

OUR CHILDREN...



THEIR FUTURE...

Education Service

Primary Area Report:
Bute and Cowal

Introduction

Within the Bute and Cowal area there are 14 Primary Schools, three on Bute and 11 in Cowal. There is secondary school provision at Dunoon Grammar School and Rothesay Joint Campus. Nursery provision is provided within several of these schools and Gaelic Medium Education is provided at Sandbank Primary School. Primary school rolls in Bute and Cowal vary considerably ranging from 16 pupils (Kilmodan PS) to 259 (Kirn PS).

The Education Performance Data Analysis Report to Community Services Committee on 16th December 2021 asked elected members to note that following the cancellation of the formal SQA examination diet due to Covid-19, schools submitted Provisional Results for each young person. The Provisional Results were based on teacher professional judgement which considered a wide range of candidate assessment evidence. All attainment evidence was subject to extensive moderation and quality assurance as detailed in the 2021 Alternative Certification Model (ACM), as published by the SQA.

This report provides a range of key information about school provision during the school session August 2021 to June 2022 and reports the National collection of attainment and achievement data from June 2021. This is the first uplift of attainment data since 2018/2019 due to the Covid-19 pandemic and subsequent lockdowns which resulted in pupils learning remotely from home.

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: Bute and Cowal

SIMD Profile:

Table shows 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	54	88	119		46		34		17			358
Cowal	111	77	115	101	223	222					17	866
Helensburgh and Lomond	45	89	97	55	137	236	275	383	200	130	11	1658
Islay and Jura				39		181					2	222
Kintyre North					2	87	34					123
Kintyre South		85	63	22	79	165	92				2	508
Mid-Argyll			64	75	43	148	176				1	507
Mull and Iona						99	86					185
OLI	22		8	157	380	170	355	127			40	1259

*this is generally new builds. We are using the SIMD data from June 2021.

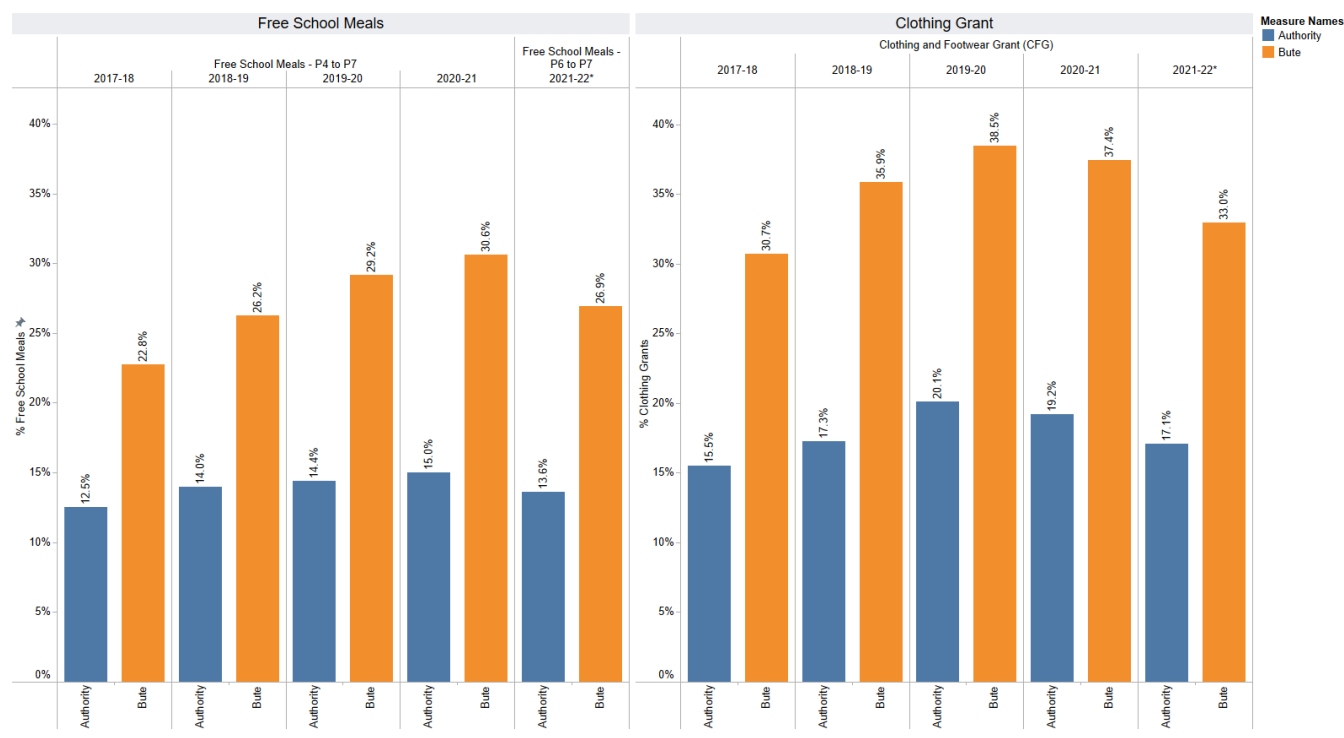
Bute School Profile 2021-2022

	Primary School Roll (as at census) *					
Cluster Primary Schools	17/18	18/19	19/20	20/21	21/22	% change in Roll over 5 years ¹
North Bute Primary School	37	33	36	38	39	5.41%
Rothesay Primary School	286	277	254	249	240	-16.08%
St Andrew's Primary School	61	53	50	58	56	-8.20%
Total Roll for cluster	384	363	340	345	335	-12.76%

