

OUR CHILDREN...



THEIR FUTURE...

Education Service

Primary Area Report:
Helensburgh and Lomond

Introduction

Within the Helensburgh and Lomond area there are 12 Primary Schools. Nursery provision is provided within several of these schools and Parklands School provides for primary and secondary age children with complex learning needs. There is secondary school provision at Hermitage Academy in Helensburgh. Helensburgh and Lomond Primary school rolls vary considerably ranging from 9 pupils (Luss PS) to over 380 (Hermitage 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

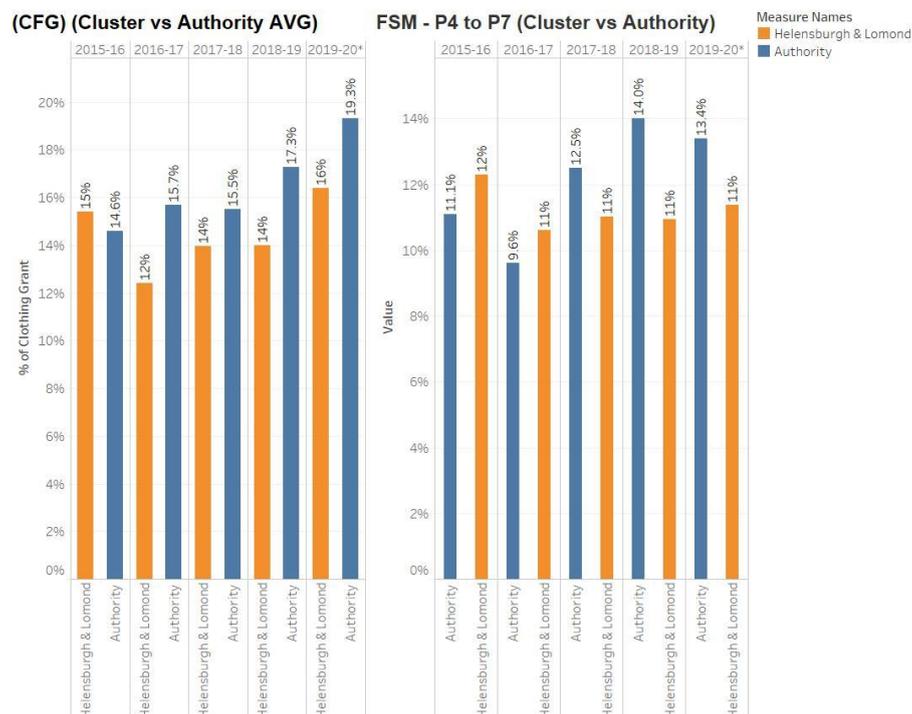
Helensburgh and Lomond Cluster Primary School Profile 2019-2020

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
Arrochar Primary School	62	65	60	60	65	4.84%
Cardross Primary School	176	157	164	169	163	-7.39%
Colgrain Primary School	271	287	305	303	314	15.87%
Garelochhead Primary School	84	100	110	119	123	46.43%
Hermitage Primary School	398	399	377	377	385	-3.27%
John Logie Baird Primary School	167	159	151	148	135	-19.16%
Kilcreggan Primary School	89	82	90	83	82	-7.87%
Luss Primary School	9	7	7	8	9	0%
Parklands School (P1-P7)	8	11	14	12	10	25%
Rhu Primary School	206	211	221	214	212	2.91%
Rosneath Primary School	87	86	88	83	87	0%
St Joseph's Primary School	189	184	178	172	163	-13.76%
Total Roll for cluster	1758	1761	1733	1761	1748	-0.57%

* 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 Helensburgh and Lomond



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 P4 to P7.

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

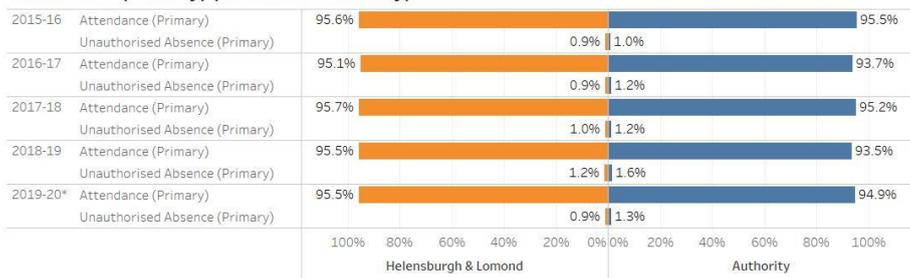
In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities.

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.

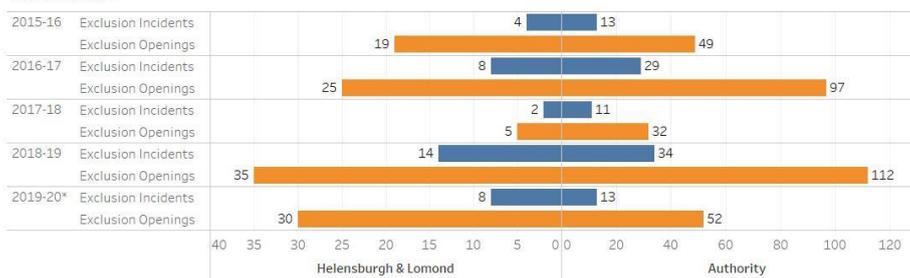
Exclusion and Attendance Information for Helensburgh and Lomond area

Attendance (Primary) (Cluster vs Authority)



Measure Names
■ Helensburgh & Lomond
■ Authority

Exclusions



Exclusion Information
■ Exclusion Incidents
■ Exclusion Openings

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.

Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2019/2020 session for 2018/2019.

