a flow chart to guide school staff through the process.

The next stage of our strategy was to consult schools on their progress and to identify particular difficulties and obstacles to progress. There was an excellent reply rate to this consultation and in October, 2019 the group met to plan training on the Assessment and Action Plan sections of the Wellbeing Application to take place from January, 2020.

Response to the training was very encouraging, with around 80 staff (including clerical, classroom and ASN assistants) taking part.

As well as highlighting the benefits of the application including compliance with GDPR; ease of access to documentation in a single secure location; ease of managing wellbeing information at key transition stages; and assimilation of a range of data from *Click&Go*, the team was able to highlight the importance of ensuring that the content of the plans lead to meaningful assessment and analysis, authentic recording of the views of children, parents and carers, and effective collaborative action to ensure the best possible outcomes for our children and young people.

## **Physical Education, Physical Activity and Sport**

### **Scottish Government Initiative 2 hour quality PE per week in primary schools**

Most schools in Argyll and Bute achieved the two-hour weekly provision of quality physical education in 2019, although there are currently strategies being developed to raise the participation rate further. The means of reaching this target has varied, some schools using their own staff to deliver physical education in timetabled sessions, while others use a mixture of *Live Argyll* specialists, peripatetic PE teachers as well as their own staff in delivery.

Schools also continue to draw upon expertise in their local area, such as Kilmartin primary school's Shinty programme.

### **PE development**

There has been continued development and progression across the authority in the implementation of the *Connections* PE resource, which helps to build knowledge and confidence in staff to ensure, in turn, 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.

During the Covid-19 crisis, many schools continue to provide a structure for physical activity for their pupils, through the medium of *Google Classroom*, while adding an element of familial participation and reinforcing the links with literacy and numeracy.

### **School swimming**

The authority has continued to provide funding to primary schools to enable them to cover the costs of swimming sessions and of transport, where required, to their local swimming pool. The structure of these sessions varies according to the size and location of the school. However, most primary schools continue to provide the opportunity to take part in sessions for periods of between 4 and six weeks, across age groups.

### **Daily Mile**

A large number of primary schools participate in this initiative to raise the level of physical activity of their pupils and to enhance inclusion and cohesion. Some schools have also increased the impact of this experience by including elements of progression, for example by using evaluative

techniques such as monitoring fitness, heart-rate etc.

### **Outdoor Education and Outdoor Learning**

Schools across Argyll and Bute continue to maximise the advantage of their outstanding environmental and natural resources to promote all aspects of health and wellbeing through individual school initiatives and programmes such as Forest Schools.

## **Active Schools**

The Active Schools data for school year 2019-2020 is encouraging, despite not having any term three data, and term two being cut short by two weeks due to COVID-19. The headline measure of “visits”, which is a general measure of how much activity there was in Active Schools sessions for terms one and two in 2019/2020 was 107,545, which is 15% higher than for the comparable period for the previous school year. It is also encouraging that in both terms, Active Schools had a higher number of participants than last year. Term one saw an 18% increase in the number of pupils taking part and term two had a 26% increase in participants. It should be noted that this figure does not take into account pupils who may take part in more than one session – any pupil taking part in various clubs will be recorded for each of their clubs attended.

If looking at distinct participants, which removes any duplicates caused by people attending more than one club, this measurement can only be compared for whole year data, as this is only obtained at the end of the year. In the school year 2019-20, which didn't include any term three clubs, 4685 pupils took part in clubs, which is 45% of the whole school roll. In the previous school year, for all three terms, 5499 young people took part in our programmes, which is 52% of the school roll.

Specific activities which we run in primary schools include:

- Primary Sports Leader Programme
- Support of Primary Sports Leaders to deliver lunchtime activities – circa 150 primary pupils per term delivering extracurricular clubs
- Virtual Games
- Support for Lunchtime and after-school clubs
- Organisation and Support of cluster clubs

Some highlights from last year include the new breakfast and activity club in Campbeltown and a large inter-school badminton festival. The most popular activities across the primary schools last year were football, multisport and dance/movement.

The active schools team have worked on their plans for schools returning, to ensure that we can support the health and wellbeing of pupils returning from the prolonged break from attending school. We have a strong focus on primary schools, as requested by our partners in the Education Department, as well as Leadership programmes in our secondary schools.

