

OUR CHILDREN...



THEIR FUTURE...

Education Service

Primary Area Report 2019-2020:
Oban, Lorn and the Isles

Introduction

Within the Oban, Lorn and the Isles area there are 26 Primary Schools, five on Mull and 21 across the rest of the islands and mainland area. Nursery provision is provided within several of these schools and Gaelic Medium Education is provided at Salen PS, Bunessan PS, Rockfield PS, Tiree PS and Strath of Appin PS. There is secondary school provision at Oban, Tobermory and Tiree High Schools. OLI Primary school rolls vary considerably ranging from 6 pupils (Kilchattan PS) to over 300 (Rockfield PS).

The Education Performance Data Analysis Report to Community Services Committee on 10th 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 12th, 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 10th December 2019 (Appendix A). 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

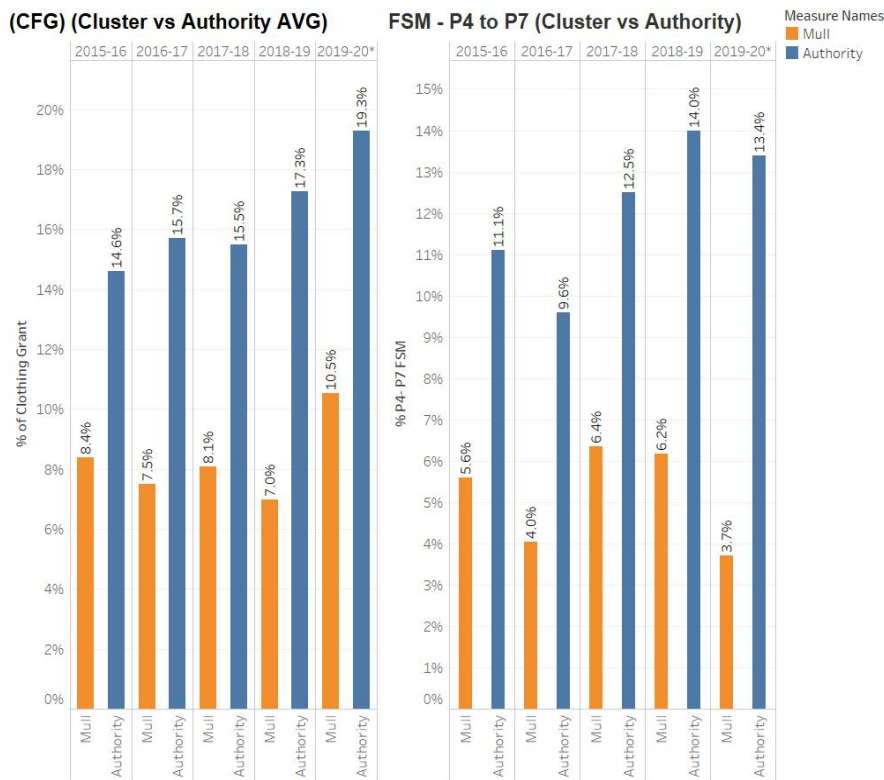
Mull Cluster Primary School Profile 2019-2020

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 ¹
Dervaig Primary School	23	19	24	30	25	8.7%
Lochdonhead Primary School	9	9	5	4	10	11.11%
Salen Primary School	33	27	30	34	35	6.06%
Salen Gaelic Primary School	43	45	49	51	48	11.63%
Tobermory Primary School	62	63	58	61	62	0%
Ulva Primary School	8	10	7	9	8	0%
Total Roll for cluster	178	173	173	189	188	5.62%

* 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 Mull Cluster



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'

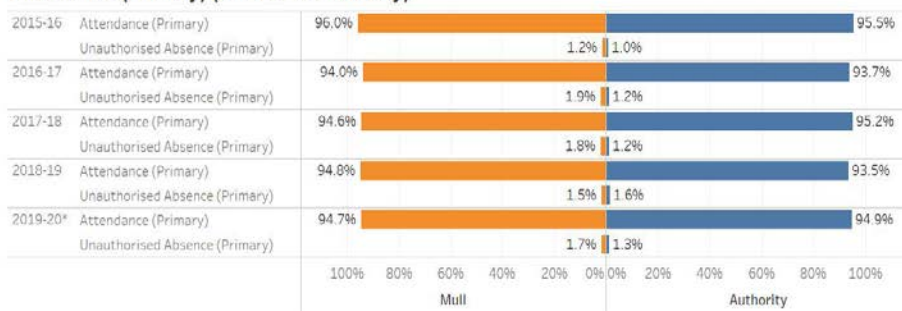
In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities.

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

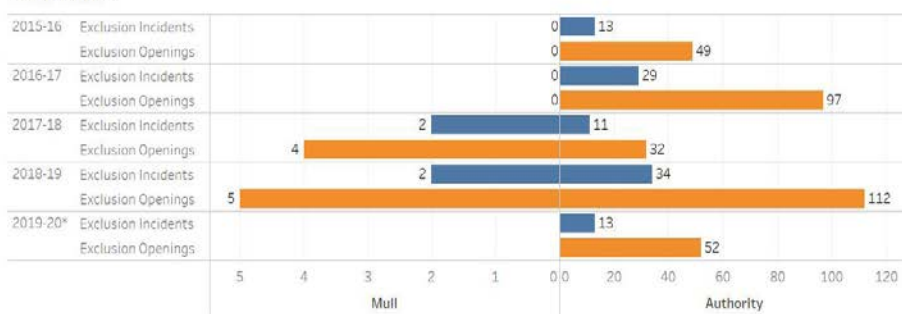
Exclusion and Attendance Information for Mull Cluster

Attendance (Primary) (Cluster vs Authority)



Measure Names
■ Mull
■ Authority

Exclusions



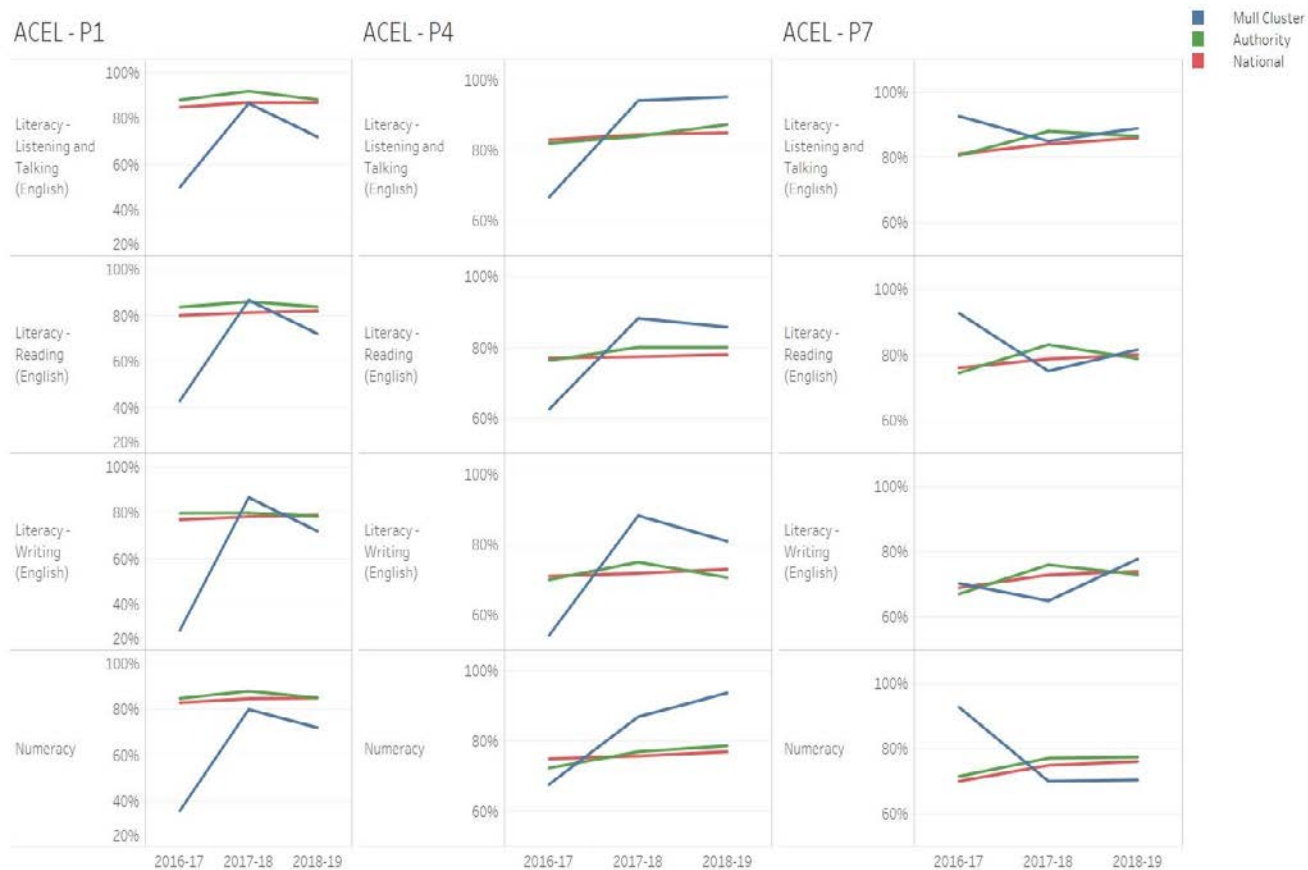
Exclusion Information
■ Exclusion Incidents
■ Exclusion Openings

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.