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

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

Achievement of level June 2019 for Helensburgh and Lomond area



NOTES:

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

From the information contained in the performance illustrations above, it can be seen that attainment in HALCO primary schools in Talking and Listening, Reading, Writing and Numeracy was above both the authority and national averages at every stage.

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/>

The following sections summarise activities, initiatives and improvement across 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) offered either through a morning or afternoon session, where the area still operates a 600 hours delivery model, or via a blended placement, where 1140 hours has been phased in.

ELC is also provided by Voluntary and Private operated groups in addition to Local Authority Services. The 3rd sector are in a position to provide 'wrap around' Childcare for Parents who wish to purchase hours to allow them to work, attend college etc.

Community Childminding is a service which is provided for children following a referral from Health or Social Work; it is designed to be an early intervention to support families 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 for the FA. 6 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 6 Argyll and Bute secondary schools.

26 commenced the NPA in 5th year to complete the qualification over 2 years.

15 commenced the shorter model, in their 6th year, working towards the NPA and the relevant SVQ2 (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 6 secondary schools through a blend of face to 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

6 MAs were recruited to the following ELC settings:

Park Primary Family Learning Centre

Colgrain Primary ELC

John Logie Baird Primary ELC

Campbeltown Nursery

Dalintober Primary, ELC

Clyde Cottage Nursery

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

Cohort 2 started August 2019

6 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 2 graduate apprentices to take part in a 3 year pilot for the BA in Early Learning and Childcare, in partnership with 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 7 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 6 on-line training options were offered.

In addition, to support our ambition to have a significant amount of funded ELC delivered outdoors, two 7-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 4 days of training, in different seasons throughout the year, in each of the 4 local areas, with the aim of creating a resource at the end which can be shared across all ELC settings.

For further information on workforce development, please contact linda.burgar@argyll-bute.gov.uk

ELC - Learning and Development

As part of the Education Strategy ‘Our Children, Their Future’, the Argyll and Bute ‘ELC Learning and Development Framework’ has been developed to provide strong and consistent guidance on learning and development from birth through to a child starting school. Every setting and childminder has been issued with this guidance and providers are encouraged to use this tool as part of their self-evaluation, along with ‘Building the Ambition’ and ‘How Good is our Early Learning and Childcare?’ Members of the central support team use the Framework as a key document as part of their support visits, focusing on ‘Environment’, ‘Experiences’ and ‘Interactions’. Data is also used to analyse the quality of provision with progress being tracked through Care Inspectorate and Education Scotland inspections. Twice a year the local authority gathers data in relation to 4 year old children’s progress within their developmental milestones, and this is used to target resources more effectively. Teams are being trained in the use of improvement methodology to support their own improvement journeys – being clear about how they know a change has led to an improvement.

As well as tracking progress in children’s learning outcomes, practitioners in nurseries also track each child’s progress within their developmental milestones.

We know that most children achieve their milestones as a matter of course. However, some children might need a little extra help or time to achieve theirs. The milestones we track are:

- Social, emotional and behavioural
- Speech and language
- Cognitive and sensory
- Fine motor skills
- Gross motor skills

The Early Years Service gathers data twice a year (December and June) to find out how children are progressing within their milestones:

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

Developmental Milestone Data – December 2018 – By Area

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 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 Mr Swinney himself. 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 4 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

Teaching and Learning

Literacy and Numeracy

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:

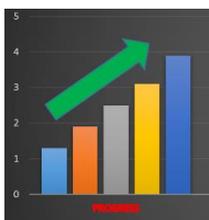
- Data has been collected and analysed and this has been used by the Early Years Team to identify development needs for ELC going forward.
- Particular areas for improvement have been identified in Rhyme Production and Word Boundaries. This has been analysed by locality and Excellence and Equity Leads,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

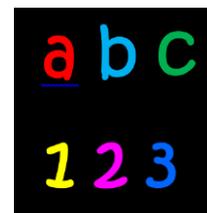
The support for Numeracy, this session, reflects the Scottish Government Initiative **Making Maths Count** - <https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2016/09/transforming-scotland-maths-positive-nation-final-report-making-maths-count/documents/00505348-pdf/00505348-pdf/govscot%3Adocument/00505348.pdf>

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 Scottish Attainment Challenge 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



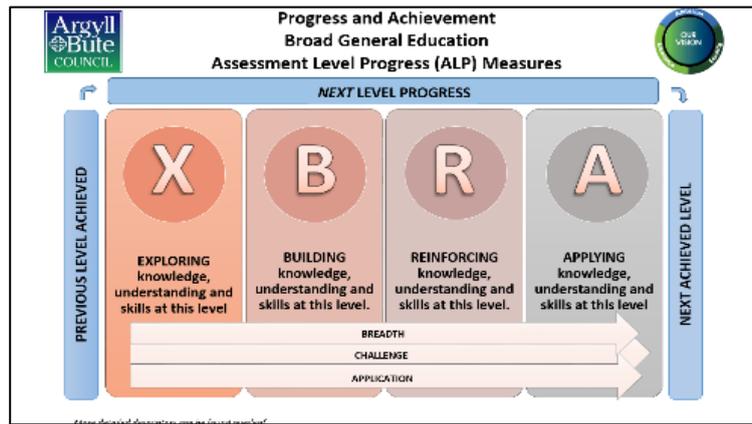
In primary schools achievement in Literacy and Numeracy is measured and recorded at the key points of Broad General Education (BGE) – Primary 1, 4 and 7. The Achievement of Curriculum for Excellence Levels, as evidenced by teacher professional judgement, detail pupils' achievement in reading, writing, 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 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 even, Mark has been supporting the four successful Argyll and Bute bids for funding.