* Data for rolls provided at Census each year

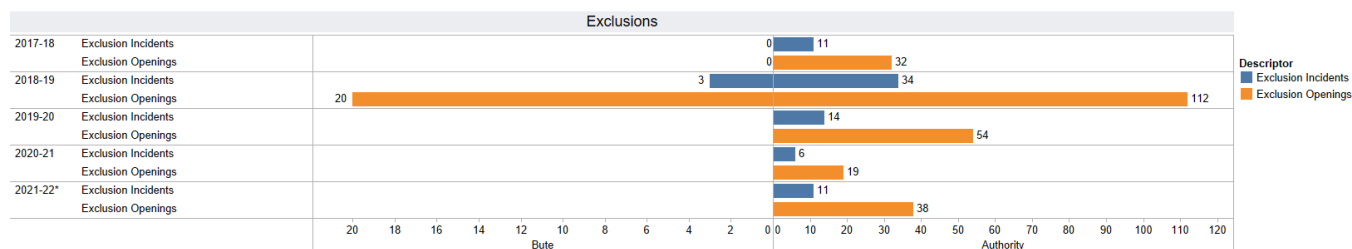
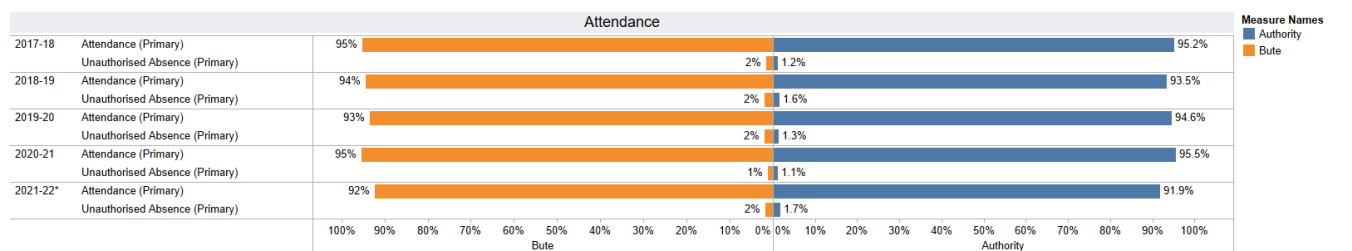
¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2017/18 to 2021/22 and is not an average.

Footwear and Clothing Grant and Free School Meal Information for Bute



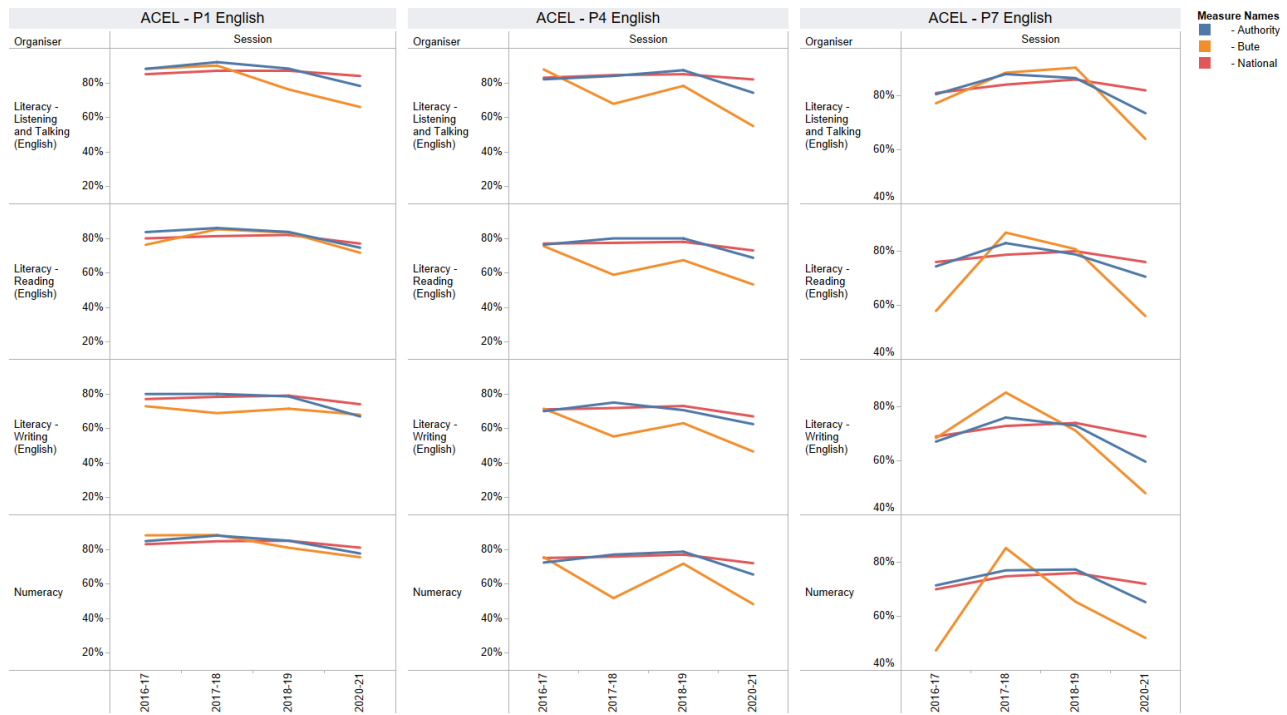
- Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2021-2022 data for CFG and Free School Meals (FSM) is to date (end February 2022) and therefore may change as the year progresses.
- in January 2022, the Scottish Government launched the extension of free school meal universal eligibility to include all children in primary 1-5. The above figures only show those pupils in P6 and P7.
- In August 2021 the Scottish Government introduced a School clothing grant minimum for all authorities set at £120 for Primary pupils and £150 for Secondary pupils.
- During session 2020/21 the Scottish Government introduced 'Bridging' payments of £130 per pupil in receipt of FSM under the National criteria (this excludes anyone eligible who receive FSM in P1 to P6 who do not qualify financially). These payments are made 4 times per year (Easter, Summer, October and Christmas). Further information can be found at [Scottish Child Payment Bridging Payments - mygov.scot](https://www.mygov.scot/scottish-child-payment-bridging-payments). In addition to this anyone eligible for these payments have been paid a FSM payment during the school holiday period.. Further information [School meals - mygov.scot](https://www.mygov.scot/school-meals)

Exclusion and Attendance Information for Bute



- 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.
- During 2020/21 there were additional attendance codes added for COVID. These codes can count as attendance, authorised absence or unauthorised absence depending on the circumstance.
- Please note that attendance data for 2021/22 is up to 28 February and not a complete year. It is therefore subject to change.
- Please note that exclusion data for 2021/22 is up to 28 February and not a complete year. It is therefore subject to change.