## Digital Literacy

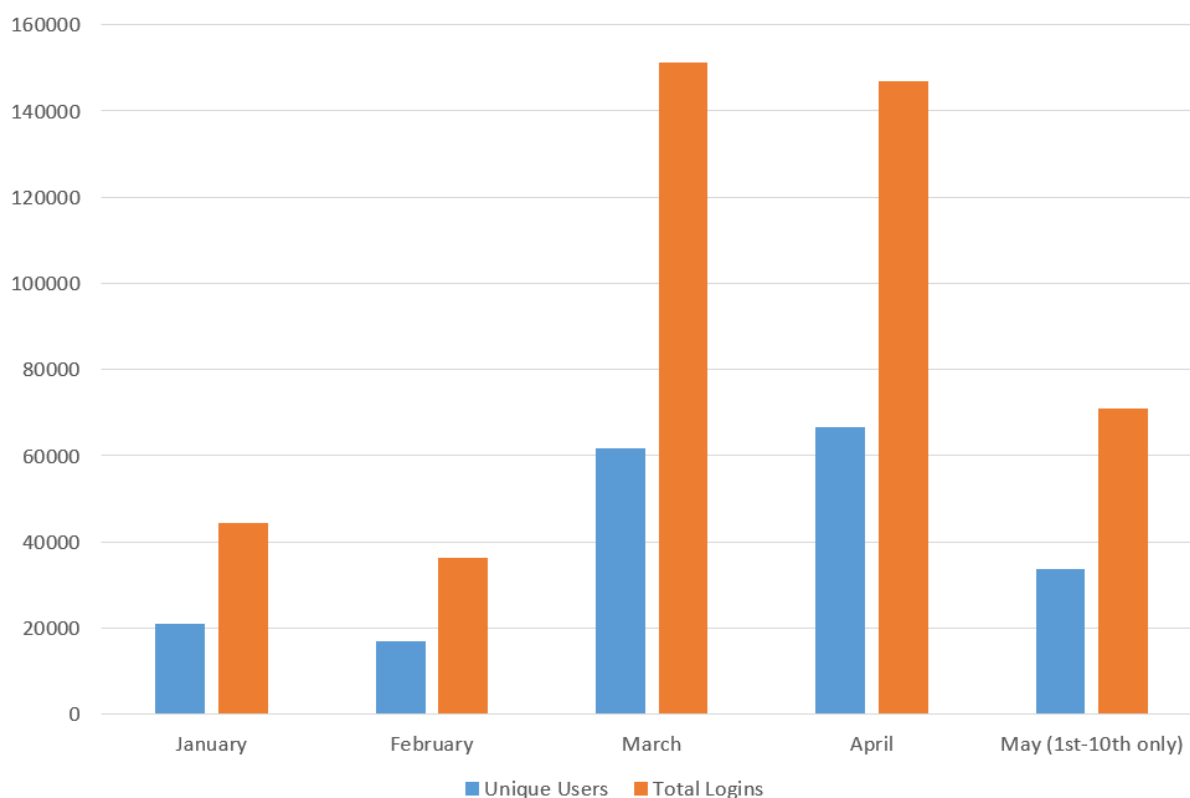
The following report summarises The Digital Education Team's work with learners, teachers and their schools in session 2019-20. It includes support with online learning, professional learning, resources, school events, STEM (Science, Technology, Engineering and Maths) initiatives and digital infrastructure.

### Glow Usage Statistics

Glow is the online platform through which teachers communicate, plan and learn, and via which children and young people access digital learning, both in school and at home.

#### Areas

- *Bute and Cowal (B&C)*
- *Mid Argyll, Kintyre and the Islands (MAKI)*
- *Oban, Lorn and the Isles (OLI)*
- *Helensburgh and Lomond (H&L)*



### Digital Support Website and Webinars (<https://sites.google.com/ab.glow.scot/g-suite/home>)

When the Covid-19 crisis began in 2020, schools were required to adapt teaching and learning methods rapidly. Some schools had already embraced an element of online learning, but even for schools who were quite a way down the path already, working entirely online presented a challenge. In response, the Digital Learning Team created a website dedicated to supporting Argyll and Bute teachers with the digital tools that are available and safe to use. The support site provides: numerous written and video guides on how to complete various tasks within Glow and Google G Suite; links to regular live webinar sessions for staff to attend with members of the



Digital Learning Team; and links, advice and guidance about staying safe online. In addition to this support, the team has addressed a high volume of support requests (via email and phone) from schools in relation to online learning delivery (especially Glow accounts and G Suite support).

Below is the number of attendees for our webinars per week from 23rd March to 27th April

Week Commencing	Total Webinar Attendees
23/3	27
30/3	32
6/4	0
13/4	0
20/4	52
27/4	80

### **Sharing Argyll Learning (SALi)**

Argyll and Bute Council's "SALi" (Sharing Argyll Learning ideas) website, contributed to by staff across the curriculum and maintained by the Digital Learning Team, has been updated to include new sections containing learning resources (including information, activity ideas and timetables) to aid staff, parents and pupils in learning at home. There is a section for Early Years and a section for Early, First and Second Levels. These materials include a separate resources section for Early Years. Links to these pages are below:

Early Years - Downloadable Resources:

<https://blogs.glowscotland.org.uk/ab/sali/2020/03/19/downloadable-resources/>

Learning Resources (Early, First and Second Levels):

<https://blogs.glowscotland.org.uk/ab/sali/2020/03/19/learning-resources/>

The following article on the Council website also includes areas in which the Digital Learning Team has been providing extensive support: <https://www.argyll-bute.gov.uk/news/2020/mar/teaching-staff-work-hard-deliver-remote-learning-resources-pupils>

### **Twilights/CLPL (Training - Glow/G suite):**

From August 2019 to April 2020, Digital and STEM face-to-face twilights, training and CLPL have been delivered to 258 staff from all educational sectors across Argyll and Bute. Taking into account overlap between Digital and STEM in several of these sessions, 152 of these sessions included Digital skills delivery, and 163 included elements of STEM.