Argyll and Bute have 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

HALCO

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

All 12 primary schools are delivering French as L2 from P1 onwards. Colgrain PS and Arrochar PS are delivering Gaelic as L3. Rosneath PS and Hermitage PS are teaching Spanish as L3. Parklands School is teaching Makaton as L3. Other schools in the area are planning to implement L3 during the academic session 2020/21. Hermitage Academy provides French as L2 and Spanish and German as L3 in S3. The cluster is now working towards ensuring effective progression in language learning from P1 through to the end of the BGE.

This cluster has a Language Leader and holds termly Languages cluster meetings. The cluster is using the online platform [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French as L2. This resource can also be used for teaching Spanish and German. The schools teaching Gaelic use the online resource [Go!Gaelic](#). All schools have resource packs with resources for teaching French. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi blog. Schools delivering British Sign Language (BSL) will receive resources and training to support this once schools re-open.

During 2019/20 HALCO has been offered various training options:

The French Open University course for primary practitioners.

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

A 4 day GLPS training course in Inveraray for teachers across the authority. This was a fantastic opportunity to access GLPS without traveling to Stirling for 18 days training. This training provided an accessible alternative. This condensed version provided an introduction to Gaelic in the primary.

This 4 day model was also offered in French. Only 2 of the 4 days were provided due to school closures this session.

Twilight training Sessions provided for HALCO

- French beginners and follow-on training has been provided authority-wide using video conferencing (Google meet).
- Two Gaelic taster sessions for beginners were provided virtually for all clusters. These sessions provided a fun introduction to simple Gaelic phrases to be used with learners in class.

- Secondary specialists in HALCO provided a series of twilight sessions at Hermitage Academy for French Beginners and then follow-on lessons this session. These sessions were well attended by primary practitioners.

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

HALCO 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. [Activities which took place at Hermitage primary school during the week](#) BSL training is currently being delivered to staff at Hermitage Primary school by Alison Attwood, the authority's teacher for the deaf. This will allow the school to incorporate BSL into the delivery of 1+2 Languages.

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

This session Argyll & Bute primary school menus have been made available in French and Gaelic to all schools. This has been a useful resource to help embed L2 into classroom routines. [French Menu](#) [Gaelic Menu](#)

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

Primary Gaelic Education

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

Our GM learning environments are visually stimulating with the development of language at their core. There is a focus on Gaelic grammatical structures and phonology and accuracy in the use of the language will be reinforced at all times. At the Early levels children in a GME setting have the opportunity to experience active learning activities.

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.

Health and Wellbeing

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

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

PSE

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

is in process and will be resumed when schools return following the current crisis.

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

Mental, emotional, social and physical wellbeing

I. Equalities and Inclusion

Anti-bullying

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

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

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

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

LGBTQ+

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

Iona Primary school has provided an example of commitment to gender equality and diversity through the creation in its nursery setting of a programme that supports children to become aware

of gender-based bullying and stereotyping and promotes non-stereotypical and alternative gender roles, language, aspirations and behaviour.

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

II. Nurture

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

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

III. Access to Free Sanitary Products

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

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

During the Covid-19 crisis, Argyll and Bute education services have endeavoured to ensure that no child or young person goes without access to free period products and to this end an agreement was reached with *Hey Girls*, one of Scotland's main providers of period products, which enables families to order from a range of products using a survey monkey link. In the period of time between 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 2 hour quality PE per week in primary schools

Most schools in Argyll and Bute achieved the two-hour weekly provision of quality physical

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

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

PE development

There has been continued development and progression across the authority in the implementation of the *Connections* PE resource, which helps to build knowledge and confidence in staff to ensure, in turn, that children receive the high quality experiences in physical education that will help them develop the skills, knowledge, confidence and motivation for lifelong physical activity.

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

School swimming

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

Daily Mile

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

Outdoor Education and Outdoor Learning

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

Digital Literacy

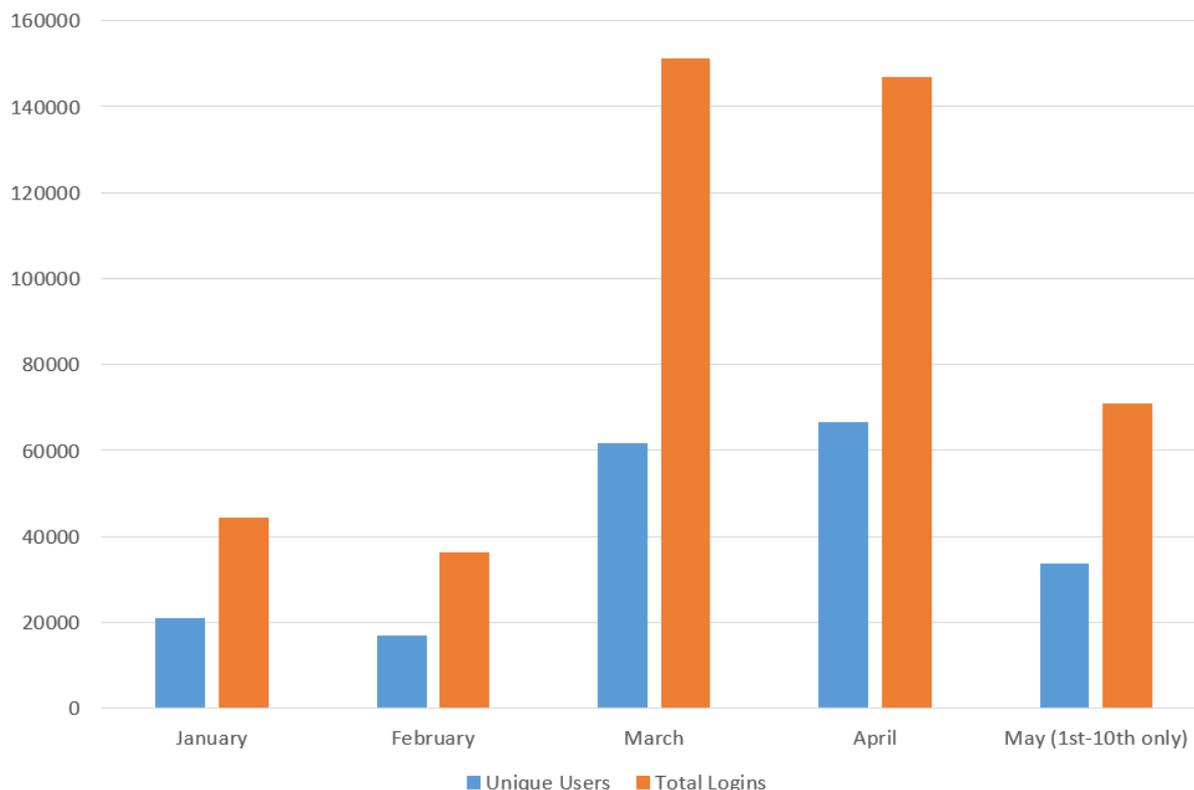
The following report summarises The Digital Education Team's work with learners, teachers and their schools in session 2019-20. It includes support with online learning, professional learning, resources, school events, STEM (Science, Technology, Engineering and Maths) initiatives and digital infrastructure.