Achievement over time Bute



NOTES:

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

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

There was no ACEL collection during session 2019/20 due to COVID

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

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

Further information:

National Improvement Framework for Scottish Education –

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

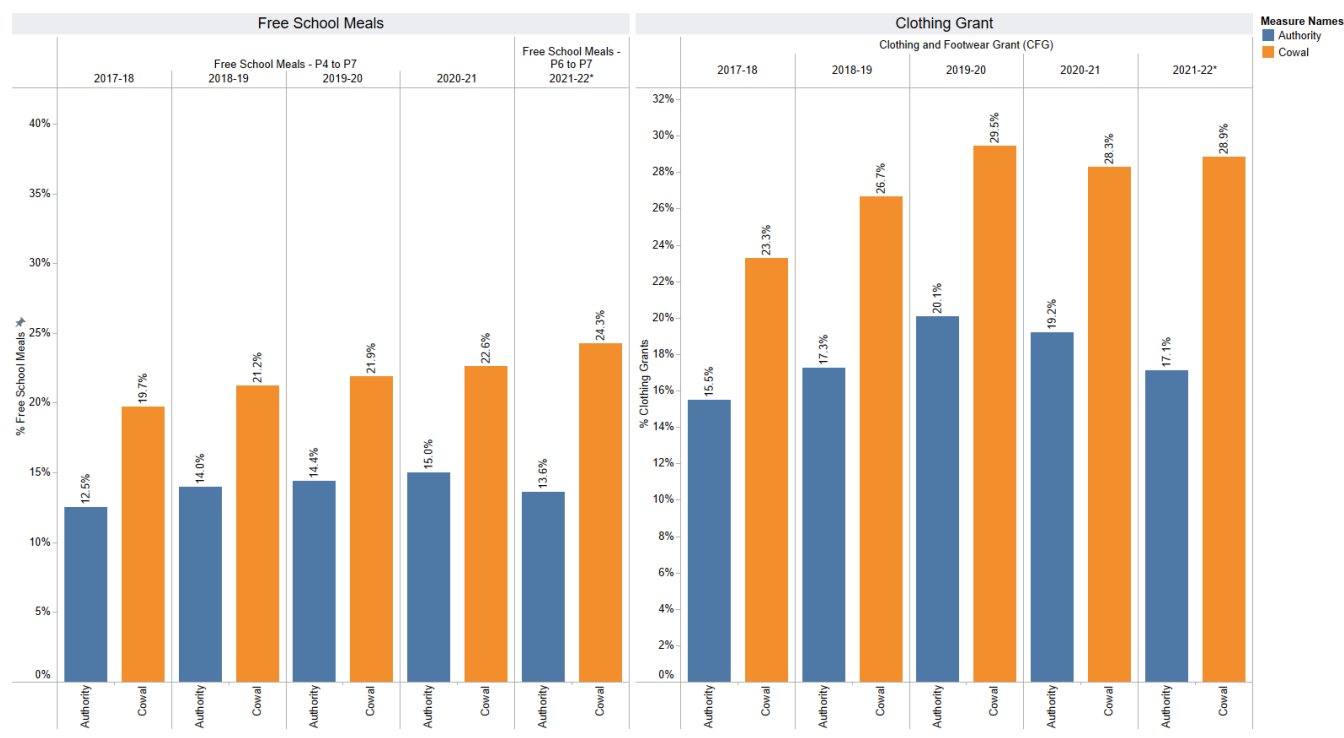
Cowal School Profile 2021-2022

Cluster Primary Schools	Primary School Roll (as at census) *					% change in Roll over 5 years ¹
	17/18	18/19	19/20	20/21	21/22	
Dunoon Primary School	189	206	203	191	187	-1.06%
Innellan Primary School	26	32	28	29	41	57.69%
Kilmodan Primary School	14	16	14	17	19	35.71%
Kirn Primary School	284	276	274	273	252	-11.27%
Lochgoilhead Primary School	26	23	25	29	23	-11.54%
Sandbank Primary School	72	63	70	62	56	-22.22%
Sandbank Primary GMU	38	44	46	52	51	34.21%
St Mun's Primary School	125	121	99	87	77	-38.40%
Strachur Primary School	38	32	27	27	31	-18.42%
Strone Primary School	30	27	20	23	25	-16.67%
Tighnabruaich Primary School	38	36	40	45	55	44.74%
Toward Primary School	30	30	27	21	21	-30.00%
Total Roll for cluster	910	906	873	856	838	-7.91%