### **Digital Learning Team Strategy 2020-2023**

The team is developing the next iteration of its three-year strategy; we will continually review our approach to digital learning to ensure it keeps pace with emerging technological developments, as well as ensure that it continues to augment learning and teaching, raising attainment and engaging and inspiring learners. Furthermore, given the continuing shift in the nature of emerging digital

technologies, continued investment from the Education Service in this area is important.

We envision a digital learning implementation in Argyll and Bute where:

- Educators have the skills and confidence to support learning through the effective and appropriate leveraging of digital technologies.
- All learners have the opportunities and means to develop as digital learners through improved access to digital technology.
- Digital technology constitutes a central consideration in all areas of curriculum and assessment.
- Leaders of change are empowered to drive innovation and investment in digital technology for learning and teaching.

These are the four cornerstones of the vision we seek to realise for digital learning in Argyll and Bute for staff, pupils and the community.

### **Pupil Voice**

Our implementation, and continued development, of digital learning will take into account pupil voice and, in doing so, allow pupils to exercise their right to participate through mutually respectful dialogues with adults. This will ensure that children and young people are more clearly recognised as participants in education settings, and that their voice informs digital learning plans going forward.

An ongoing series of focus groups has obtained feedback from pupils on usage of different devices in their schools.

### **Large-Scale Events**

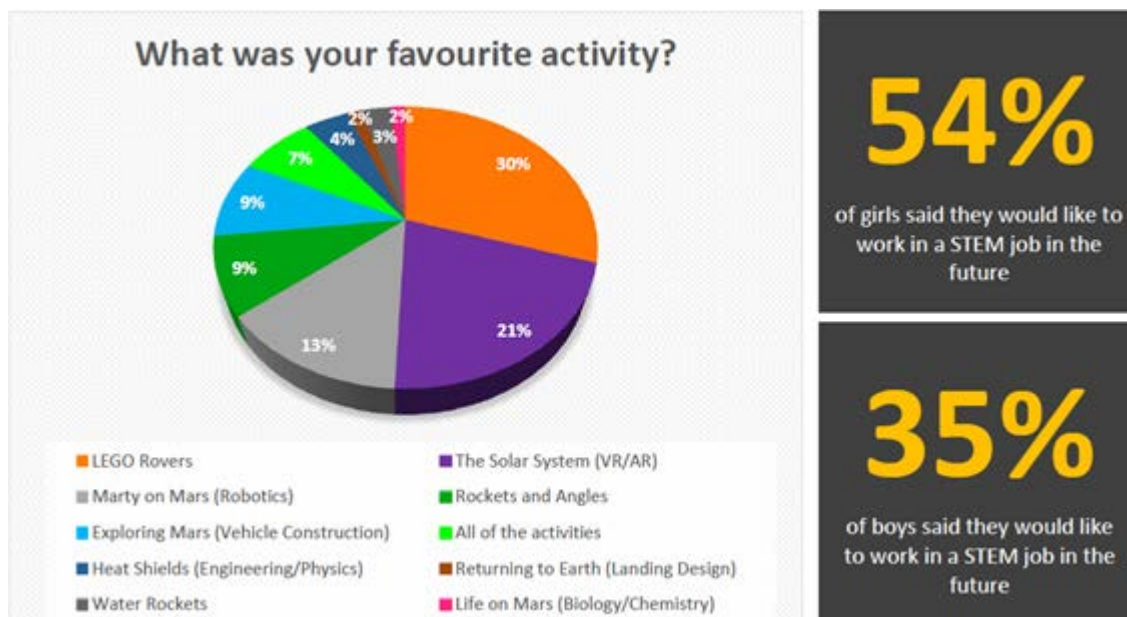
#### **DigiFest: Cowal Family Learning at the Queen's Hall**

In September 2019 the Digital Learning Team teamed up with Dunoon Presents to facilitate an exciting "DigiFest" at the Queen's Hall in Dunoon. Special guest Morgan Spence brought LEGO to life in two exciting workshops about stop motion animation techniques using iPads. The Digital Learning Team led workshops in robotics and virtual reality. Mr Stoddart from Dunoon Grammar School joined us to showcase pupil work utilising Scratch, and the day was concluded with the Digital Learning Team running a "rob a [fictional!] bank" hacking workshop (supported by software developed by Craig Steele) focussing on cyber security and online safety. Overall, the day was attended by 65 pupils and 30 adults/parents

**"Mission to Mars"** (<https://www.argyll-bute.gov.uk/news/2019/dec/mission-mars>)

On 12<sup>th</sup> December 2019, P5 pupils from schools across Cowal joined an exciting STEM-themed "Mission to Mars" event at Dunoon Grammar School. The primary pupils got the chance to try a variety of STEM activities, including programming a robot for travel on Mars, building rovers to roam the surface, designing a landing for returning to Earth, constructing water rockets and experimenting with fins for different launch trajectories, exploring materials to use for a heat shield to protect astronauts, testing "Mars" soil to investigate life on Mars, and exploring Mars and the Solar System using virtual and augmented reality.