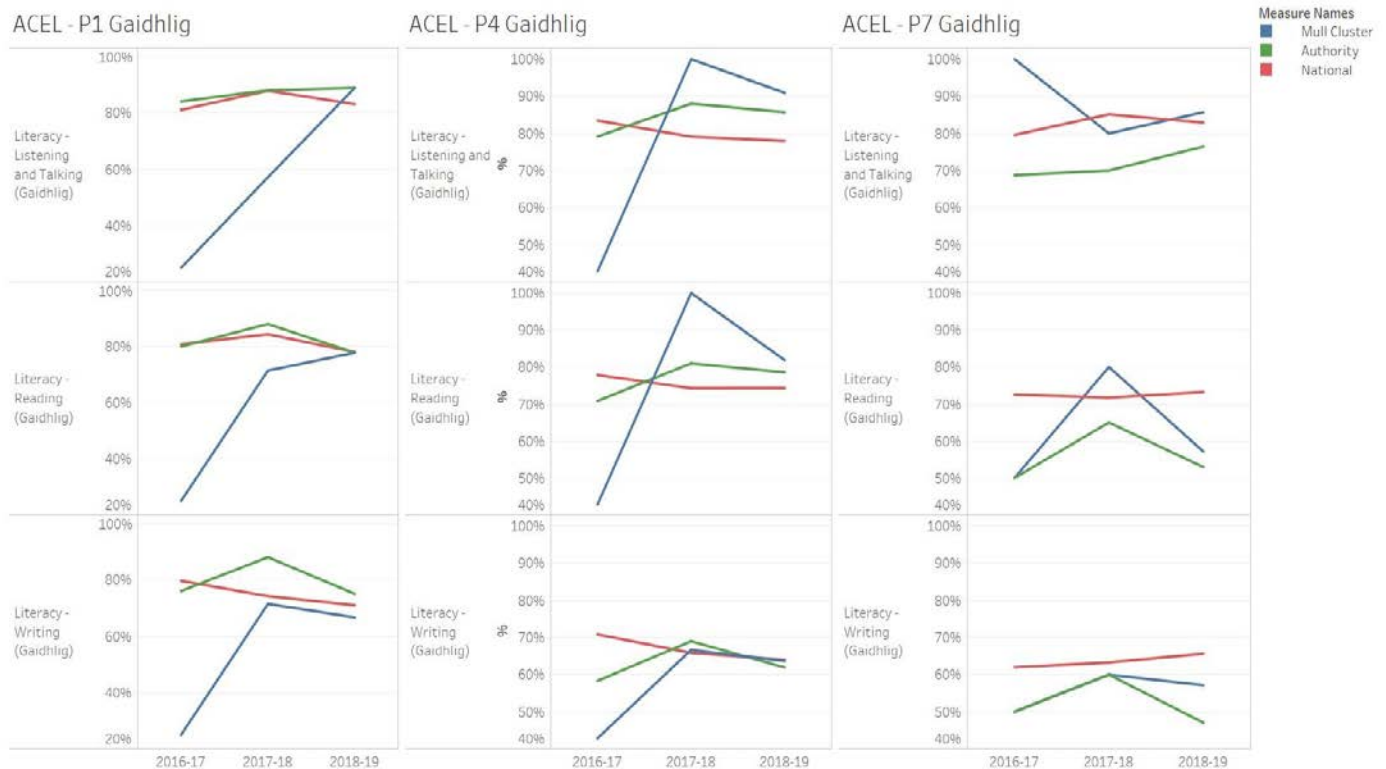
Please note that attendance data for 2019-2020 is up to end February 2020 and not a complete year. It is therefore subject to change.

Achievement of level June 2019 for Mull Cluster



The small pupil cohorts and therefore sample sizes on Mull can result in large year-to-year fluctuations in attainment data. From the information contained in the performance illustrations above, it can be seen that the 2018-19 P.1 cohort's attainment was below both authority and national averages. Through the Progress and Achievement application, teachers have been tracking pupils' attainment carefully, and have been working together and with Education Officers to plan the necessary interventions for improvement. P.4 and P.7 attainment was strong, with pupils achieving above both the authority and national averages in almost all areas.

Achievement of level June 2019 for Mull - Gaidhlig



From the information contained in the performance illustrations above, it can be seen that the small cohorts and therefore sample sizes in GME provision on Mull can result in large year-to-year fluctuations in attainment data. Overall, attainment is strong: in more than half of the areas measured, more pupils achieved the expected level for their stage than across the authority and nationally.

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/>

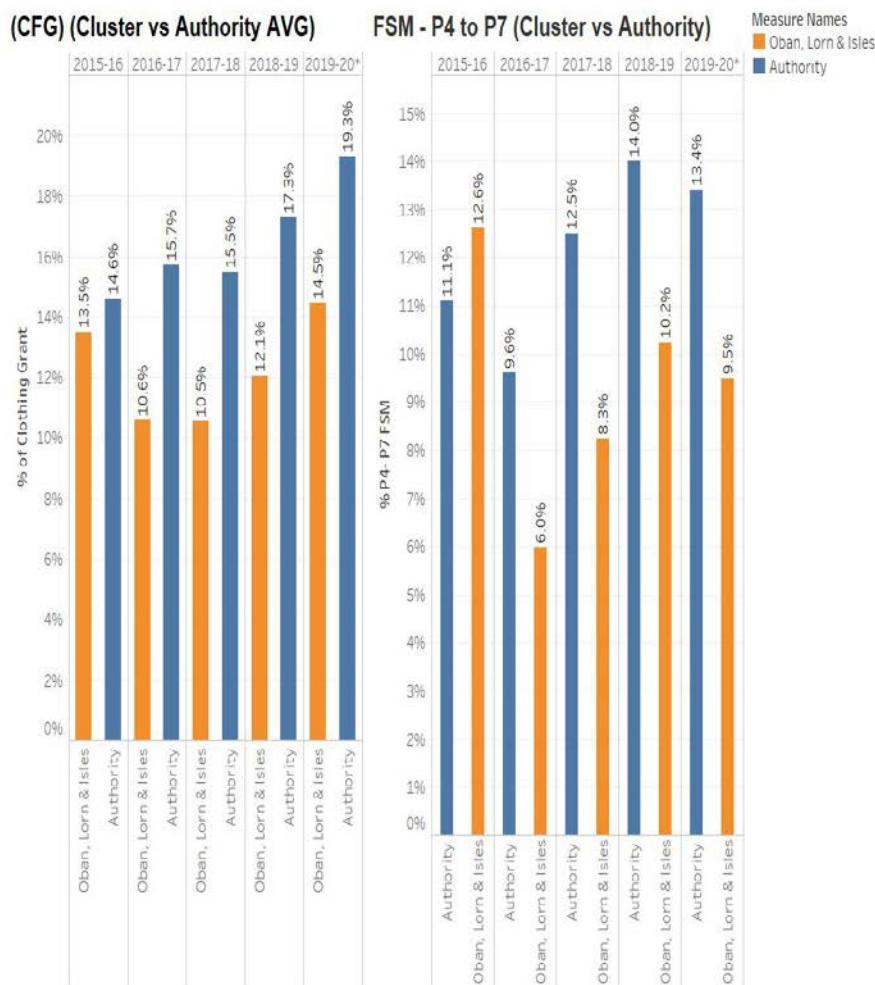
Oban, Lorn and the Isles Primary School Profile 2019-2020