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.

Remote Learning and Teaching with Videoconferencing Technologies

Hermitage Academy - Videoconferencing Support

The Digital Learning Team provided videoconferencing equipment to Hermitage Academy and will be continuing to work with the school to identify additional areas of the curriculum which could be delivered at distance using videoconferencing equipment, with additional equipment to be installed to facilitate this.

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.

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.

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.

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

Helensburgh and Lomond

- Respect Me Training - sessions on bullying on and off line. (Garelochhead PS)
- Handling children's behaviour
- Seasons for Growth - loss and grief peer-group education programme to support young people
- Supporting Parents- 1:1 weekly sessions (Roseneath PS)
- Primary seven (P7) transition activities
- Internet Safety for (Children) P5 –P7 (Garelochhead PS)
- Parent Internet Safety (Garelochhead PS)
- Book Bug Sessions (Luss PS)

Cardross Capers Helensburgh

Authority Wide

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

Mod Education Support Fund

HMNB Clyde is the future base for the Royal Navy's Submarine Flotilla. It is expected that numbers of naval personnel could rise by approx 1,500 between now and 2032, with estimated figures of 400 personnel relocating from Devonport over the next few years.

Our Schools in Helensburgh and Lomond have benefited from the MOD Education Fund which seeks to mitigate the effects of exceptional mobility or deployment of the Armed Forces community.

MOD Teacher

This funding continues to support the MOD Teacher who this year has been providing support in 5 Helensburgh and Lomond Area (HALCO) primary schools; Colgrain, John Logie Baird, Arrochar, Garelochhead and Rhu.

Pupils have been selected by their school to receive support in a number of areas such as Health and Wellbeing, Literacy and Numeracy.

Health and Wellbeing groups have participated in Seasons for Growth, Nurture Groups and Social Skills Groups and have investigated a range of areas including emotions and feelings and how to deal with them, accepting differences, sharing and turn taking, listening skills, following directions and staying on task. Pupils have participated in a range of activities including handcrafts, model making and simple food preparation.

Literacy groups have focussed on area such as phonics, cvc words (consonant, vowel, consonant) and common words, spelling, reading skills, comprehension, handwriting and punctuation. A range of materials has been used to support the children's confidence and development including CodeCracker, Nessy, Sum Dog Spelling, PM Benchmark Reading and board games.

Numeracy groups have received support with number bonds, number values, mental maths, word problems and simple mathematical algorithms, addition, subtraction, multiplication and division. Pupils have been able to access a variety of resources to support their learning and develop their confidence including, Sum Dog, BBC Bite Size and board, card, dice and memory games.

Service Pupil Advisor

The funding will also allow for the continued employment of the Service Pupil Advisor whose role is to liaise between schools and the Armed Forces community. Networking and exchanging of ideas nationally in order to benefit Argyll & Bute Armed Forces children and to co-ordinate and support the delivery of the following:

Seasons for Growth – is a loss and grief education programme catering for young people aged 6-18 years. Seasons focuses on understanding the effects of change, loss and grief, and specifically develops skills in communication, decision making and problem solving.

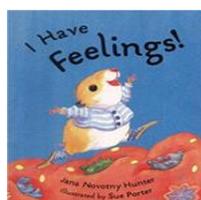
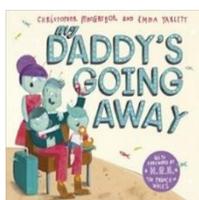
Small groups of 4-7 children work with trained companions who support the children in learning new ways to share, think about and respond to the changes and losses in their lives.

Professional Learning Community - For the past few years, primary, secondary and third sector staff in Helensburgh & Lomond have met together to form a Professional Learning Community (PLC) with the collective aims of:-

- Understanding the practical, emotional, educational and social challenges children from Armed Forces families face as a result of deployment or mobility.
- Identify strategies for supporting children within both teaching and pastoral roles
- Sharing good practice and resources, and supporting each other.

Story Sacks - Books and resources for young people covering various topics e.g. parent going away, parent coming home, making friends, moving house, anxiety and many more.

The story sacks are age appropriate 3 – 6 years, 6 – 9 years and 9 – 11 years and can be found in Primary Schools in Helensburgh & Lomond, Families Centre and Cosy Coffee House in Churchill, Young Carers and the Community Houses in Colgrain and Rhu.