* Data for rolls provided at Census each year

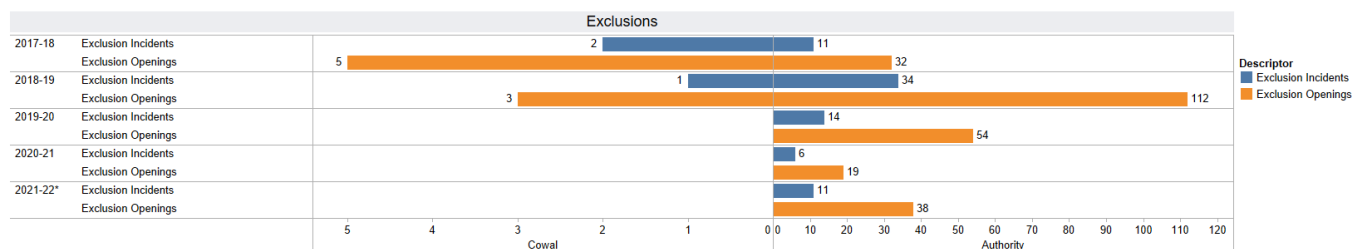
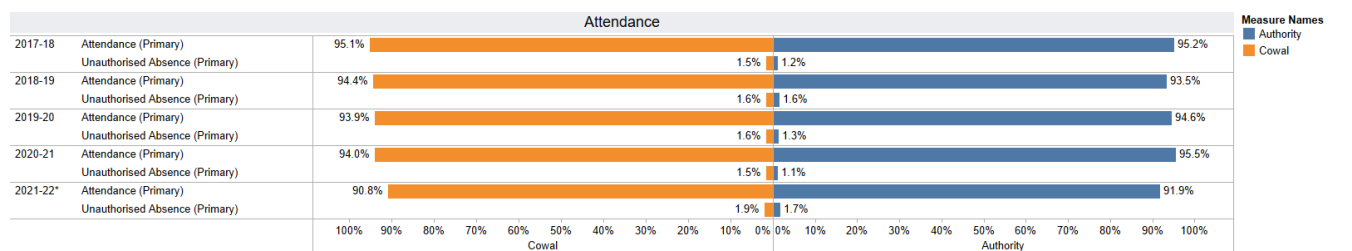
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Footwear and Clothing Grant and Free School Meal Information for Cowal



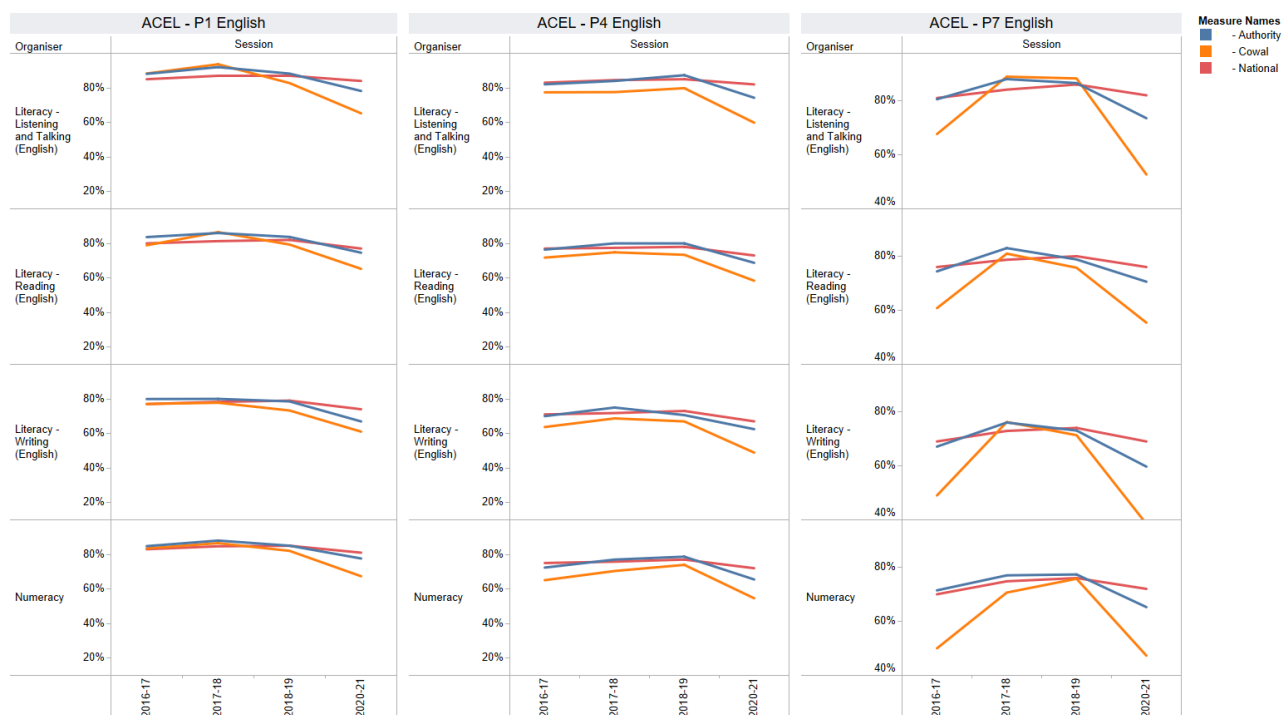
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Exclusion and Attendance Information for Cowal