To gather pupil voice, an evaluation was undertaken at the event's conclusion; highlights from the pupil responses to this evaluation are below:



**54%**  
of girls said they would like to work in a STEM job in the future

**35%**  
of boys said they would like to work in a STEM job in the future

## Learning Delivery Statistics

### Digital and Science Learning Delivery: Pupil and Staff Statistics (Overall)

Over the period of August 2019 to April 2020, 86 hours of digital learning have been provided to 964 pupils ranging from Pre-5 to S1 (438 girls and 523 boys) and (during both lessons and training) 220 staff. From November 2019 to March 2020, the Digital Learning Team worked with two STEM teachers to deliver science learning to 310 pupils (137 girls and 173 boys) and (during both lessons and training) 192 staff.

### STEM Learning Delivery: Pupil and Staff Statistics (by Cluster)

By cluster, the Digital Learning Team's statistics for STEM learning delivery from August 2019 to April 2020 are distributed as follows:

Cluster	Pupils	Staff
Bute and Cowal	526	150
Helensburgh and Lomond	120	3
Mid Argyll, Kintyre and the Islands	219	33
Oban, Lorn and the Isles	429	84

## Digital Hub

The Digital Hub (based in Dunoon but providing an outreach service across Argyll and Bute) provides exciting technology-related learning opportunities to enable our children and young people to become creators of digital content, rather than just being consumers of it. Through the workshops offered by the Digital Hub, we seek to inspire our learners to think creatively about technology and consider how it can be used to improve the lives of people across the world. This engagement helps them acquire the necessary employability and digital communication skills to

have the best start in life and succeed in a career landscape where the demand for technical skills is embedded in almost all employment sectors in some form.

The Digital Hub's workshops include programmable LEGO, robotics, Raspberry Pis, Minecraft, video game design using Kodu, Scratch, stop motion animation, green screen, 3D design using TinkerCAD, Sphero Bolts, augmented reality ("AR") and BBC micro:bits. In September 2019, the Hub also hosted a "How to Steal a Pizza" activity attended by pupils from three primary schools. The event discussed cyber security, looked at how to make a website more secure to prevent cyber attacks, and promoted safe, legal and responsible use of the Internet. Similarly, the Digital Learning Team has produced guidance on cyber security and online safety, which can be found in its SALi section and is also linked to from the team's Google Site.

## **STEM Grant**

The Digital Learning Team has been successful in obtaining funding for an Education Scotland STEM professional learning grant - £62045.33

The aim is to actively promote career-long professional learning and take steps to address unconscious bias and promote gender balance within STEM.

Two science teachers were appointed over a 3 month period. During this time 274 staff from early years to secondary engaged with the STEM programme. In the three months that the STEM teachers have been in post they have visited 36% of schools and provided a variety of workshops and CLPL sessions.

Staff confidence in using STEM in this cross curricular contexts has increased by 25% with 100% of staff surveyed saying that they would be confident to include Science and Maths in any cross curricular topic.

## **Digital Learning Team Recommendations for New Build Schools (in the Council's learning estate strategy)**

"The implementation of Digital Learning in Argyll and Bute must remain current with constant technological evolution in order to continuously be effective in providing our learners with a flexible, modern education experience that provides them with positive opportunities and outcomes both in education and for their future. An important consideration for this, therefore, is that new school builds should incorporate technology appropriate for a modern education establishment and the infrastructure needed to support this.

This would include: a flexible network infrastructure paired with a fast, reliable Internet connection that also offers Wi-Fi coverage across the entire school; a Skype for Business telephony system; network-capable interactive panels for classrooms and other learning spaces; and the means to support virtual learning environments ("VLEs") in order to virtually remove the walls of a classroom and provide "anytime, anywhere" learning."

## **Digital Learning Team Resource Bank**

The team offers a variety of kit from its loan bank which schools are welcome to borrow; to request kit, staff should contact the Digital Learning Team at: [digitalhub@argyll-bute.gov.uk](mailto:digitalhub@argyll-bute.gov.uk)

The kit which can be loaned from the Resource Bank includes:

- Sphero Bolt, Sphero SPRK+ and Sphero Mini
- LEGO Mindstorms EV3

- LEGO WeDo 2.0
- Makey Makey
- Code-a-Pillar (for Early Years/younger pupils)
- Voice Pads (for Early Years/younger pupils)
- Dash (a robot that works with several apps, some of which are suited to Early Years/younger pupils, but some offer more advanced coding)
- Dot (a companion to Dash)
- A green screen for use with the Green Screen app
- VEX Robotics
- K'Nex
- BBC micro:bit
- Robo:Bit (a “car” for the BBC micro:bit)
- Raspberry Pi
- Parrot Minidrones
- MERGE Cube (augmented reality using an iPad camera)

The team regularly investigates new technologies and this Resource Bank expands as more technologies with educational benefits are identified.

### **Introduction of Chromebooks into Schools**

Chromebooks, which are Google-designed devices (primarily laptops) running the Linux-based Chrome OS, have been the subject of an extensive pilot involving both primary and secondary schools, with varying bandwidth capabilities. Chromebooks have been very well received by staff and pupils citing benefits such as: the fast startup time; the long battery life and thus only an infrequent need to charge the devices; and the touchscreen capability and the resultant ability to use the device as effectively either a laptop or a tablet (the latter achievable by fully rotating the screen backwards). The touchscreen was also found to be useful for pupils with co-ordination or learning difficulties, as well as a pupil who had an injured hand.