Nurture Groups - The concept of nurture highlights the importance of social environments and its significant influence on behaviour and cognitive ability. Nurture groups offer an opportunity to learn lifelong skills that some children and young people lack, giving them the skills to do well at school, make friends, and deal more confidently and calmly with the trials and tribulations of life.

The funding has enabled staff members from Helensburgh & Lomond schools to train in the approaches to Nurture and a Nurture Group was created to support these staff members and the

development of nurturing approaches in classes and across schools.

Reading Force Author Event 14th November 2019



Reading Force is a charity which uses books to bring Armed Forces children and families closer together by encouraging families to share and talk about books whether at home together, or separated by deployments or training.

Many Armed Forces children face interruptions and disruption to their learning and home life and so Reading Force can be a useful tool that schools can offer their Armed Forces children.

The Reading Force Author event took place in the newly-refurbished Drumfork Community Centre on Thursday, 14th November 2019.

Approximately 230 Armed Forces children from eight local primary schools attended and each child was given a signed book by award-winning author Vivian French, as well as a special Reading Force scrapbook to complete at home with their families



Seasons for Growth Helensburgh & Lomond wide Reconnector – 6th February 2020



The Area Wide Re-connector was a partnership development between Eileen Kay, Community Learning Worker and Argyll and Bute Seasons for Growth Co-ordinator and Emer Flett, Service Pupil Advisor.

The Criteria for attendance was that young people who had attended a Seasons for Growth programme in the past 18 months were invited to attend.

40 young people and 11 Companions from the following schools attended the event: Colgrain Primary, Hermitage Academy, Hermitage Primary, John Logie Baird Primary and Rhu Primary School.



The aim of the reconstructor was to assist participants to express their views, thoughts and feelings, improve their emotional wellbeing and give them opportunities to develop further social and support networks.

We asked the young people what they learnt from attending the Reconnector and they said the following:-

*It reminded me that there is still people there for me
It is fine to be worried
That seasons for growth helped me
That life has changes*

We asked the Companions how beneficial did they think this Reconnector was to their young people and they said the following

*Very beneficial because everybody made an effort to talk to people from other schools.
I felt it went very well – I assisted a group as a new companion with a group I had not taught
and was pleased to see how much it had impacted on them and how
they re-connected.
Very beneficial, I think that they got a lot out of it.*



Community Partnership

Rosneath Primary School Mid Term Activity Club – 10th & 12th February 2020

The Mid Term Activity Club took place on Monday 10th February (32 pupils attended) and Wednesday 12th February (22 pupils attended) at Rosneath Primary School.

This project was in partnership with Rosneath Primary School, Active Schools, Service Pupil Advisors, Community Learning Workers, Young Carers and Lochside Three Churches' Family Worker.

The young people took part in various activities including jewellery making and other crafts, sports and making and eating their own lunch.



If you would like further information on any of the above then please contact:-

Emer Flett - Service Pupil Advisor

Tel: 01436 658921

Email: emer.flett@argyll-bute.gov.uk

Twitter: @AdvisorPupil

Facebook: Service Pupil Advisor Helensburgh & Lomond

High Quality Learning and Teaching Across HALCO

Cardross Primary School

Raising Attainment – Literacy and Numeracy/ Parental Engagement/Family Learning

In November we invited our P1 to P3 families into school for the launch of the Read, Write, Count and Bookbug bag launch. Using the Seesaw online platform, pupils in P1 and P2 did this by way of verbal invitation, which helped to promote talking skills and P3 designed and wrote invitations, which were then uploaded to the learning journal.



On the day there were lots of activities around the books and games, the pupils were able to take part in activities in the morning and then teach them to their parents/carers in the afternoon.

Numeracy games in the pack included Snakes and Ladders and there was a parents' booklet which had ideas for numeracy games at home. The class teachers had organised some numeracy activities for the afternoon so parents could see how they could play some of the games at home and we also supplied extra numeracy resources so no pupil was disadvantaged.

This activity was planned as part of our school improvement plan for both Raising Attainment and Parental Engagement, which are both local and national priorities.

Families had the opportunity to share new reading material and numeracy activities. The pupils were able to show their parents how to use the resources and demonstrate the activities. There was rich dialogue between parents and staff, therefore further strengthening our family school relationships and raising confidence in literacy and numeracy both at home and school.

We had a very impressive 98 % turn out of families across the 3 classes.

Colgrain Primary School

Mental Health Week 3rd – 9th February 2020



All pupils from Pre-5 to Primary 7 participated in a wide variety of activities focused on ensuring positive mental health. All tiers of staff supported pupils in these activities but also participated in staff-focused sessions.

The mental health and wellbeing of all pupils and staff is of the utmost importance at Colgrain. In recognition of the work of 'Place2Be' and 'SAMH', we dedicated a week to focus on the importance of ensuring we look after our own mental health. We also explored ways to support friends, family members and colleagues with their mental health. Pupils examined different aspects of their lives that negatively/positively impact their personal wellbeing. Furthermore, senior pupils looked closely at internet safety and the impact of social media, in particular. On a daily basis all pupils took part in mindfulness activities, yoga, the daily mile and classroom based activities. Pupils considered the impact their diet, sleeping patterns and physical activity had on their wellbeing. We held senior and infant assemblies with mental health as the key talking point. At the end of the week, as a celebration, we joined together to sing songs and be joyful.

We also welcomed Emer Flett (Service Pupil Advisor) and Eileen Key (Community Education) along with pupils and staff across HALCO for a 'Seasons for Growth Reconnector'.