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 ¹
Achaleven Primary School	10	12	9	13	9	-10%
Ardchattan Primary School	0	0	0	0	0	-
Arinagour Primary School	23	18	7	7	8	-65.22%
Barcaldine Primary School	4	8	10	9	10	150%
Bunessan Primary Gaelic Unit	-	-	-	4	4	0%
Bunessan Primary School	39	34	36	23	19	-51.28%
Dalmally Primary School	38	37	35	38	35	-7.89%
Dunbeg Primary School	82	78	99	88	98	19.51
Easdale Primary School	28	21	14	14	16	-42.86%
Iona Primary School	15	19	20	20	18	20%
Kilchattan Primary School	6	5	5	4	6	0%
Kilchrenan Primary School	4	9	6	7	8	100%
Kilninver Primary School	30	23	25	26	22	-26.67%
Lismore Primary School	8	8	8	9	12	50%
Lochnell Primary School	114	124	130	124	114	0%
Luing Primary School	8	8	14	10	7	-12.5%
Park Primary School	241	245	253	250	252	4.56%
Rockfield Gaelic Primary School	49	51	48	49	58	18.37%
Rockfield Primary School	316	318	320	321	308	-2.53%
St Columba's Primary School	81	96	99	109	103	27.16%
Strath of Appin Primary School	30	31	24	17	17	-43.33%
Strath of Appin Gaelic Primary School	5	5	5	7	7	40%
Taynuilt Primary School	83	82	79	72	69	-16.87%
Tiree Primary School	28	23	32	32	31	10.71%
Tiree Primary School Gaelic Unit	36	29	31	34	38	5.56%
Total Roll for cluster	1278	1284	1309	1287	1269	-0.7%

* Data for rolls provided at Census each year

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



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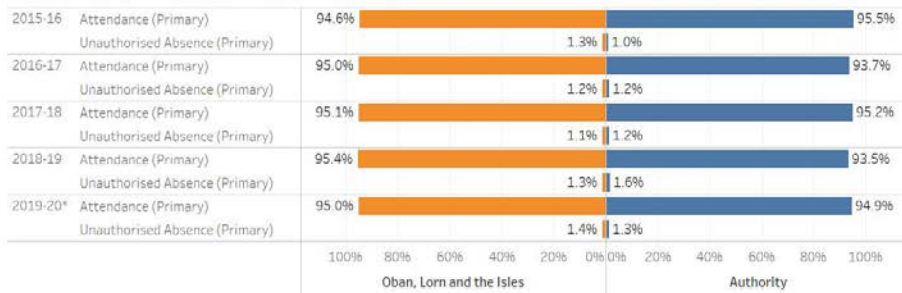
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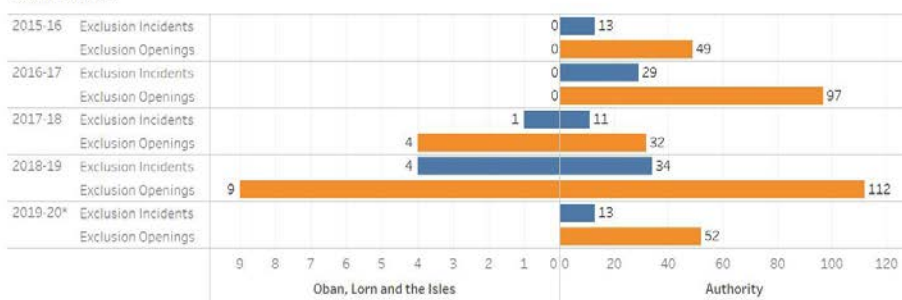
Exclusion and Attendance Information for Oban, Lorn and the Isles

Attendance (Primary) (Cluster vs Authority)



Measure Names
■ Oban, Lorn and the Isles
■ Authority

Exclusions



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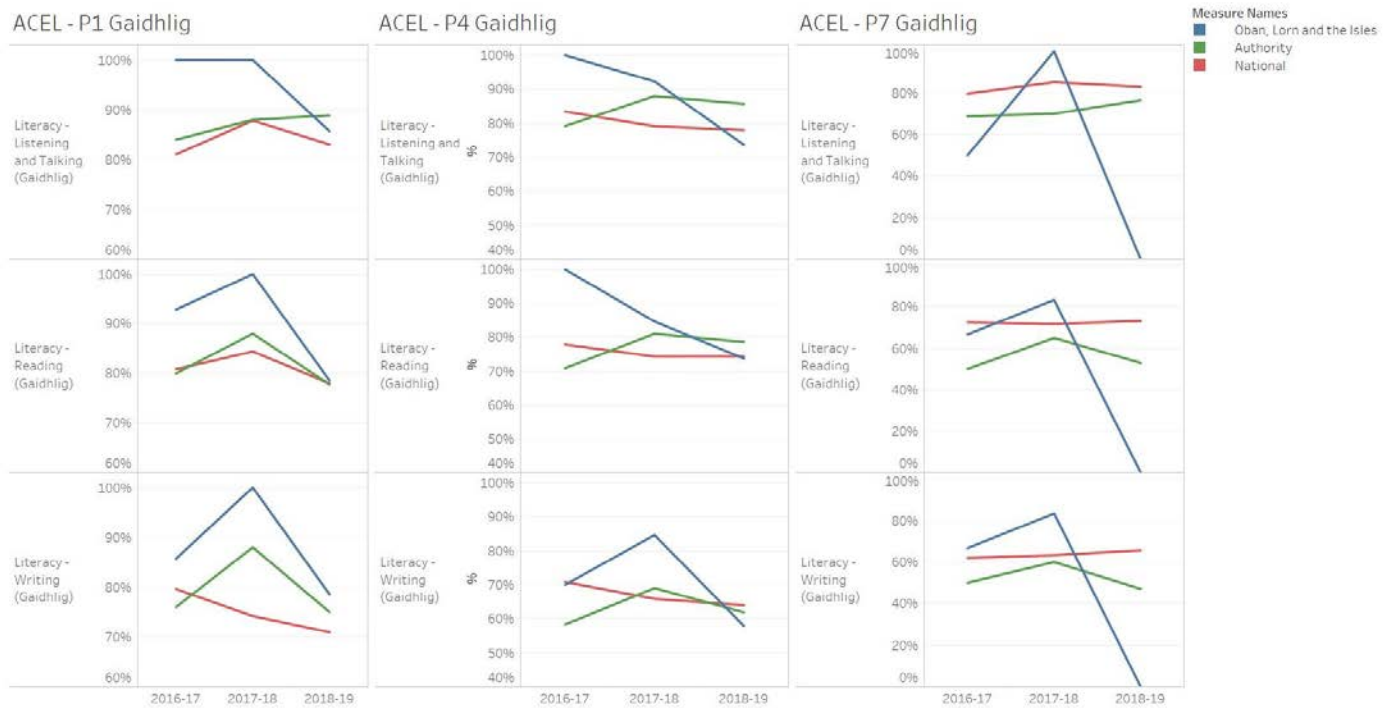
Please note that attendance data for 2019-2020 is up to end February 2020 and not a complete year. It is therefore subject to change.

Achievement of level June 2019 for Oban, Lorn and the Isles



From the information contained in the performance illustrations above, it can be seen that in P.1 and P.4, 2018-19 attainment in OLI was above both authority and national averages in all areas, with substantially more than 80% of children achieving the expected level for their stage in almost all areas. Schools and Education Officers have worked together to address the slight drop-off in attainment indicated at the P.7 stage.

Achievement of level June 2019 for Oban, Lorn and the Isles – Gaidhlig



From the information contained in the performance illustrations above, it can be seen that attainment in GME in OLI is strong, with attainment rates often above both authority and national averages. As is frequently the case in GME, pupil cohorts are small which can result in marked fluctuations in attainment from year-to-year. The above P.7 attainment for 2018-19 is a result of there having been no pupils at that stage.

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 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 5th year to complete the qualification over two years.

15 commenced the shorter model, in their 6th 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.

	SVQ2 (SSCYP)	SVQ3 (SSCYP)	SVQ4 (SSCYP)	BA Childhood Practice	Post Grad Dip in Childhood Practice	MEd in Childhood Practice
H&L	1	6	4	1		1
B&C	1	3		2	1	
OLI		9	1	2		
MAKI		6	2	4		

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

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

Area	DM Data – December 2019
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

Area	Number of Settings	Percentage graded ‘4’ (good) or above as a result of Care Inspectorate inspections
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

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:

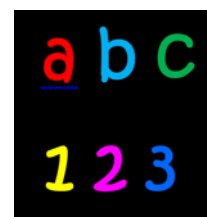
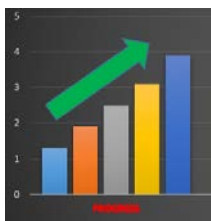
- Data has been collected and analysed and this has been used by the Early Years Team to identify development needs for ELC going forward.
- Particular areas for improvement have been identified in Rhyme Production and Word Boundaries. This has been analysed by locality and Excellence and Equity Leads, 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.