Following the pilot’s conclusion, Chromebooks have begun to be purchased by schools, and further adoption of the devices by schools is likely to increase, to which a contributing factor is that Chromebooks are now available to schools through the Device Replacement Programme.

### **iPad management**

In 2019, Argyll and Bute council invested in a new Mobile Device Management (MDM) system to enhance the management of iPads within schools. During the summer break of 2019, the Digital Learning Team worked hard to enrol hundreds of iPads into the new management system. The new system allows the Digital Learning Team to support schools by remotely installing the latest educational apps and also ensuring the iPads remain current with software and security updates. As of May 2020, 2425 devices have been enrolled into Jamf (2408 iPads and 17 Apple TVs).

### **Support for Dunoon Schools**

In addition to the technology sessions offered by the Digital Hub, the building has also hosted sessions for specific schools - Sandbank Primary School and Dunoon Primary School pupils have both enjoyed sessions tailored to them at the Digital Hub, with the latter school attending several sessions taking place during the school’s refurbishment. These sessions allowed the pupils to learn about technology while parts of their school were inaccessible, and they included: Scratch;

LEGO robotics; augmented reality using MERGE Cubes; Marty the Robot; and Scratch, which was also continued in a subsequent visit to the school. Sandbank pupils, meanwhile, learnt about programmable Sphero SPRK+s (spherical ground-based drones), Robo:Bits (vehicle frames operated using tiny BBC micro:bit computers) and LEGO robotics also.

## **Rural Growth Deal**

The Scottish Government STEM (Science, Technology, Engineering and Mathematics) strategy is to build Scotland's capacity to deliver excellent STEM learning, and to close equity gaps in participation and attainment in STEM. It also aims to inspire young people and adults to study STEM, and to provide a better connection between STEM education and training and the needs of the labour market in Scotland.

Given that 17% of our population resides across 23 inhabited islands, it is difficult for some of our island and rural communities to access STEM engagement experiences (such as those located in Aberdeen, Dundee, Edinburgh and Glasgow). Consequently, various sources of funding are being explored and investigated for the creation of mobile STEM Hubs. This proposal has been included as a possible option within the Council's Rural Growth Deal (RGD) under the section "Attracting – Skills, Training and Education".

## **Community Learning Service**

Community Learning and Development (CLD) is a method of working with groups and individuals of all ages to engage in learning, personal development and active citizenship. The Community Learning Service in Argyll and Bute works with young people, adults, families and groups to;

1. Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.

2. Stronger, more resilient, supportive, influential and inclusive communities.

The Community Learning Team is made up of degree level professionally trained practitioners who can work comfortably with both adults and young people in a variety of formal and informal settings. CLD activities can positively impact on pupils and parents by raising aspirations, increasing parental involvement, improving outcomes and narrowing the attainment gap.

The type of learning activities we offer include;

1. Basic skills for adults that help increase engagement in their children's learning.
2. Bespoke activities that are specifically designed to enable adults and children to learn together.
3. Programmes that enable adults to learn how to support their children's learning. The programmes are often linked to key points in the child's education e.g. school readiness or to health and wellbeing e.g. healthy eating, outdoor games.

## **Community Learning Service Activities in Primary Sector 19/20**

### **Bute and Cowal**

- Offer of homework support sessions for parents sent out to primary schools across Cowal and nurseries for children transitioning into primary schools.
- Family Learning "Let's Go Mondays" on Bute

### **Authority Wide**

- Literacy work with parents across Argyll (1to1 sessions)
- GIVE Programme – P7's targeted for Summer and October volunteering and capacity building programmes

## High Quality Learning and Teaching in Bute and Cowal Primary Schools

### Bute Cluster

#### St Andrew's Primary School

The pupils at St Andrew's Primary have been working hard to develop their language skills by learning British Sign Language. Mr Liam Dunnachie, a local BSL tutor, kindly volunteered to share his extensive knowledge with the children of St Andrew's Primary and Apple Tree Nursery. Senior pupils had weekly lessons and are now on track to share their knowledge with younger pupils as BSL leaders. Several staff members and parents also attended BSL training sessions and parent volunteers have led learning sessions for P1/2/3.

Pupils have enjoyed signed singing sessions with the children in Apple Tree nursery and have performed at events in the community.

Our pupils have been focused, enthusiastic and proud of their efforts. This new challenge has created a real sense of achievement and pride throughout the school community.

Raising attainment in Literacy is a key focus on our school improvement plan and this also links with local authority education priorities as outlined in Our Children, Their future. Likewise, Languages 1+2, is an important National initiative which our BSL success feeds in to.

#### North Bute Primary School

This session we successfully won an allocation from a National STEM Award fund. With this we bought new equipment for our school, enabling all children to improve their STEM skills. Health and Wellbeing improved for children through being outdoors and physically seeing something they have created. Knowledge of plants and wildlife and how to live in harmony developed. Knowledge of how people used to live in Bute hundreds of years ago was enhanced. We also ran after school clubs where children learned to make things from wood, use a sewing machine and programme a microbit.