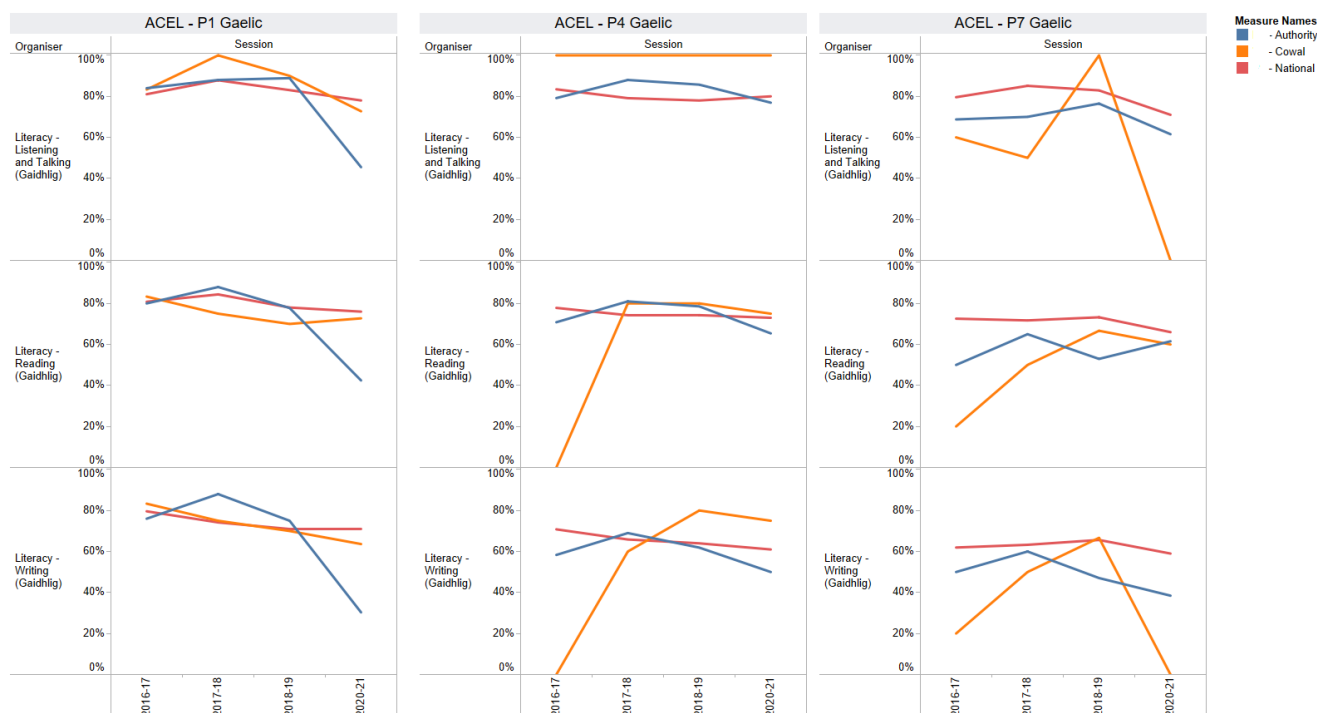


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Achievement over time Cowal



Achievement over time Cowal - Gaidhlig



NOTES:

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

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There was no ACEL collection during session 2019/20 due to COVID

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Further information:

National Improvement Framework for Scottish Education –

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

General Updates

1 + 2 Languages

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. Every child has the opportunity to learn a modern language from P1 onwards; this language (known as L2) is an entitlement up to the end of S3. Additionally, each child should have the opportunity to learn a second modern language (known as L3) at the latest from P5 onwards, continuing to the end of primary school. Young people are entitled to learn a second language (L3) within their broad general education i.e. within the S1 to S3 experience. All primary schools in Cowal and Bute are delivering French as L2 from P1 onwards. While Sandbank Gaelic Medium classes receive Gaelic as L1, English as L2 and French as L3. This session Kilmodan PS, North Bute PS, Strone PS and Kirn PS have delivered Spanish as L3. Dunoon PS and Strone PS deliver BSL as L3. While all three primary schools on Bute deliver BSL. This session Strachur PS and Kirn PS have provided Mandarin as L3- Online lessons from SCILT/CISS. Toward, Innellan and Rothesay primary schools have provided Arabic as L3- Online lessons facilitated by SCILT. Dunoon Grammar School provides French as L2 or Gaelic as L2 for GM pupils. They provide German, Gaelic and Spanish as L3 options within the Broad General Education. This session they have also offered an Arabic option for S6 pupils (provided by SCILT/CISS). Rothesay Joint Campus (secondary) provide French as L2 and Spanish as L3. Cowal has a Language Leader, who supports local schools and holds Languages cluster meetings. At present the Cowal Language Leader is supporting Bute schools. Both clusters are using the online platform- [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French as L2. This resource can also be used for teaching Spanish and German. To ensure progression throughout the cluster they are using the [French key language progression framework P1-7](#)

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. The schools delivering BSL have resource packs and have received training to support this. Schools also have access to support in terms of CLPL and teaching resources on the [Teachers professional Learning Hub](#)

CLPL provided for Bute & Cowal:

Upskilling in Languages

- 5 week Beginners and follow-on French courses provided in first and second term and then again in the third term.
- 20-week GLPS (Gaelic) online course for primary teachers. This opportunity is fully funded by Scottish Government. Twilight or morning sessions available. (Sept 21-March 22)
- Gaelic beginners' and follow-on course provided in the first and second term.
- Four Gaelic taster sessions for beginners' provided in March 2022. These sessions provided an introduction to simple Gaelic phrases to be used with learners in class.
- A 4 week Spanish beginners' and follow-on course provided in the second and third term.
- A 5 week German beginners' course provided in January 2022
- Training sessions on using the L3 BSL teaching resource pack (Sept 2021)

Languages pedagogy sessions:

- Teaching Languages through Songs and Games (March 22)

- Using Storytelling to Enhance your Language Teaching (March 22)
- Connecting Language Learning across the Curriculum (Nov 21)
- Enhancing language learning using digital tools in partnership with the digital team (Nov 21),
- [Teaching 1+2 at All Levels](#)- 3 sessions: Early Level, First Level, Second/Third Level (Sept/Oct 21)
- Differentiation Strategies and Multi-Composite Class Approaches (May 21)
- Ensuring Progression in Language Learning (May 21)
- Celebrating Achievements in Languages (May 21)

Strategic sessions:

- Getting languages back on track- Moving forward with your 1+2 Languages strategy provided by Education Scotland
- Getting the most from PowerLanguages School Resources led by PowerLanguages

Many teachers from Cowal who signed up for Immersion courses funded by an Erasmus+ grant and due to take place in France have been unable to attend these due to the pandemic. An alternative has now been found and all these teachers have been offered an online training course provided by our partners LFEE. This academic session one teacher from Cowal enrolled on the French follow on Open University course for primary practitioners.

This session we have continued with our authority wide French link with our partners from the Université de Picardie- Jules Verne. This has now become a virtual link and French primary student teachers assist primary teachers in A&B virtually with the delivery of French lessons and are able to add a cultural element to the learning. Teachers from Cowal have taken part in this project this session. Representatives from the university intend to visit Argyll and Bute in June 2022 and we hope to continue to develop this longstanding international partnership.

This session, all clusters are using a French and Gaelic learning resource as part of the authority wide ELC to P1 transition project- Over the Rainbow. This means that language learning is an integral part of this Early Years transition process.