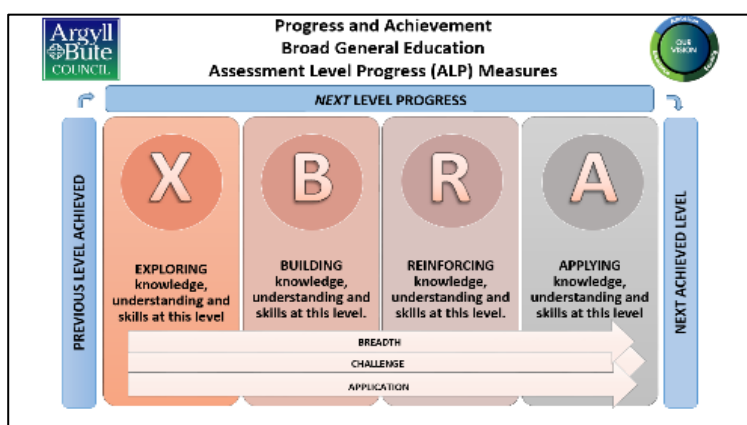
Progress and Achievement

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

OLI

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.

The Language learning: 1+2 approach is now well embedded in the Oban, Lorn & Isles area. Within the Oban High School cluster, 16 primary schools are delivering French as L2 from P1 onwards. Rockfield PS, Bunessan PS, and Strath of Appin PS are delivering Gaelic as L2. The majority of the schools in this cluster deliver Gaelic as L3. Those schools which teach Gaelic as L2 provide French as L3. Oban High School provides French or Gaelic as L2 and French or Gaelic as L3. The five primary schools in the Mull cluster deliver Gaelic as L2 and French as L3. Tobermory High School delivers Gaelic as L2 and French as L3. Tiree primary school delivers Gaelic as L2 and French as L3. Tiree High School also provides Gaelic as L2 and French as L3.

All clusters across OLI are now working towards ensuring effective progression in language learning from P1 through to the end of the BGE. This has been facilitated by schools using the [Argyll & Bute French Key Language Progression framework](#). The equivalent document for Gaelic is now being finalised. OLI is the only cluster, within the authority, not to have one defined language as L2. Therefore, there will be need to be ongoing collaboration to ensure smooth transition from P7 to S1.

The clusters (except Tiree who has a key contact) have Language Leaders, who provide support to local schools and holds cluster meetings. The clusters are using the online platform [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French. 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 and Gaelic. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi blog. 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: Lead Education officers from Education Scotland delivered a session at Oban High School in August 2019 which focused on progression from first to second level in languages with reference to the recently published guidance on the National Improvement Hub.

The 18 day GLPS (Gaelic Learning in Primary School) course for primary teachers in Stirling. This training opportunity is fully funded by Scottish Government.

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

Teachers from OLI attended the four day GLPS training course in Inveraray. This was a fantastic opportunity to access GLPS without travelling 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 OLI

- French beginners and follow-on training has been provided authority-wide using video conferencing (Google meet).
- Post-beginners' Gaelic twilight training, via VC, in partnership with UHI.
- Two Gaelic taster sessions for beginners were provided virtually for all clusters. These sessions provided a fun introduction to simple Gaelic phrases to be used with learners in class.
- A secondary specialist in OLI provided a series of twilight sessions at Oban High School for French beginners in term one and then follow-on lessons in term two of session. This was well attended by primary practitioners.

Teachers from OLI 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 or Spain during the school holidays and the courses comprise of 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. The Oban High School cluster took part in the P7/S1 French Comic Book Transition Project in 2019 and will continue to build on this in 2020. Rockfield PS participated in the Project with Gaelic comic strips as they are teaching Gaelic as L2. There is a positive relationship between the primary and secondary sectors within the area. This joint project has helped to build effective transition links, in conjunction with all schools using the [Argyll & Bute French Key Language Progression framework](#). The secondary Modern Languages department fully engaged with the comic book project and continued this project during S1.

OLI engaged with the first ever Scottish Languages week which took place from the 3rd-7th February 2020. This will now be an annual event designed to promote language learning in Scottish Schools. [Activity which took place at Dalmally primary school during the week](#)

In February 2020, Taynult PS 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. This was a highly successful visit and we intend to continue development of this international partnership working.

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

Primary Gaelic Education in Argyll and Bute

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 OLI

Gaelic Medium Education is well established across the Oban, Lorn and the Isles area. All geographical areas within A&B, which provide GME, have a Gaelic Early Learning and Childcare (ELC) provision, primary provision from P1 – P7 and a Gaelic Fluent Speakers pathway (Gàidhlig) for secondary students from S1 – S3 with opportunities to attain a National 4/5, Higher and Advanced Higher in Gàidhlig at the Senior Phase.

Within Oban, and its surrounding areas, GME is available in Rockfield Primary School, including a Sgoil Àraich (ELC), and Strath of Appin Primary School. The number of pupils attending the Gaelic Medium primary classes continues to grow in both schools, with Rockfield having sixty GM pupils from P1-P7 in Session 20/21 and five new P1 pupils joining Strath of Appin's P1 Gaelic class in August 2020. Both primary schools are connected to Oban High School where students can access Gaelic, Social Subjects and Universal Support through the medium of Gaelic. Mull has a very established GM provision in Salen, from ELC to P7, and, more recently, in

Bunessan from P1. Argyll and Bute Council were the first Education Authority in Scotland to explore the viability of setting up a new Gaelic Medium Primary Provision subsequent to a request for GME made by parents within the local community in the Ross of Mull. Pupils from Salen Primary School transition to Tobermory High School, where they can attain qualifications in Gaelic through in Gaelic medium, while pupils from Bunessan Primary School transition to Oban High School. Both Oban High School and Tobermory High School are supported by Gaelic Development Officers (employed by Comunn na Gàidhlig) who work with students to promote the use of Gaelic in a wide range of contexts, providing extra-curricular experiences including The John Muir Award.

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.

Personal, Social Education (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, and will be rescheduled.

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.

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 5th and 27th 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 two 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 continued 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 four and six weeks for selected stages, with some schools offering this for all stages.

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

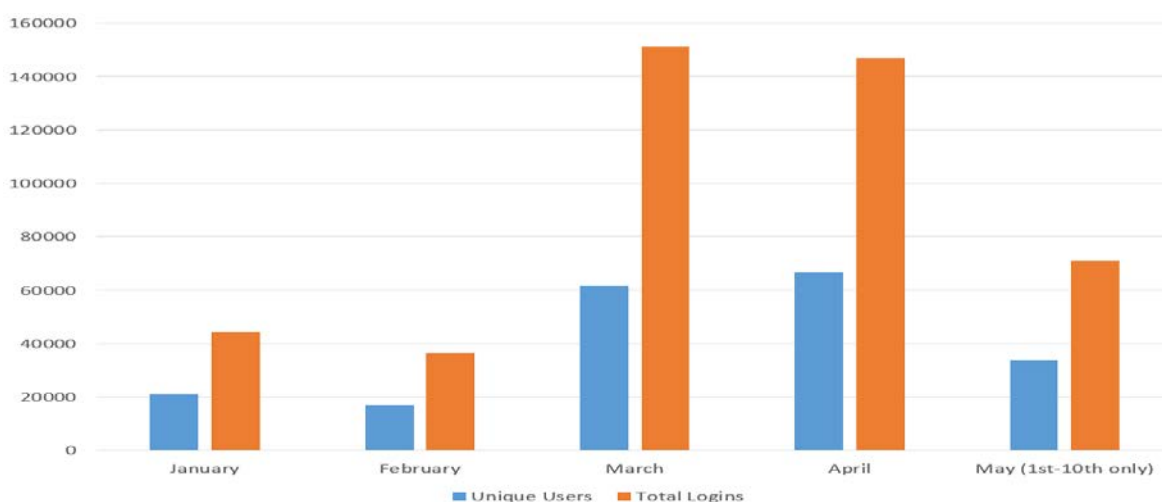
The following report summarises The Digital Education Team's work with learners, teachers and their schools in session 2019-20. It includes support with online learning, professional learning, resources, school events, STEM (Science, Technology, Engineering and Maths) initiatives and digital infrastructure.