School/Authority/National Priority Links

- National Improvement Framework:

Improvement in children's and young people's health and wellbeing.

- Argyll and Bute Education priorities:

We will raise educational attainment and achievement for all by:

- *Improving literacy, numeracy and health & wellbeing outcomes for children and young people.*

- School priorities:

Development of nurturing ethos

Class teachers observed the highly positive impact daily activities such as yoga had on pupil focus and concentration over the rest of the day. Class teachers now prioritise an activity like this at the start of most days.

Through observing the benefits of putting aside the time to talk, a member of staff has intimated their desire to upskill themselves and be identified as a key person for colleagues to approach in a time of need. Training for this has been identified.

Hermitage Primary School



This year we have developed a whole school approach to outdoor learning, led by a staff member who works with all classes in non-contact time each week. He was trained as a Woodland Leader through Wild Things using PEF money and works in each session with volunteer parents as assistants. Our school is next door to the local park (Hermitage Park) which has been the focus of a major regeneration project, funded by Lottery, Council and National Heritage. We have linked in with this project and worked alongside park workers to assist in developing the space in the allotment area. We have also been successful in gaining our Bronze and Silver Woodland Awards this academic year. Our aim is to ensure children have access to the natural world and gain an understanding of their part in caring for and sustaining it. We recognise the positive effect it has on children's wellbeing and many love to work outdoors and away from the confines of the classroom. It develops new, practical skills and promotes teamwork, cooperation, problem solving and risk management

Rhu Primary School

Primary 5 hosted a 'one-day-only' Christmas Candyland Confectionery Pop Up Shop.

It started with a simple question -
"What is the difference between our needs and wants?"

Pupils were randomly grouped into six groups of six and each lesson followed a co-operative learning style, focussing on an academic and social task.

Each team researched, priced and made their own product to sell.
For example - reindeer mallow-pops, melting snowman biscuits, gingerbread men etc.

The enterprise topic incorporated a range of learning and skills-based tasks to raise attainment in aspects of literacy, numeracy and health and wellbeing.

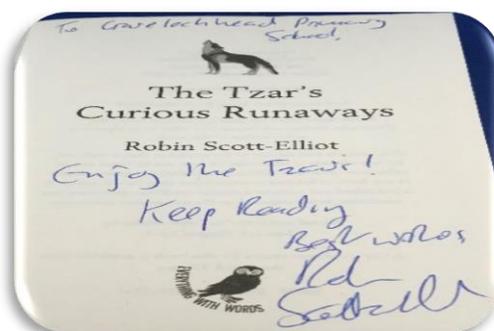
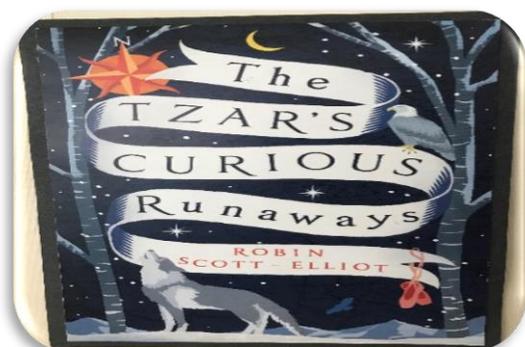
1. Numeracy (money) - world currencies, budgeting and a session with a retired banking industry employee.
2. Literacy/Technologies - the power of advertising, job roles, applying for a job and questioning a local businessman from 'Gingerbread Man' Bakehouse.
3. Technologies - creating adverts, making sale signs, promotional offers, digital posters, loyalty cards, invites to parents, packaging, labelling and actual baking and assembling of their product to be sold on the day.
4. Expressive Arts - parents were welcomed with a personalised rap song, before managers gave their sales pitch. The event closed with a choreographed dance and loyalty card raffle.

The positive impact on pupil's self-esteem, confidence and interpersonal skills were marked. Practical application of numeracy skills, persuasive and functional writing skills greatly improved due to the shared learning experience of the business enterprise. Parents/carers reflected on their enjoyment of the performance, the quality of the products and the enthusiasm and confidence of their children.



Garelochhead Primary School

Since August, we have worked to build a strong reading culture in our school as part of our priority to raise attainment in literacy. We have introduced Accelerated Reader to all of our classes from P2 and our teachers took part in training during our August in-service days. Our P6/5 class worked co-operatively on their "Reading is Fun" campaign, creating posters and fliers for sharing round the school. They also took part in a local competition and were lucky enough to win 1st prize! Robin Scott-Elliot, a local author who has just published "The Tzar's Curious Runaways," was so impressed by their class entry that he came and delivered an assembly for all of our P4 to P7 children, and signed books and cards for the children of P6/5. Our school library has grown and all of our pupils have enjoyed going to choose their next book. Our older pupils also took on the responsibility of keeping it neat and tidy demonstrating that they were a hardworking and caring team. All of this work has led to an increased enjoyment and engagement with reading across the school, but particularly in the upper stages, with many of our pupils now able to read, and sustain their reading, for longer periods of time. It has also been reflected in their reading scores, with 76% of the school already showing an improvement since August.



Kilcreggan Primary School

Kilcreggan Primary School has been awarded a gold award by the Woodland Trust for getting involved in green activities. The *Green Tree Schools* initiative, which has seen more than 12,000 schools sign up since it was launched in 2008, offered the opportunity to bring the great outdoors, wildlife and green issues into the classroom. Kilcreggan Primary School has planted new trees in their school grounds, visited local woods, reduced their carbon emissions and joined in various other Woodland Trust activities. Head Teacher, Frances Bretman said “Primary 5 pupils have recently taken on the challenge of coordinating this work and set various challenges for their peers. It has been a really exciting end to the term to receive the plaque from the Woodland Trust. We look forward to continuing this work when we return to school in the future.”