This session, Cowal are piloting a digital version of the authority wide French/Gaelic Comic book transition project for P7 to S1. There is a positive relationship between the primary and secondary sectors within the area and this joint project is helping to build effective transition links. Bute has taken a whole cluster approach of teaching BSL as part of the 1+2 Languages initiative and this is now L3 in all Bute primaries.

Kilmodan PS took part in the Linking Languages across the curriculum project in the autumn term. This is a new inter-authority project that schools from A&B can take part in this session. Kilmodan PS also celebrated [European day of languages](#) (follow the link to see the learning). Kilmodan PS also won 2nd prize in [Le Concours de la Francophonie](#) an national French competition.

Tighnabruaich Primary school took part in the [Creative Puppetry with French in the Early Years](#) project facilitated by SCILT. Schools from Cowal participated in a storytelling project as part of the Bethlehem Cultural Festival. They did this as part of the L3 Arabic course that they undertook this session. Shellycoat is a story in Scots, English and Arabic. Illustrated by pupils from Dalintober, Innellan, Rosneath and Toward Primary Schools. Click [HERE](#) to listen to the story and see all the beautiful illustrations.

There were many winners from Cowal in the authority wide [Multi-lingual Storytelling competition](#). Winners: Dunoon PS won first prize in the home language category for a Polish story and

Sandbank PS won 1st prize in the learning Languages category with a Gaelic story.

Early Years

Children and families within Argyll and Bute currently access Local Authority Early Learning and Childcare (ELC), offered either through term-time based sessions or a year-round model, now that the 1140 hours Scottish Government initiative has been phased in.



ELC is also provided by childminders, voluntary and privately operated groups in addition to Local Authority services. The third sector is 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.

Workforce Development Update April 2022

Early Years Foundation Apprentices

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.

Early Years Modern Apprentices

Cohort 1 - started in 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 - 2020 – was on hold due to Covid

Cohort 3 - started in August 2021

1 at Clyde Cottage, SVQ3 progressing
1 at Silver Birch, SVQ3 progressing
1 at Dunbeg, SVQ3 progressing (December start)

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. One is on track to complete in June 2022 and the other apprentices in June 2023.

Funded qualifications

In 2021/22, 45 ELC staff were funded to work towards recognised qualifications, to meet SSSC registration and for professional development.

	SVQ2 (SSCYP)	SVQ3 (SSCYP)	SVQ4 (SSCYP)	BA Childhood Practice	MEd in Childhood Practice
H&L	0	4	4	1	1
B&C	0	8	4	2	
OLI	1	5	2	2	
MAKI	2	4	0	4	1

CPD training 21-22

To deliver Scottish Government aims of 1140 hours of quality ELC provision, professional development for staff has been focused on 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

CPD – 58 Early Level courses were offered

Professional development for staff was focused on the Early Years team priorities of:

- Nurture
- Floorbook planning linked to the Three Assets Approach
- UNCRC
- Curriculum for Excellence - Partner settings and childminders

- The Leuven scales of Wellbeing and Involvement
- Realising the Ambition, national practice guidance

The Early Years Team has also continued to work 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. Our cluster leads have also played an integral part in outdoor training sessions to our 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. The EY target is 45 percent:

Area	DM Data – December 2021
B+C	39%
MAKI	29%
OLI	36%
H+L	41%

This table shows the difference from the previous year. Please note this is a different cohort of children being assessed.

Locality	2020		Change
B&C	42	39	-3%
H&L	62	41	-21%

MAKI	32	29	-3%
OLI	30	36	+6%
Authority Wide	42	37	-5%

The Early Years Team, alongside the settings, are now using this data to target specific areas that require support. This decline in some areas will likely be connected to the period of Covid, especially for Speech and Language development, where children were not able to experience as much interaction as they can now both within an ELC and out-with. Cluster leads and EY teachers, alongside working with Speech and Language Therapist input and other multi-agency partnerships, are able to direct specific support and work alongside settings to monitor and show the impact of targeted learning. Additional training to staff has been provided on using the tracking system confidently and robustly to evaluate where the children are in terms of their developmental milestones. The impact of this will be seen during our next collection of data in June 2022.

Across the localities, Bute and Cowal and Helensburgh and Lomond have the highest percent of children, achieving stage 2, across each milestone. 63% percent of children are achieving stage 2 in gross motor skills, 7% higher compared to Authority wide. Across the localities, Helensburgh and Lomond and Bute and Cowal have the highest percent of children, achieving stage 2, across each milestone. 64% percent of children are achieving stage 2 in gross motor skills, 8% higher compared to Authority wide. Across MAKI, 45% or more of children, are achieving stage 2 across their sensory, fine motor and gross motor skills milestones. 37% of children are achieving stage 2 in speech and language, a -16% compared to Bute and Cowal. The percent of children achieving stage 2 in the OLI area within speech and language is +4% higher than MAKI, but still below the target of 45%.

Developmental Milestone Data – December 2021 – By Area

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

Care Inspectorate Grades – 21/22

69 ELC settings have been inspected and have had gradings assigned (data supplied by Care Inspectorate, issued February 2022).

91% of ELC settings are achieving grade 4 and above. A decrease of -2% as reported in August 2021.

Area	August 21	March 22	% Change
Bute and Cowal	100	100	0
Helensburgh and Lomond	85	80	-5
Mid Argyll Kintyre and Islay	95	91	-4
Oban Lorn and Isles	90	95	+5

*Please note that HALCO had 3 settings that had the highest grading of 6.

Inactive ELC Settings

- Lismore Primary Pre Five Unit
- Luing Primary Pre Five Unit
- Southend Primary Pre Five Unit

No Inspection Gradings

- Apple Tree Nursery
- Campbeltown Aqualibrium Early Learning and Childcare
- Cardross Early Learning and Childcare
- Rainbow Childcare Oban
- Rosneath Early Learning and Childcare
- Silver Birch Outdoor Nursery
- Stepping Stones Nursery
- Willowview Early Learning and Childcare

EY Conference November 2021

What's Love got to do with it?