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" (**S**haring **A**rgyll **L**earning **i**deas) 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.

Virtual Schools: Tiree and Oban

In 2019 leadership at Oban and Tiree High schools began considering ways in which the subject choices available to senior pupils at both schools could be made equitable despite the challenges of island life. To offer the same selection of subjects to pupils in Tiree as their peers in Oban required creative thinking and creative technology. The Digital Learning Team contributed to this exciting project by researching and procuring suitable video conferencing technology - the aim being to stream a live classroom experience from a full class in Oban directly to pupils in Tiree. We wanted an experience where pupils felt they were part of the class - that the teacher could be

seen and heard clearly, that classmates could communicate and be heard and that the teacher could control video with a quality camera that can pan and zoom about the entire classroom.

MON 13	TUE 14	WED 15	THU 16	FRI 17
Business N Computer G	Biology S4, 9:20am	Art National IT Skills/PC		Business N Geography 9:20 – 10:50
Biology S4, 10:05am	Busines Compu Nationa			
National 5 PE, 11:05am	Art National IT Skills/PC	Biology S4, Business Na	Biology S4, 11:05am	Business N Computer G
Business N Geography	Business N Geography	Busines Compu Nationa Geography National4/5,	Art Nat 11:50am IT Skills 11:50am Nationa	
Art National 2:10 – 3:40 Higher 2:10 – 3:40			Busin 2:10 Comp 2:10 Busin Geog	Biology S4 2:10 – 3:40 National 5 PE Graham Ted 2:10 – 3:40

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

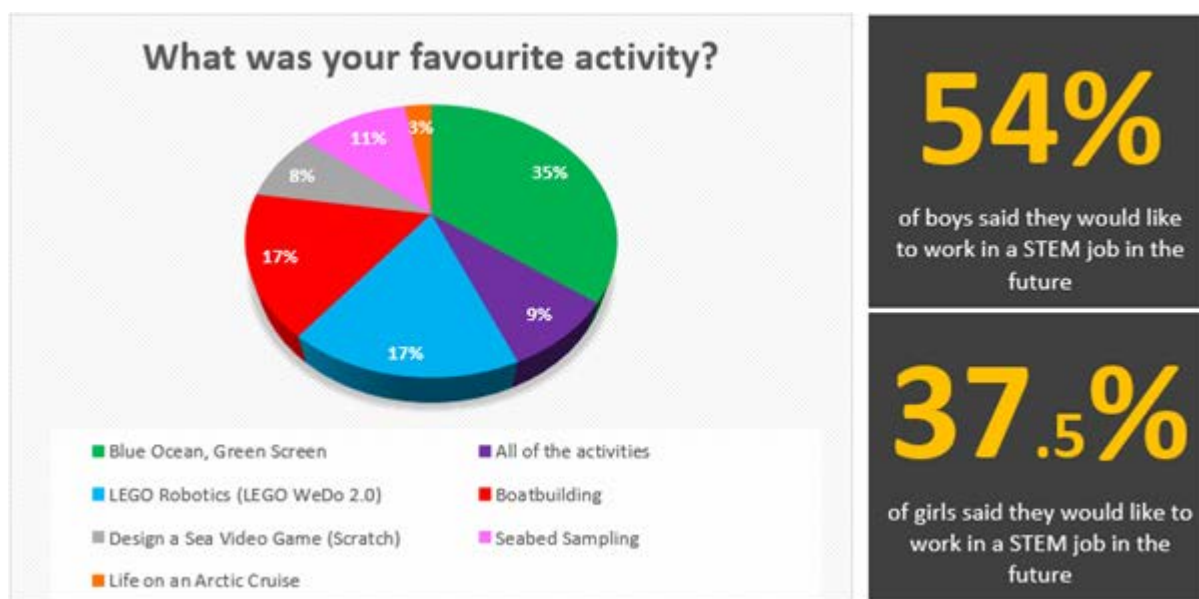
Our implementation, and continued development, of digital learning will take into account pupil voice and, in doing so, allow pupils to exercise their right to participate through mutually respectful dialogues with adults. This will ensure that children and young people are more clearly recognised as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

“Under the Sea” (<https://www.argyll-bute.gov.uk/news/2020/jan/pupils-dive-under-sea-event>)

Following the Digital Learning Team’s highly successful “Mission to Mars” STEM event at Dunoon Grammar School in December last year, an “Under the Sea” STEM event took place on 23rd January and was attended by 90 pupils, consisting of P5 pupils from several schools in Oban, as well as secondary pupils from Oban High School. Throughout the day, pupils experienced a range of fun STEM activities, including boatbuilding, seabed sampling, learning about microplastics, making a sea-themed video game, LEGO robotics, green screen movies, and hearing about what life is like working in the Arctic.

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



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

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

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).

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

OLI

- Dynamic Youth Awards – with all of P7 in Rockfield PS
- Healthy Me – P7 Girls group, transition partnership with OHS, Active Schools & Youth Café to address the drop off in physical activity in girls
- Internet Safety – National Internet Safety Day (P5 – P7)
- Summer Sensations – 2 day transition event in August

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 Mull Cluster Primary Schools

Bunessan Primary School

To increase attainment, engagement and enjoyment in writing, particularly at 2nd Level, was part of our 2019/2020 School Improvement Plan. To aid in this two teachers attended the Sally Harkness Storyline Scotland training which then allowed them to provide training within school so that we could use this method as a whole school approach.

Class 1's first Storyline was Our Local Nature Trail. Here the P1-5s worked closely with our local Ranger and Forestry Officer to design and create a Nature Trail in our community owned Tiroran Forest for everyone to access and enjoy.

The children learned lots about the natural environment and habitats in the forest, both in class and during site visits to the forest. This enabled them to make a scavenger hunt for people to use whilst walking the nature trail. They designed posters to advertise their trail and to advise everyone how to stay safe in the forest and they learned how to take notes to help them create a piece of writing. The children had a 'grand opening' of the nature trail where they invited our community to join them in walking it. This gave them the opportunity to share their learning.



We found that using this approach really encouraged the children to direct their own learning, creating their own success criteria, and allowed for a greater variety of writing activities that the children really enjoyed. It was lovely using our local forest as a learning environment and utilising the expertise of our Ranger and Forestry officer. We even got to plant some trees!

Gaelic Medium Class

Our Gaelic Medium class's first Storyline was Medieval Castles. Here the P2s and P3s learned all about castles, even building one in their own classroom for their imaginative play! Here, their teacher was encouraging them to always use Gaelic in their play.



The children invented characters who lived in their castle and wrote descriptions and stories about them. The castle even got decorated for Halloween allowing the children to write spooky stories. Luckily for us we have our own castle pretty much on our doorstep so the children had a day out to visit Duart Castle, seat of Clan MacLean. They were given the grand tour, had a picnic lunch and there may have been ice-cream involved too!

It was lovely being able to use local resources to enhance the children's learning.

Dervaig Primary School



A priority for our Mull cluster was to train together, with the Educational Psychologist using the PATHS (**Promoting Alternative Thinking Strategies**). PATHS is designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. The children immediately took to the puppets and loved the sessions. A pupil of the week was chosen and compliments were written, taken home and families added their own compliments

It is clear that as a result of the programme the children have developed their Emotional Intelligence. We see evidence of this in two particular ways 1) They are increasingly resolving conflict themselves, in the playground, without resorting to adult intervention. 2) They are proactive in supporting and respecting each other's feelings and emotional needs both within and outwith the classroom



The older children started learning about Zones of Regulation: a systematic, cognitive behavioural approach used to teach self-regulation by categorising the different ways we feel and states of alertness we experience into four concrete coloured zones. Children learnt about how emotions fit within the zones, how their bodies react and how emotions might look in themselves and others. They discovered that unexpected behaviours and reactions can make others feel uncomfortable. They realised the need to try to manage their behaviour. The children already have a greater awareness of their own and others' emotions. In this unprecedented situation of school closures, it is fortuitous that we have prioritised emotional resilience through PATHS and Zones this year. All of the on-going work has been shared with parents too.

The poster and puppets used by the children.

Iona Primary School

Adventures With Alice

OCTF – Raise Educational Attainment and Achievement for all.

Iona SIP – Pedagogical development to raise attainment

OCTF – Strengthen Leadership at all levels.