Primary 5 shared these comments about the things they have completed in order to gain the Gold Award from the Woodland Trust.

“The school already held their Bronze and Silver award however we wanted to try to gain the Gold Award, and now that we have achieved this for our school we are now working towards the Platinum award.

As a class we:

- looked at the different types of trees in the community and have chosen trees to plant within the school grounds.
- are working towards an assembly for the whole school that explains the importance of the trees to both us and wildlife.
- took pictures of woodland areas from different views for example: - birds eye and bugs eye.
- compiled a list about the recycling that we do as a school.
- spoke about the impact of the eco school.
- completed surveys about the impact trees have on our mental health and well-being.



John Logie Baird Primary School and ELC

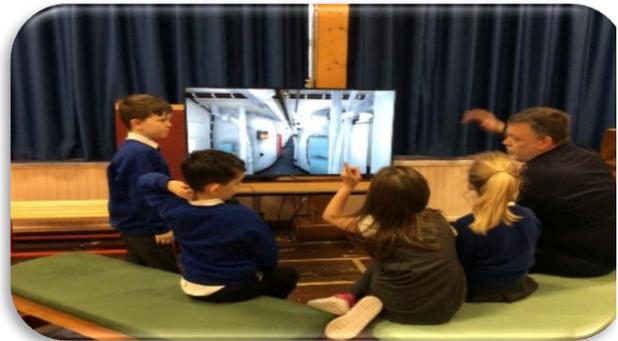
STEM Expo MARCH 2020

All classes designed solutions to problems using a variety of resources such as Codeapillar, Lego Mindstorms, Spheros, Scratch and the robot and Dash.

Family learning sessions were organised where resources were set out in the large hall and the children taught the parents about how to use them.

Teachers planned with Mark Harris, Royal Navy and also with the Parent Council in November. The Royal Navy provided some of the above resources on loan for 3 weeks. The Parent Council wished us to organise a 'Blue Light day' alongside the STEM expo to which a number of STEM ambassadors were due to present to children about their careers including:

Fire Service
Police
MOD RIB
Radar specialist
Computer builder
Nuclear reactor specialist
Electrician
Hydraulics engineer
Software developer



The Royal Navy also attended the school in January to give children an opportunity to experience:

- virtual reality tours of
 - a flight on a fighter jet
 - a flight on a helicopter
 - a tour of a submarine
- pneumatic pressure
- electricity connect resources

Increased engagement from both children and parents in the learning process. Closer partnership working with the Royal Navy, our community, our Parent Council and our STEM ambassadors. Even though this event had to be cancelled due to it being planned the week of lock down, the children still gained from using the above resources – improving their STEM skills and the staff/school improved partnership working – listening to Parent Council members and involving the Royal Navy.

Our parents who attended our first parent session were impressed, evidenced through our survey monkey.

Parklands School

This term we were due to finish with our whole school production of The Jungle Book. All pupils and staff had worked very hard alongside our dance specialist Wills. This year we had recognised the positive benefits of dance for our pupils. Dance not only unleashes creativity but also encourages communication and interaction, including those pupils who are non-verbal. The school paid for the dance session through use of PEF money as this was a way to move forward many different aspects including communication and health and wellbeing. The dance also provided opportunities for pupils and staff to build relationships and work together in a more informal manner. There was recognition that learning can take place in many different contexts and in many different formats. In the few weeks that we had been working with Will, staff noticed a positive difference in children's engagement and confidence. Pupils who previously were reluctant to join in were observed to be engaged and enjoying!

All parents and staff were keen to see the finished product, a combination of dance and music to tell the story of The Jungle Book. We had sent out invites designed by our senior pupils and had started prep for our set design and props. Alas it was not to be however, due to Covid-19. We have promised our pupils and parents and friends to the school that we will be back and we will perform our Jungle Book show.

St Joseph's Primary School

PEF Initiative linked to SIP – Raising Attainment in Literacy.

Background:

In order to widen and deepen the curriculum, we planned a programme to develop life experiences. Following discussions with staff we planned a 1to1 survey for SIMD1-4 and FSM children. From the survey results three groups of children were formed (approx.10 in each group)

Staff were consulted as to ideas of what type of experiences we could offer e.g. visit to Ardarden, Hampden, shopping etc. Children's choice was also suggested.

One group on a Thursday each week, would take part.

Literacy Outcomes:

Talking, Listening, Reading, Writing

Linked to P1-7 class visits to Helensburgh Library where all children joined and borrowed a book.

Experiential Learning:

Trip to Helensburgh on minibus for shopping experience accompanied by PEF teacher and ASN. This was chosen linked to World Book Day.

- Planned timetable of the day together.
- Wrote shopping list for snacks at break time e.g. choice of fruit
- Explored different areas in WH Smiths and encouraged to make choices as to a book they could each buy (PEF money) to take home.

- Shopped in Tesco. Each child given money to buy item from shopping list, count out money, wait for change and receipt.
- Visited Pet Shop and Charity Shop to allow children to observe and discuss.
- Return to school to discuss the day and make snacks e.g. fruit, hot chocolate etc.
- Wrote and drew about their experiences.
- Photos, drawings and writing collated in Group Experiential Activity Notebook.
- Feedback from a child 'best day of my life'.

Impact:

- Improvement in ability to express opinions and aid discussion.
- Increased confidence.
- Provided purpose and context for children's writing.
- Promoted reading for pleasure.

Arrochar Primary School

STEM

During the Spring term, P5/6 learnt about friction in science. They did various experiments to reduce and increase friction. One of those experiments, which is pictured below, was to have the table at an incline, and time a marble to run from one end to the other using a stopwatch. They then had to use obstacles to slow the marble down to try to get it to as close to 5 seconds to reach the end of the table. Good use of team work, communication and challenge which the pupils enjoyed.