The Importance of a Rights-focused, Relationship-centred and Play-based approach to Education

Our second virtual conference focused on nurture and the wellbeing of our staff and children; we explored the concept of Professional Love and introduced *Our Children, Their Nurturing Education*. We also looked at how the UNCRC could and should be embedded in practice within ELC and the crucial importance of play in child development.

Early Years QI and Curriculum developments 2021–22

We have continued to develop use of the Leuven Scales within settings and evaluate its impact on engagement and learning, especially during Covid recovery. 144 practitioners have attended the Leuven training so far this academic year. Leuven training will continue to take place for new staff early next year. CI continues to support individual settings' use of the Leuven scale regularly as a self- evaluation tool to improve quality.

We continue to deliver Three Assets training to support all settings and funded ELC childminders to take forward this approach to curriculum planning and pedagogy through planned delivery of training in our CPD catalogue and evaluations of its impact.

We are focusing on reviewing the use of Developmental Milestones and its use across CfE Early Level into Primary One and in some instances, Primary Two. This is moderated through cluster meetings and the Likert scale is used to evaluate this. This is ongoing into next year's development plan to be able to assess its impact.

Our EY team developed a new, updated and interactive online link which details all current EY information to support every aspect of EY curriculum and development. It has been extremely well received by Heads of Centres and allows for quick and easy access to documents all in one place.

For more information on ELC Learning and Development, please contact Tina Sartain tina.sartain@argyll-bute.gov.uk

Assessment and Moderation

'Systematic evaluation and subsequent sharing of high-quality materials (such as exemplars) in networks and digital platforms (for instance, through Glow) may offer welcome opportunities to

support efficient (re)design of practices and professional learning in Scotland. OECD Scotland's Curriculum for Excellence: into the Future 2021.

In order to support our schools across the Authority with BGE digital moderation, assessment, professional development material and exemplars, we have created Moderation Platforms for all schools. These platforms continue to develop, meeting the needs of our schools. As well as platforms for the geographic areas, including Gaelic, we also have a Secondary platform. These platforms promote networks, provide a one stop shop for professional development in the area of assessment, supports teacher professional judgement and allows for the sharing of agreed standards. We have provided twilight support for schools and practitioners and the platform has also been shared with central staff from the Northern Alliance. To date, we have had 50+ practitioners engaging with the platform and the feedback has been very positive with practitioners valuing the materials available and the opportunities for regular moderation which does not require cover, travelling and photocopying.

Education Scotland engaged with 40 practitioners across Argyll and Bute with QAMSO (Quality Assessment and Moderation Support Officer) training in September. This group then worked with Pauline Inglis, Education Officer, to refine and develop the moderation platform and also engaged in moderation activities within their school. The Education Officer held twilight support meetings with previous QAMSOs, introducing the platform and the QAMSO plan for the session.

Continued support is being provided for schools to engage with the platform and Head Teachers are being encouraged to include moderation within their improvement planning for next session.

Science, Technology, Engineering and Maths (STEM)

Schools were encouraged to engage with national STEM initiatives.

Dandelion Schools (Keeping Scotland Beautiful) - specially designed growing cubes, linked to a citizen science app, will be gifted to Secondary schools to explore the future of vertical farming through a series of growing experiments. In addition, seed potatoes and growing medium will be distributed to the Secondary schools and their associated Primary schools for a great tattie growing experiment across the country. Both **Dunoon Grammar School** and **Tobermory High School** will engage in this project with their associated cluster next session. The cubes and seed potatoes are being delivered to schools just after the Easter holidays.

Scottish Schools Education and Research Centre, Primary Cluster Programme – this professional learning opportunity systematically involves all teachers in a cluster with experiential training, builds networks and provides resources for CLPL and the classroom (via Edina Trust grant). Schools within the **HALCO Cluster** will be taking part in this initiative next session.

Education Officer Pauline Inglis has been working with staff and Education Scotland STEM officer Mark Irwin to develop a STEM platform for Argyll and Bute Council. Practitioners in the steering group wanted video shots of STEM work being undertaken across the Authority. These are being gathered and the platform will be developed and available for August 2022.

Outdoor Learning

Professional development has remained the area of focus for outdoor learning in session 21/22 with the launch of Argyll and Bute's Programme and Outdoor Learning. This programme was designed and led by teachers and practitioners in Argyll and Bute and is robustly linked to key policies (Going Out There, Curriculum for Excellence and Out to Play).

The programme has had one iteration, with 18 teachers attending. This consisted of face to face practical sessions, interspersed with theory and impact sessions, delivered through Google tools. Feedback from the programme was overwhelmingly positive with one Head Teacher saying, “This was such a worthwhile day and I wish more of my staff had also been able to participate – I would send them in future. So much was covered and it was all really useful and relevant. Best CPD I’ve done for a long time!”

The Early Years programme on leading learning is now ready for launch after delays due to Covid. This will run in the autumn term for practitioners at early level. Early Years have delivered training to childminders in Kintyre on outdoor skills such as fire lighting, shelter building and nature. We also brokered access for 55 teachers in Argyll and Bute to the highly rated ‘Taking Maths Outdoors’ which has led to increased outdoor learning and improved Maths education across more than half of Argyll’s Primary schools.

Our partnership with Outdoor and Woodland Learning Scotland (OWLS) has delivered eight outdoor first aid training programmes, reaching 48 practitioners, in Argyll and Bute and providing grant access to partners delivering outdoor play and learning experiences for children during the school holidays in Mull and Mid Argyll. The Argyll OWL group meets five times a year and creates networks of sharing best practice. They are in the process of organising a live network event in September, the first such event since pre-Covid times.

Three schools took part in HMIE’s thematic inspection on outdoor learning and two schools were included in the national report as case studies in excellence. Oban High School was cited for its innovative ways of engaging partners and Inveraray Primary School was included as a study of effective strategic leadership in outdoor learning.