This resulted in us making a 'real' boat, children taking up the hobby of sewing and children buying their own microbits and discovering robotics.

We also ran community events working with a local boatbuilder, dressmaker, computer programmer, story teller, maths teacher and with a local business, Bute Fabrics in a bid to develop Bute's Young Workforce.



Nationally, it is an expectation that, 'All learners experience relevant and engaging STEM learning, in both formal and informal learning settings' (Scottish Government, 2017, p.9) whilst, at authority level 'Our Children, Their Future'(OCTF ) asks that:

- '1: We will raise educational attainment and achievement for all
- 4. We will equip young people to secure and sustain positive destinations and achieve success in life
- 5. We will ensure high quality partnership working and community engagement'

### **Rothesay Joint Campus (Primary)**

#### **International Week – 8th-13th March 2020**

This event included pupils from all primary classes and the ELC. The Pupil Council helped lead class planning focussing on two key aspects for the week - to promote the many different languages spoken in the school and many cultural differences we celebrate and to build further partnerships with parents/carers.

The project was planned to promote literacy, numeracy and health and wellbeing and the values outlined in Our Children, Their Future 5 - promoting partnership and community engagement. Progress throughout the week was documented on our Facebook page.

Each group of children chose a country to focus their learning on and researched cultural aspects of that country, including the language spoken, capital cities, national flags, food and interesting facts. The pupils also chose an aspect of art to represent which would lead to a whole school display.

A highlight of the week was the number of parents and staff who visited classes to cook authentic dishes. Pupils were open to trying new tastes and sometimes surprised to find out where some of their favourite foods come from.



**Mr and Mrs Virdi show P7-6a how to prepare an authentic curry with vegetable samosas.**



**Mrs Altinawi cooks an authentic Syrian meal with P3-2.**

Every pupil made a passport and 'visited' a number of other countries where that class taught them all about their findings. The passports were then stamped before pupils travelled on.

Pupils researched outside of school, visiting the local supermarket to trace food miles, cultural food choices and links to take-out restaurants.

To celebrate International Week a whole school assembly was held to share learning and discuss how fortunate we are to have so many different cultures and languages represented in our school.

Pupils dressed in colours representative of their countries.

A quiz showed that pupils could recall a great deal about their own and the other countries studied.

As well as sharing work with parents and carers, a beautiful display at the entrance to the school is there to share International Week with visitors to the school.

The whole week was coordinated by our EAL Coordinator, Mrs P Till.

## **Cowal Cluster Primary Schools**

### **Kilmodan Primary School**

P1-6 at Kilmodan Primary School have been working on their John Muir Award this session with Miss Shaw. They have learned about John Muir and some of his adventures, made bug bunkhouses, written poems, songs and stories inspired by the outdoor environment and taken part in the Big Schools' Birdwatch. There have been links to lots of different areas of the curriculum with learning taking place both indoors and outdoors.

One of our favourite parts of the John Muir Award was going for a walk along part of the Cowal Way with Charlie Collins, one of the Cowal Way Rangers. He told us all about Ascog Castle, the old gunpowder mill at Millhouse and the memorial to the people who died while working in the gunpowder mill. We were very lucky to get out for our walk just before the schools closed.

Impact: The children were all highly engaged in all activities and especially enjoyed "being in nature – it's one of my favourite things to do." The John Muir Award has provided a great context for learning across the curriculum with many opportunities for writing, researching and sharing our findings. Spending lots of time outside has been good for our health and wellbeing which was evident from the smiles and laughter.

OCTF links:

KO1 – Raise educational attainment and achievement for all  
KO5 – Ensure high quality partnership working and community engagement



**Photo of pupils with Charlie Collins during our Cowal Way Walk**



**Photo of STEM nest building challenge linked to the Big Schools' Birdwatch**

## Lochgoilhead Primary School

On Thursday, 23rd January the pupils of Lochgoilhead Primary School held a Scots Celebration evening. The evening brought together all the learning from a whole school interdisciplinary topic that gave opportunities to apply skills in literacy, numeracy, technology and the expressive arts.

On the night itself, the decorated village hall was packed with families who enjoyed a delicious three-course meal prepared by the Wee Class. Traditional Scots fare (soup, Scottish salmon, mince, neeps and tatties, and shortbread) went down a treat.



The Big Class then put on a performance that included Robert Burns and the Bay City Rollers, singing and chanter playing, poetry and dance. The school engaged the services of National Theatre Scotland to ensure the highest possible standards. The children all put on an amazing performance following three weeks of hard work. Finally, children and audience joined together at the end for a rousing rendition of *Auld Lang Syne*, demonstrating how our school lies at the heart of our community.



## Dunoon Primary School

Primary 6 and Primary 7/6 embarked on a collaborative learning experience based around the Dunoon Project, following the model of a storyline topic. This topic loaned itself well to this style of learning as it relied upon the pupils working in small groups to plan and become embedded in the theme of developing a Visitor Centre for the proposed new development in the Dunoon area. The learning activities were varied and cross-curricular. We visited the hillside to examine the

area where the Visitor Centre would be built, which led to pupils having to decide how employees and visitors would access the site and how to develop infrastructure. The pupils designed and built models to scale and costed furnishing their finished building using their mathematical learning and technology skills. They used literacy in a variety of ways to write blogs, trip reviews, character descriptions for employees, role play, design leaflets, power points and to present their models to an audience. This information was recorded in a Floorbook and used to provide evidence of the learning which they undertook.