Luss Primary School

STEM Week 2020

Our STEM week provided children with the opportunity to work with authority and community partners to build knowledge and scientific enquiry skills.

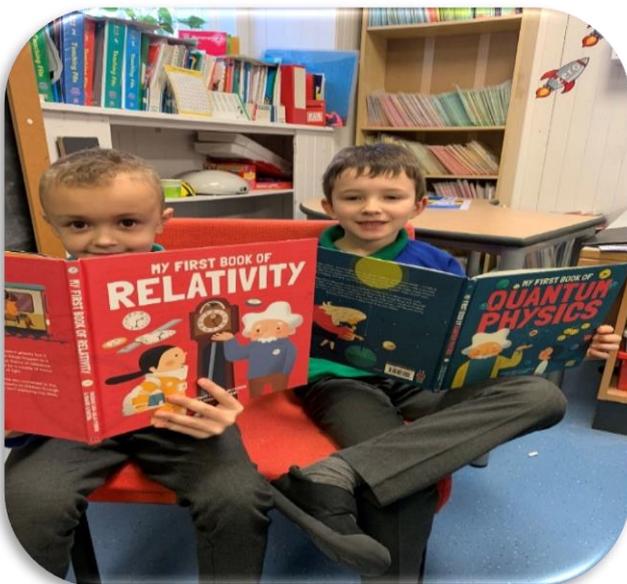
All pupils took part – we currently have 9 pupils from P1-P5. We worked with our Local Authority STEM teacher, Royal Navy STEM engagement team and other parents/partners to deliver a range of sessions across the week.

Children learned about chemical reactions, built electrical circuits, programmed robots by learning simple coding, used drones, worked together to build boats and bridges to overcome challenges set and chose and read books from our STEM library.

These activities contribute to priorities at a school, authority and national level by involving partner agencies in the work of the school to deliver high quality learning experiences for our children.

Children have acquired basic scientific and engineering knowledge and skills which they can build on to enhance future career prospects.

Our children said they would like to participate in more STEM activities and have identified areas for more in-depth learning. Children were able to recall and present knowledge learned to their class audience and all children said they would now be more likely to choose a scientific factual book to read.



Rosneath Primary School

The whole school were involved in a STEAM week which began on Monday January 20th. The Royal Navy came to involve all the children in a range of activities which involved coding, building electrical circuits, pneumatics, bridge building and problem solving.

Primary 3 – Primary 7 travelled to the Forth Bridges project in Edinburgh. The visit was preceded by some classroom tasks involving researching bridge types, Maths and Literacy. On the day of the visit the children took part in group activities which involved engineering workshops and problem solving and then walked across the Forth Road Bridge which all children found an exciting and memorable part of the day. Following this trip the children carried on their research which was linked to the working groups they were placed in on the day of the visit. They also wrote a recount of their experiences. On Thursday the whole school took part in class based outdoor Maths challenges. On Friday we had a visit from the Loch Lomond Rangers and they provided workshops for each of the classes based around climate change, the local environment and pollution.

The whole week provided many opportunities for children to take part in a range of different activities which could be linked to the whole curriculum and not just STEAM and children enjoyed the experience and learning from visiting professionals.



School Contacts

SCHOOL	HEAD	ADDRESS	WEBSITE
Arrochar Primary School	Alison Palmer	Arrochar Primary, Tarbet, Arrochar, G83 7DG 01301 702261	http://www.arrochar.argyll-bute.sch.uk
Cardross Primary School	Kelly Girling	Cardross Primary, Kirkton Road, Cardross, G82 5PN 01389 841433	http://www.cardross.argyll-bute.sch.uk
Colgrain Primary School	Pauline Walsh	Colgrain Primary, Redgauntlet Road, Helensburgh, G84 7TZ 01436 673557	http://www.colgrain.argyll-bute.sch.uk
Garelochhead Primary School	Denise Donald	Garelochhead Primary Garelochhead, G84 0DG 01436 810322	http://www.garelochhead.argyll-bute.sch.uk
Hermitage Primary School	Elsbeth Davis	Hermitage Primary, Argyle Street East, Helensburgh, G84 7EW 01436 672949	http://www.hermitage.argyll-bute.sch.uk
John Logie Baird Primary School	Carolyn Randall	John Logie Baird Primary Winston Road, Helensburgh, G84 01436 674001	http://www.johnlogiebaird.argyll-bute.sch.uk
Kilcreggan Primary School	Frances Bretman	Kilcreggan Primary, School Road, Kilcreggan, G84 0HT 01436 842109	http://www.kilcreggan.argyll-bute.sch.uk
Luss Primary School	Marianne Docherty	Luss Primary, Luss, By Alexandria, G83 8NY 01436 860244	http://www.luss.argyll-bute.sch.uk
Parklands School	Gwen Gilmour	Parklands, 27 Charlotte Street, Helensburgh, G84 7EZ 01436 673714	http://www.parklands.argyll-bute.sch.uk
Rhu Primary School	Linda MacBeath	Rhu Primary School Road, Rhu, G84 8RS 01436 820316	http://www.rhu.argyll-bute.sch.uk
Rosneath Primary School	Emma McDermid	Rosneath Primary, Rosneath, G84 0RJ 01436 831354	http://www.rosneath.argyll-bute.gov.uk

St Joseph's Primary School	Michelle Collins	St Joseph's Primary, Old Luss Road, Helensburgh, G84 7LR 01436 671748	http://www.st-josephs.argyll-bute.sch.uk
----------------------------------	------------------	---	---