Iona SIP – Staff to increase professional knowledge through collegiate developments.

The Early Years Team responded to the services development needs with the purchase of the online training resource Adventures With Alice.

Teachers received a log-in to training sessions with Alice Sharp from Experiential Play, poster cards and a bi-monthly magazine on the area of development.

This has created an opportunity for shared and consistent staff development, not just throughout Iona Primary (all staff have accessed the training – teaching and non-teaching) but across the cluster and authority.

The training focuses on child development and the value of the child, not as a statistic, or something to be tracked and valued on ability in literacy and numeracy, but as a person to be loved, connected to; a creative thinker whose curiosity leads to boundless possibilities for the future.

Within Iona PS it impacted on the way we organise all learning environments, how we greet and welcome each child, how our interactions need to be constantly monitored to inspire and excite the children in our care. For our cluster development we all studied the Adventure on Curiosities and we raided the charity shops to resource our environments, to inspire and excite each other and the children.



The focus on curiosity, discovery, creativity and thinking, has impacted at all levels. The quality of our interventions in learning has impacted on the emotional wellbeing of the children and is the key to children achieving.

Lochdonhead and Ulva Primary Schools

In November 2019, Lochdonhead and Ulva Primary Schools were awarded the prestigious Silver Rights Respecting School Award by Unicef UK.

They were presented with the award for their work in putting the United Nations Convention on the

Rights of the Child into practice within the school and beyond. This much sought-after award sees schools work alongside Unicef to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. It embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Joint Headteacher of Lochdonhead and Ulva Primary Schools, Susie Carmichael, said: "We were delighted to achieve our Rights Respecting Silver Award at both schools. The pupils enjoyed learning about their rights and sharing their learning with the wider community. The journey we have travelled in learning about children's rights and building it into our ethos has had a positive impact on the pupils' health and wellbeing. The rights of the child underpin everything that we do at the schools."



There was parliamentary praise for the two schools, with Highland and Islands MSP Donald Cameron, submitting a motion. He said "I was delighted to hear about the success of Lochdonhead and Ulva Primary Schools.

It is wonderful that the efforts of the pupils and staff have won this recognition, and everyone concerned should feel very proud of their achievements."



Salen Primary School

This year we have introduced PATHS (Promoting Alternative Thinking Strategies) across the whole school from ELC & Sgoil Araich to Primary 7. The Programme for Schools (UK Version) is designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.

Each week in their PATHS lessons pupils discuss their feelings and how to deal with them appropriately. Each day a Pupil of the Day is selected. The Pupil of the Day has special duties to do each day as well as helping the class teacher. At the end of the day the class is given the opportunity to pay the Pupil of the Day a compliment which is written on their compliment sheet. They get to take this home to share with their family. Pupils love being pupil of the day.

As this was a new programme we invited parents to join us for a PATHS lesson, so they could see how it works day to day, become familiar with some of the language we use in PATHS and then encourage pupils to use the techniques at home.

Feedback from parents was very positive. They liked that children were talking about their emotions from an early age.

Many of the pupils across the school struggled with coping with their emotions and were anxious. We decided that in order to help them with this we needed to support their emotional wellbeing and elected to use PATHS. It is a school priority within the school improvement plan. It is still early days but we are encouraged by the pupils' response to the programme and their engagement with it.



Tobermory Primary School

Our recent Health day involved all of our associate Primary schools. The day provided an excellent opportunity for pupils of similar ages from different schools to work together on a range of activities to promote Health and Wellbeing.

Pupils at Tobermory joined together with the pupils from Dervaig Primary whilst primary pupils from Lochdonhead and Ulva joined with the pupils from Salen Primary.

The Health Day also provided an opportunity for all the P7 pupils from each of the schools to spend a day in the High School as part of the transition activities that we have in place.



Prior to the day, staff from each of the different stages at each of the schools worked collaboratively to plan the sessions taking place.



On the day P1 and P2 pupils all met at Tobermory and worked together making Fruit Kebabs, had an active Zumba session and played a number of games outside that were led by our S5 Sports Ambassadors.

P3 and 4 pupils were based at Dervaig primary school where they visited the local community orchard and shared a PE session together.

P5 and 6 pupils also made fruit kebabs discussing healthy eating and balanced diets, took part in an active football session led by the S5 sports ambassadors and the Active Schools Coordinator and had a mindfulness relaxation session.

The impact has been:

- staff from different schools have worked closely together to plan the sessions sharing good practice;
- pupils have had the opportunity to work together with pupils from other schools at a similar age and experience different settings and teachers;

P7 pupils commented that they had enjoyed the day and it had increased their confidence making the transition into secondary.

Oban, Lorn and the Isles Cluster Primary Schools

Achaleven Primary School

Loch Etive Information Leaflet

An Interdisciplinary Learning topic which included literacy, digital literacy and social subjects.

All our P2 – P7 participated in the learning for this activity and P6/7 used their digital skills to produce an information leaflet.

It was decided that we should focus on our local area and highlight the activities and places around our Loch.

The children were interested in telling others more about the Loch after looking at the signs for tourists in the area where we 'Beach Clean'. The children asked if they could make posters to add to the information. We decided that we could produce a leaflet which could be distributed to the local shops and hotels.

We visited and researched all the places of interest along the Loch. With the supports of SAMS, The Ocean Explorer Centre and Historic Scotland we gathered some very interesting information. The P6/7 were very proud of their skills and produced very attractive and informative leaflets

Unfortunately, we have not had the opportunity to share this information due to the coronavirus outbreak. The leaflets are ready to distribute when the visitors can return to our area.

Our school priority is to put the school at the heart of our community and this project has promoted and advanced literacy skills. It also enabled our group of pupils to develop their voice and pride about their local area and share this in a very relevant and meaningful way.

Arinagour Primary School

Junior Chef Training in Partnership with The Coll Hotel

Pupils planned, prepared and served two-course meals to enjoy eating with their classmates. The experiences offered opportunities for personal achievement that related directly to the community in which they live and promoted active learning away from the school.

They used a variety of ingredients and hotel kitchen equipment, learned about working in a hotel environment, health and safety issues, working as a team, setting a table, serving a meal and eating together in a hotel restaurant. Pupils had genuine and contextualised opportunities to develop skills for learning, life and work and to be able to develop literacy, numeracy and health and wellbeing skills.



Pupils enjoyed eating a diversity of foods in this social situation and contributed to discussions about healthy eating. They began to discuss and understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.

They learned about cleanliness, hygiene and safety and can apply these principles to their everyday routines, understanding their importance to health and wellbeing. When preparing and cooking a variety of foods, they became aware of the journeys that foods make from source to consumer, their seasonality and their local availability.

They identified lunch targets for all school pupils with an increased challenge as pupils get older, created a personal cookbook using recipes used during chef training, illustrated and bound the booklet and wrote a personal evaluation about their junior chef experience.



Barcaldine Primary School

Barcaldine Outdoor Playgroup

In May 2019, our outdoor bothy was completed after two years of planning and fund raising by parents and staff. We had a Grand Opening celebration to thank all involved, which included speeches by the children and cakes baked by them too.

The Barcaldine Outdoor Playgroup started in May 2019. It has grown from strength to strength throughout the 2019-2020 session, and has provided a place for families with young children to meet, with family learning opportunities and links with the school. On average 8-10 local children have attended every fortnight. This recently rose to about 15 children when others outwith the catchment area were invited.

Ailidh Campbell (teacher) has been volunteering as the organiser and play leader. She has provided learning opportunities at each session such as sensory and fine motor skills activities with lentils, mud and rice, or water play and science experiments. There has been ample opportunity for children to develop early numeracy and literacy skills through activities such as measuring, sorting, mark making and sand play. All of this has happened within the context of Outdoor Learning, improving health and wellbeing outcomes for both children and parents/carers of our community



Dalmally Primary School

World Book Day

This event was organised by the P5/6/7 class to celebrate reading and World Book Day.

The P5/6/7 organised a full and busy day of events to celebrate World Book Day. They invited the children from Achaleven as they were now in an acting shared headship.

The pupils planned the activities. They researched and baked book-themed cakes which they would share with the community at a book swap event.

The day began with a book breakfast. Families were invited to breakfast and this gave children the opportunity to share their favourite books.

It was followed by a Clan challenge of design a book 'door' Each classroom door and the HT office door was given a book themed makeover.