They invited Brendon Wallace in to tell them about the real Dunoon Project, then asked questions about it, before showing him their models.

This strongly indicates a great community partnership between the school and the local community, as well as allowing children the chance to think about their own positive destinations for the future. A model and the Floorbook were used at an open information meeting about the Project for the public in the Queen's Hall.



**P6 and P7/6 were delighted to have a visit from Brendon Wallace and Helen Dick who came to talk to the children about the Dunoon Project.**

### **Innellan Primary School**

At Innellan Primary School we have been working on our new Vision, Values and Aims.

Recently, our school assemblies have been focusing on our values. As a Rights Respecting School, we place high importance on our values. Staff have been working hard on developing values with the pupils at our school assemblies and within class lessons.

#### **What did we do?**

We asked the pupils what they thought and what they valued.

We made a Survey Monkey to go out to parents.

Staff researched the values that are highly successful in other schools.

We have created achievement walls to recognise not only our academic achievement but also our social achievements and wider achievements.

We firmly believe that the new vision values and aims are not a mere paper exercise but are the basis for everything that we do. Innellan Primary School has a lovely sense of community that is the result of the pupils, parents and staff all working together to create a positive learning environment.

Engagement in these activities will show **improvement in children's and young people's health and wellbeing**. *NIF Priority*

Through knowledge and experience of these activities we can **ensure that the children have the best start in life and are ready to succeed**. *OCTF – K03*

### **Toward Primary School**

At Toward Primary we have recently achieved our Bronze Award in UNICEF's Rights Respecting Schools programme.

In order to achieve this award an action plan had to be provided showing all the work that the school was doing and the plans for the school.

All children, staff and parents at Toward Primary are aware of Rights Respecting Schools.

The children have done many activities which have made them aware of their rights. These include:

- Discussion and agreement on what is important in our school. Using key words to create our values.
- Making up their own guidelines for how they should behave in certain areas of our learning environment.
- Pupils creating and agreeing consequential steps for not following the guidelines created by themselves.
- Creating a consultation document to go to parents/carers.
- Creating a pupil noticeboard/area with access to the school meetings book.
- Posters with places children can get help if they are worried.
- Our Worry Box
- Information boards with their rights and responsibilities created by them.
- Watching Rights Respecting Schools assembly videos and discussing the issues in the wider world.
- Our Wall of Achievement to celebrate achievement outside of school.

As a school we have also held a parent information evening to make the parents/carers aware of Rights Respecting Schools.

Engagement in these activities will show **improvement in children's and young people's health and wellbeing**. *NIF Priority*

Through knowledge and experience of these activities we can **ensure that the children have the best start in life and are ready to succeed**. *OCTF – K03*

## Strachur Primary School

As part of our Term 2 topic on Extreme Earth, all pupils in P4-7 were tasked in small, mixed groups to research Volcanoes using ICT and note taking skills.

This research then formed the basis for later, progressive lessons where pupils took their knowledge of how Volcanoes formed and their different parts to create and test their own model 'Volcano'.

Pupils applied their prior learning when designing and creating their Volcanoes with lessons being taken outdoors to maximise pupil engagement and collaboration and importantly, to make use of some of the natural environment to help pupils create unique finished products.



This was a worthwhile activity that encouraged pupils to be creative, use problem solving skills and communicate with one another. Pupils were also able to experience the joy of seeing how their finished models worked or could suggest ways to refine these. The tasks further promoted the use of outdoor learning and raising attainment in literacy (part of SIP and OCTF priorities).



## Strone Primary School

The children in P4 to P7 took part in a technology works shop which was facilitated by Simon Nitschke and Laura Campbell.

They learnt about computer programming with Lego Wedo, constructing devices and giving them movement, light and sounds. The children used programming skills to move the Sphero Ball in different directions around the class! They learnt how to use Stop Go Animation to create small film, finishing with a demonstration of how the green screen works and using the programme to make it look like they were walking on fire in the classroom.



The staff then completed training after school looking at all the different types of technology the children had used and how we can use them to enhance our teaching and link it with Curriculum for Excellence experiences and outcomes in maths and language.

The workshop was part of the school's drive to raise attainment in numeracy, in line with the quality indicators 2.3 and 3.2; the Key Objective of Our Children Their Future: Raise Educational Attainment and Achievement for all and the NIF objective Improvement, particularly in literacy and numeracy, closing the attainment gap between the most and least disadvantaged children. We wanted to add another dimension to learning using technology.

The impact has increased children's enthusiasm in using technology to aid learning. The staff are more confident with using the technology available and the school had purchased new technological resources so we can embed technology in our learning.

## Sanbank Primary School



At Sandbank Primary, all pupils have been involved in the ongoing development and celebration of our unique status as a provider of both Gaelic and English Medium Education.