After lunch the whole event relocated to the village hall, where reading dens were constructed and the whole community was invited to take part in a book swap. It was very well attended by the community and everyone enjoyed the reading-themed refreshments,

Dalmally has a focus on reading and reading for enjoyment at this time and an event such as this, not only promotes reading throughout the school, including the ELC, but also with the families and the community. It helped our young learners see that everyone can have a love of reading throughout their life, from young to not so young! It also helped to build the new community of Achaleven and Dalmally and let both groups of children meet and understand the different school identities.

Dunbeg Primary School

OTTF KO 4 and 5.

National: attainment and positive destinations

- STEM (After school Tech and Science clubs)
- P3-P7 children.
- Weekly Science (run by SAMS parents) and TECH clubs. Approx. 25 children (out of 98), Numbers vary.
- Tech club pupils programme
LegoMindstorm robots and have recently acquired 12 free high tech Meccano sets.
- Science club is working towards CREST award.
- Impact: Improvement in science and tech knowledge and skills, parental engagement, pupil engagement, resilience and problem-solving skills.



OTTF KO 6
National: Health and Wellbeing priorities

- After partnership with Active schools, 25 Young Leaders trained from P4-P7.
- Pupils now run lunchtime clubs throughout the week. Lego, Playground Games, Book, Soccer skills, Goal Skills, Drawing, Tag Rugby, Litter Picking, Hip Hop, Basketball, Volleyball and Chanter clubs.

Impact: daily pupil engagement from P1-P7 in alternative play and learning. Well-being benefits, development of leadership, planning and organisation skills. Positive contribution to whole school life.

Easdale Primary School

Easdale Primary P1-7 hosted our third 'Learning Together' event of this session, focussing on literacy activities as part of World Book Day. Children were encouraged to bring in a favourite story to share with family.

In addition to sharing stories together, staff organised a range of participatory phonics and spelling activities for pupils with their families (e.g. Nessy, fish for the sound, DIY spelling). As well as these examples of what pupils usually do during reading, the staff were also able to show how phonics are taught in Primary 1 and 2 using the RWI scheme.



The event promoted community involvement, helping to develop relationships with local families: 92% of families attended a massive increase in engagement from 17% in June 2019. Events like this raise awareness and attainment as parents can support learning at home. Feedback was very positive: "We really enjoyed seeing how our child learns at school and have new ideas to use at home".

Kilchattan Primary School

The work on enterprise in our composite class of 7 to 11 year-olds incorporated ICT, design, measure and money, visits to the local shop, role-play, negotiation and the development of profit and loss accounts.

To develop a comprehensive list of persuasion techniques, pupils picked cards with scenarios and role-played children persuading parents.

To develop marketing we shared opinions on the media campaign to 'get rid' of monstrous vegetables. (Eat them to defeat them) and compared BP logos over the decades and various Jolly Green Giant adverts.

The children formed a business, discussing and allocating roles, forming a business name and logo, negotiating a trade deal with the local shop (offering 10% of sale price of veg) and deciding quantity and type of produce to sell (and comparative value and yield).

The pupils worked together to understand business and food-growing. They each took leadership roles and developed confidence in ICT and in listening and talking. They developed understanding of their place in the world and the importance of caring for plants to grow food. They worked together and we all had enormous fun.

Kilchrenan Primary School

MATHS WEEK – DISASTER RELIEF – Creative Day

We organised and ran a special all day event, in Kilchrenan Village Hall, for two schools that we work closely with throughout the year: Barcaldine and Achaleven.

Children from p1-7 worked together, facing various maths-rich scenarios: they had to load a plane (mass), budget emergency supplies (money), create radio appeals (time), build a rescue vehicle (2d shape and 3d objects), lay out a refugee camp (triangle numbers, number bonds, problem solving). Where possible, the activities were done with staff being in an observational role only. The aim had been to provide age and stage appropriate numeracy and maths challenge in a real life context, allowing staff to assess progress and attainment. We were able to evaluate strengths and areas needing more focus.



The event was made possible by a successful grant application by Kilchrenan, from Maths Week Scotland, paying for transport.

Evaluation gathering from pupils and from staff, built into the timetable, showed consistent, positive feedback in terms of:

- the value of the quality assessment of maths learning,
- the opportunities for pupils in these very small schools to work with more of their same stage, and in
- the development of social skills
- the chance to use maths in meaningful contexts
- the appreciation of the value of maths in the wider world

We consider this to have been a high quality, high impact activity, demonstrating the power of curriculum for excellence to meet all priorities.

Funding permitting, we plan to develop this approach next session.

Kilniver Primary School

To ensure children have the best start in life we have worked in partnership with our staff and families to promote healthy eating within Kilniver Primary School.

Our initiative began as part of our **whole school priority to embed an understanding of the SHANARRI well-being indicators** through weekly assemblies. In discussion with the catering manager fruit was prepared and served to promote *healthy* eating prior to an assembly. Such was its success with the pupils we realised that unused, fresh fruit and vegetables could be served to the pupils every Friday morning rather than being wasted...and so 'Fruit Fridays' began. The pupils are not only eating fruit and vegetables on a Friday morning they are also more willing to add them to their lunch tray every day.



The next step was to further promote healthy eating at home and support families to feel more confident engaging in strategies to help their child thrive. So as part of our Family Learning programme we invited parents and carers in to the school to participate in 'Master Chef.' With a selection of fruit and vegetables to choose from, teams were set the challenge to design and make a healthy creation. The results were spectacular and it is hoped that parents were empowered to be creative at home and involve their children more readily in the preparation of healthy foods

Lismore Primary School

To raise attainment in Literacy and particularly reading and to mark World Book Day, Lismore Primary School held a Book Week in March 2020. There were many book-based activities and discussions including a Show and Tell of favourite books and a session looking at old and precious books.

Everyone travelled to Oban to visit the library and Waterstones bookshop. At the library there was a scavenger hunt to find books about different topics. The younger ones had a story session whilst the older ones learnt about the different things you can do in a library. Then it was off to Waterstones where the children exchanged their book vouchers. They were also able to each choose a new book for the school library.

World Book Day itself was Dress Up Day. The children came to school dressed as a favourite literary character. Cinderella, a Flopsy bunny and The Cat in the Hat all appeared at school along with the witch from the Room on the Broom.



Throughout the week the children made their own book entitled “Our school”. Each chapter was about a different aspect of school and each book was illustrated with the children’s drawings. The whole week was a great learning experience for the children. By the end of the week the children were each able to identify and explain their preferred type of book. They showed a new confidence in using books for research and they demonstrated a renewed enthusiasm for books and libraries.

Lochnell Primary School

Primary 6/5 recently chose ‘Space’ as their IDL focus. As one of our values at Lochnell is curiosity, the pupils were set a challenge by their teacher to research an aspect of ‘Space’ that was of interest to them and about which they had no prior knowledge. They were encouraged to take ownership of their learning and present their findings in a way that appealed to them. Their completed work varied hugely and included animations, posters, leaflets and PowerPoints



The pupils were highly motivated by their experience and opted to share their learning with the rest of the school as part of a Space Exhibition. As a current national priority is to ensure that leadership takes place at all levels, the pupils were encouraged by their teacher to take the lead in organising the event. They made and distributed invitations to each class, and made sure that younger pupils felt included. The exhibition proved successful, with pupils at all stages of the school listening to and engaging with the presentations.

The holistic approach to learning and teaching outlined above resulted in the pupils utilising and developing a range of transferable skills, tying in with Argyll and Bute’s priority to equip children and young people with skills for learning, life and work. The meaningful context enabled the pupils to appreciate the relevance of their learning.

Luing and Easdale Primary School - Partnership working between local schools

Luing and Easdale Primary learnt about Global Goals this year. After learning what 'Global Goals' are and exploring a few together each class chose a goal they were interested in learning more about. The children spent class time exploring that goal ready to share learning.



Focus was given to presentation skills, giving and receiving feedback. Some created power points about key individuals of interest who have impacted on world equality or industry; others made presentations together to reflect their learning. Younger children created an art display and discussed our school garden. Using what they learned about 'Life on Land' they have improved the garden to attract more wildlife.

Choice in learning gave ownership particularly to the older children who are more confident in sharing learning and leading their own learning, and who are showing raised attainment in literacy. Opportunities to widen social experiences through joint working and gaining enthusiasm for the garden are underpinned by an understanding of why it is important.

Park Primary School

STEM - has been our overarching theme this term, with pupils in every class partaking in regular STEM activities. Pupils have worked together, with some mixing groups between classes, to explore and investigate scientific concepts. Some classes have been visited by parents working in STEM careers and our Digital Learning team have also visited classes to teach programming and coding skills.

Health and Well Being – our Primary 6s have been trained by our local Sports' Coordinator to run after school clubs for our infant classes. So far, groups of P6 pupils have led Active Games and Tag Rugby clubs every Thursday after school. They have been a great success and have provided extra-curricular activities for our youngest pupils.

HWB – our pupils have been using our new Vision, Values and Aims to learn more about our Values. Our monthly Value assemblies have been a success and highlight how we can all display these values. Our Clan Committee have come up with some fantastic ideas to ensure our whole school community knows our VVA.



Lit/Num/HWB – Our P1 and ELCC staff have worked closely together to develop Early Level Activities. These take place every week and include the outdoor environment. Our Primary 1s take care of our ELC children which aids smoother transition to Primary 1



Lit/Num – our resident Outdoor Enthusiast has made monthly trips to Dunollie Woods with her class (P2/1) where they take part in outdoor Literacy and Numeracy tasks. Many parents have signed up to be part of this experience also!

Rockfield Primary School

A number of recent learning events have taken place at Rockfield Primary School in Oban, which have been instrumental in providing opportunities for family learning and engagement. This is particularly important to us in order to fulfil both our School Improvement Plan aims and the following local and national priorities:

National Improvement Plan Priority: Family Engagement

Our Children Their Future Priority: Ensure high quality partnership working and community engagement

This also links to the following quality indicators as part of “How Good is Our School?”

2.7 Partnerships and 2.5 Family Learning

In Primary 2, children welcomed important adults in their lives into school to help with their learning. In science, they have been learning about sorting out and investigating living, non-living and things which have never lived. They explored the school environment and recorded evidence of their findings by drawing pictures, writing and taking photographs.



In our Primary 6 and 7 Gaelic Classes we were very proud of our pupils who hosted our first ever Gaelic Community Café. There was a fantastic turnout, with parents, families and the wider community coming to speak Gaelic in an informal setting over a cup of tea or coffee. Our second Gaelic Café took place on the 9th of March and once again was well attended. This gives parents, children and members of the community an opportunity to apply their language skills in Gaelic conversation.

In Primary 7 English Classes invited their parents to write stories with their parents. Later they were involved in their own book launch.

We have a number of other family events running across the school, including knitting in our ELC, Gym club after school and regular ‘Stay, Play and Learn Together’ sessions in Early Years. All these opportunities allow us to engage with our families putting us at the heart of our community.

St Columba's Primary School

STEM

Our class of 22 Primary 7/6 pupils had to research and gather accurate information about Scottish Inventors and their impact on society today.

They had to create a timeline showing how transport inventions and developments had changed over the years, with a particular focus on cars. We used digital literacy to create our own personal website to showcase our findings and learning.

In groups, we used Lego We Do kits to create and program a vehicle on our ipads, to follow accurate directions and use sensors to avoid impact and danger, building on our understanding of how a Tesla car detects an abnormal event, like a crash. The group work focussed on our listening and talking literacy skills as we had to give opinions, share opposing ideas, explain why we had changed our view or mindset after trials and build on others' contributions by asking questions and clarifying points.



Throughout our STEM topic we discussed the careers and training people would undertake in order to develop and build modes of transport.

Our focus on STEM supports both our school and authority priority of improving our approach to equipping children with skills for learning, life and work.

Taynuilt Primary School

Science Week – 9th to 13th March 2020

CfE aims to bring about transformational change and ensure the best possible education for our children and young people. The Scottish Government recognise the pivotal role of science within CfE, and have identified the need to improve the confidence and expertise of primary teachers in science and technology.



The children in P7/6 of Taynuilt Primary and their teacher Jenny Love have been developing their skills as STEM leaders. As part of this, they planned activities for British Science Week, where they came up with age and stage appropriate activities for each class each day (covering a range of biology, chemistry and physics areas) and wrote lesson plans and equipment lists for each session. Each class had a one hour STEM session delivered to them each day, led by the children of P7/6 covering topics such as forces, forensics, microscopy and plastic pollution.

The impact has been significant across the school – parents and pupils in P1-5 have been engaged with science and learning through enquiry and, significantly, in asking the question ‘why?’ The impact on P7/6 has been that they have developed confidence in lab technician skills, leading learning and in their questioning skills



The teacher developed packs for all the other class teachers to go along with the sessions. The packs provided comprehensive follow up work linked to each session (lesson plans, printables) and CfE links to tie the work to the curriculum ensuring breadth and depth. This has ensured that the week has a lasting impact on all our learners and builds confidence in staff in their science teaching.



Tiree Primary School

All of our primary classes, English and Gaelic, completed a variety of learning and teaching experiences through the theme 'Oceans and Seas'. The units of work for each class detailed the Numeracy, Literacy and Health and Wellbeing learning activities along with other appropriate areas of the primary curriculum (Science, social studies, music, art, technology)



Tiree Primary School is an island school surrounded by the Atlantic Ocean, a brilliant resource and focus for this theme. We were able to make great use of our immediate locality and specialist knowledge from those living and working on Tiree. We took opportunities to include outdoor learning, 'hands on' investigative and discovery work by visiting the school's local beach and also fully utilised the Tiree Ranger.

Examples of our work included looking at the importance of clean water and how to save water. This was linked to The United Nations Convention on the Rights of the Children. In Literacy and Numeracy all the pupils were engaged in 'measure'. Linking to marine life the pupils carried out a variety of activities: classification activities, searching and analysing data, completing various practical tasks and presenting findings/observations in a variety of ways, including making books. We also linked and identified work around the SHANARRI wheel, focusing on Responsible, Safe and Active.

School Contacts

School	Contact	Position	Address	Phone No.
Achaleven Primary	Sharon Burt	Head Teacher	Achaleven, Connel PA37 1PH	01631 710529
Arinagour Primary	Aileen Cook	Head Teacher	Arinagour, Isle of Coll, PA78 6TA	01879 230376
Barcaldine Primary	Julie Watson	Head Teacher	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Kate Petrie	Head Teacher	Bunessan, Isle of Mull, PA67 6DL	01681 700283
Dalmally Primary	Lynn Sinclair	Head Teacher - Joint Headship with Inveraray	Dalmally, Argyll PA33 1BE	01838 200359
Dervaig Primary	Tricia Evans	Head Teacher	Dervaig, Isle of Mull, PA75 6QW	01688 400227
Dunbeg Primary	Marny McCulloch	Head Teacher	Dunbeg, Connel, PA37 1QF	01631 564781
Easdale Primary	Judith Frost	Head Teacher (Joint Headship with Luing)	Easdale, Oban, PA34 4RF	01852 300243
Iona Primary	Stephen Glen-Lee	Head Teacher	Isle of Iona, PA76 6SJ	01681 700348
Kilchattan Primary	Gillian MacKenzie	Head Teacher	Isle of Colonsay, Argyll, PA61 7YR	01951 200340
Kilchrenan Primary	Graham Dickie	Head Teacher Secondment	Kilchrenan, Taynuilt, PA35 1HD	01866 833312
Kilninver Primary	Helen Daniels	Head Teacher	Kilninver, Oban, PA34 4UT	01852 316236
Lismore Primary	Debbie Harris	Head Teacher	Isle of Lismore, Oban, PA34 5UG	01631 760258
Lochdonhead Primary	Susie Carmichael	Acting Head Teacher (Joint Headship with Ulva Primary)	Lochdonhead, Isle of Mull, PA64 6AP	01680 812473
Lochnell Primary	Louise Chisholm	Head Teacher	Lochnell, Ledaig, Connel, Argyll PA37 1QS	01631 720300
Luing Primary	Judith Frost	Head Teacher (Joint Headship with Easdale)	Isle of Luing, PA34 4TY	01852 314245
Park Primary	Ruth Verner	Head Teacher	Kerrera Terrace, Oban, PA34 5AU	01631 563941

Rockfield Primary	Caroline Fothergill	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568090/568091
Salen Primary	Mairi Maclean	Head Teacher	Salen, Isle of Mull, PA72 6JL	01680 300348
St Columba's Primary	Michaelina MacLellan	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568092/568090
Strath of Appin Primary	Marissa Melville	Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345
Taynuilt Primary	Berni McMillan	Head Teacher	Taynuilt, Argyll, PA35 1JE	01866 822343
Tiree HS Primary	Peter Bain	Head Teacher	Isle of Tiree, PA77 6XA	01879 220383/220790
Tobermory HS Primary Dept.	Jennifer McGhee	Acting Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062