Children and staff across the school created new school values displays and school communication systems that are completely bilingual, making sure that both our Gaelic and English medium children are fully represented in our ethos. This priority was enhanced by utilising Pupil Equity Funding to give more opportunities in relation to performance and presentation activities. The extra practice of key skills through assemblies, open days and additional coaching sessions resulted in the production of a fantastic school show delivered in both languages and unprecedented, high levels of success for many children at the Local and National MOD competitions.

All of this linked directly to the School Improvement Plan and many of the key priorities detailed in the Argyll and Bute Gaelic Language Plan and the National Gaelic Language plan 2018-23.

## Tighnabruaich Primary School

### **Intergenerational Event - Gaelic learning**



Planned in partnership with Gwen McCrossan (coordinator), DGS Gaelic department, Cowal Befrienders and the Catering Manager.

Cowal Befrienders organised volunteers and transport to bring some vulnerable, elderly members of the local community into school for lunch and then to take part in some activities led by DGS senior Gaelic pupils to learn numbers to 10.

The catering manager agreed to provide lunch for an extra 24 people and prepared a lunch of



soup, shepherd's pie followed by apple crumble. The older pupils in P6/7 served lunch to the visitors and sat with them to enjoy lunch.

While the children had playtime, tea was served, then all went into the P1-3 class and paired up for a series of activities led by the DGS pupils, ending up with Gaelic bingo. Pupils were highly engaged and it was reported that some of the elderly participants were much more animated than usual.

It was decided that the day was too long for many of the elderly, but very worthwhile, and we are finding more opportunities to bring them in for the afternoon and afternoon tea. Staff are actively planning opportunities to bring the generations together in school as there is no residential facility in the local area for visiting. A local project is being planned with the Heritage Centre and we hope to organise a few afternoons to share our connections with the area, memories of what it used to be like and aspirations for the future once school is open again.

### **Kirn Primary School**

UHI Middle Leadership Programme (Karen Adams, PT)

I was delighted to accept a place on the course and was keen to develop my skills as a Middle Leader.

I attended several courses and was given reading and projects to complete and discuss. The programme stipulated that we should develop an area of the SIP, relating it to the Standards for Middle Leadership. The improvement group which I lead is HWB, Pupil Voice and Achievement. I selected the following action to develop: Continue to engage families in the child's learning, participation and achievement.

As a previous Class Dojo user, I felt that my relationships with my current parents was lacking, that whilst I was present at the end of the day, made phone calls and sent emails when needed, the 'bond' was lacking. I spoke to my HT and asked if I could trial Seesaw in my classroom, and if it proved a success, I would roll it out to the whole school. Kirsteen and the Authority approved this, and the impact was immediate!

Engagement was there and quickly relationships flourished, learning was shared and discussed more freely, and parents would share the wider achievements which I did not get to see in school. Covid-19 came just as I was about to roll it out the whole school so this will be the first job on my list when we return. For my parents and pupils, Seesaw has been a vital lifeline during this testing time

my seeds i planted with granny are starting to grow 🌱🌍🌱



**UHI Middle Leadership Programme (Karen Adams, PT)**

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

On Wednesday 2<sup>nd</sup> October, St Mun's held a Family Numeracy/Maths Evening, to which all parents, carers and family members were invited. Each teacher hosted a maths based activity and families travelled through the school at their leisure, taking part in a range of activities: outdoor tasks, maths craft, games, problem solving, technology based activities etc. As they travelled round the school, they followed a maths trail: questions and challenges to suit all ages were laid out in corridors and areas throughout the school, with activities to suit all ages: counting, weighing, measuring, estimating, calculating etc.



The aim of the evening was to dispel the myth that maths can be scary and to reinforce how maths is all around us, how much fun maths can be and how the whole family can enjoy working on

maths together. To this end, it was a successful evening: the event was very well attended by family members of all ages. They enjoyed trying all the activities and it was lovely to see how they supported each other and had fun. Some families took on extra challenges that were set out which required real thought and co-operation. There was something for everyone. On exiting the event, families were very enthused and gave positive feedback.



Each family was given a maths pack to take home to ensure that the enjoyment of working on maths skills could continue: younger children had a range of games and activities whilst older ones were given a set of playing cards and instructions for games, tricks and maths activities.

This event was part of the school's drive to raise attainment in numeracy, in line with the quality indicators 2.3 and 3.2; and the Key Objective of Our Children Their Future: Raise Educational Attainment and Achievement for all.

### School Contacts

School	Head Teacher	Telephone No
Dunoon	Brenda Reid	01369 704159
Innellan	Lisa Marle	01369 830560
Kilmodan	Victoria Greenway	01369 820280
Kirn	Kirsteen MacDonald	01369 702509
Lochgoilhead	Karen Wheatley AHT	01301 703338
North Bute	Elizabeth Santos AHT	01700 503728
Rothsay	Louise Nicol	01700 503227
Sandbank Gaelic Medium	Jamie Houston	01369 706350
Sandbank	Jamie Houston	01369 706350
St Andrew's	Maria Seery AHT	01700 503123
St Mun's	Julie Conlan AHT	01369 703643

Strachur	Marion Boyd	01369 860293
Strone	Julie Fish	01369 840242
Tighnabraich	Fiona Hamilton	01700 811413
Toward	Lisa Marle	01369 870259