Digital Literacy

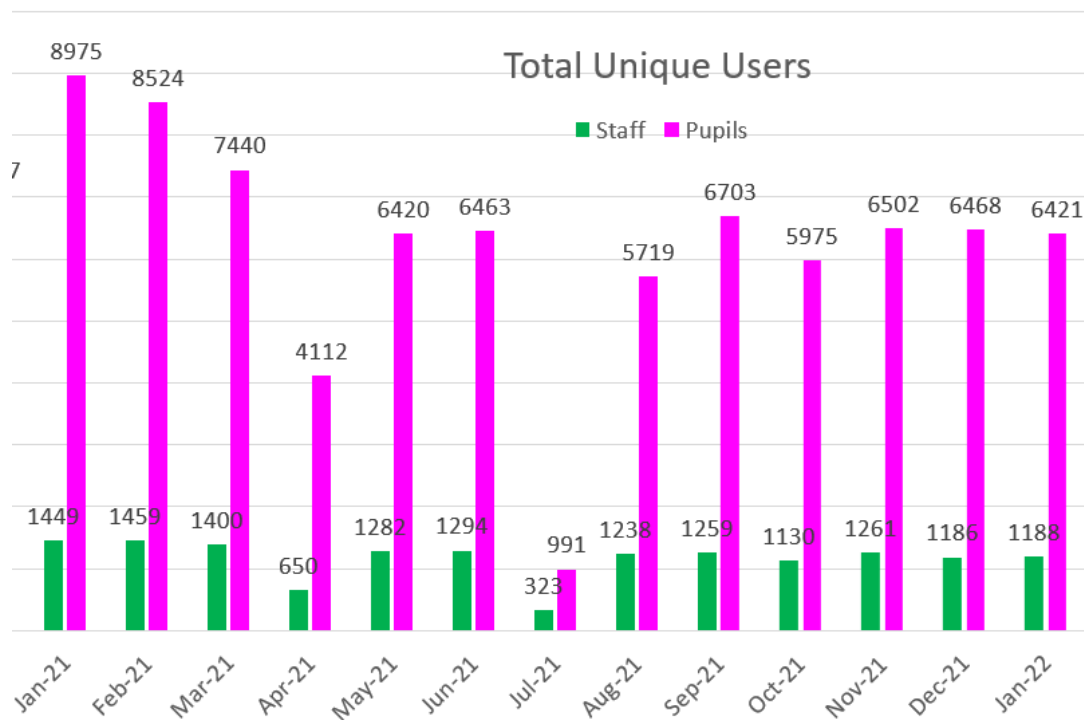
The following report summarises the Digital Learning Education Team’s work with learners, teachers and their schools. It includes support with online learning, professional learning, resources, school events, STEM (Science, Technology, Engineering and Maths) initiatives and digital infrastructure.

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.

In December 2021, there were 106,721 Google Workspace for Education sessions (this is typically the most used Glow application and is therefore a good indicator of engagement). At the start of 2022, January saw 251,965 sessions; usage had more than doubled since December (a 136% increase).

There were 6468 unique pupils and 1186 unique staff logins recorded by Glow in December 2021. January saw negligible changes to this (a 0.7% decrease and 0.2% increase respectively), indicating an almost identical number of individuals using Glow in both months.



Scottish Government - a device for every pupil

The Scottish Government has made a commitment to provide a device to every learner by the end of the present parliamentary session. Further information on this commitment has not yet been received. It has been suggested that a phased approach may be taken, where devices are released once Local Authorities reach milestones in relation to network infrastructure. The Scottish Government have made a budget commitment of £15 million during 2022/2023 to support Local Authorities to prepare for a 1:1 device rollout.

The device deployment phase of this grant is not expected until 2023/2024 and may also include Internet connectivity to support learners who do not have access at home. The Scottish Government has issued a survey to gather information on the landscape of digital maturity across all 32 Local Authorities. The survey is designed to help inform Education Scotland's future roadmap and the potential impact of large numbers of additional devices accessing Glow.

Feedback has been sought from other Local Authorities on their plans for a 1:1 device roll out. A meeting has been arranged with practitioners to help inform the Authorities' position on the most suitable types of devices.

Rural Growth Deal

The Scottish Government STEM (Science, Technology, Engineering and Mathematics) strategy aims 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".

STEM Hub Dunoon

The Council was successful in a funding bid to the Scottish Government's Clyde Mission fund. The purpose of the fund is to provide capital support to projects that deliver economic stimulus. The Council has appointed architects to lead the transformation of the former Hill Street office in Dunoon into a STEM hub / community hub. The STEM hub will provide cutting edge learning in the following:

- Cyber Security
- Renewable Energy
- Biology and Marine Science
- Engineering and Physics

The vision of the STEM hub is to implement a blended learning approach (physical, mobile and virtual) that delivers a full suite of high-quality and equitable STEM education and experiences in order to meet the needs of children and young people across Argyll and Bute, as well as equip individuals with skills to benefit and develop the local business community. The budget available for the refurbishment of the building and infrastructure is £807,500.



STEM Funding

The Digital Learning team was successful in a funding bid to the UK Government Community Renewal Fund (UK CRF) for £100,000. £78,100 of this grant is for the creation of high quality STEM curricular materials. Following a competitive procurement exercise, the Glasgow Science Centre is the successful supplier who will create at least 8 high quality full day STEM activities (suitable for second level – comprising of video, animation and workshops).

Wellbeing, Rights and Relationships

Our schools have continued to demonstrate a commitment towards becoming Rights Respecting Schools. With 38 Primary schools on their accreditation journey to achieve with UNICEF, 19 have achieved Bronze, 7 Silver, 1 Gold and a further 10 have registered to date. 4 schools have progressed their certification status in 2022, 9 in 2021, 11 in 2020 and 6 in 2019. The breakdown of engagements across the Local Authority is noted below.

MAKI 9 x Primary Schools
OLI 8 x Primary Schools
HALCO 8 x Primary Schools
Bute & Cowal 13 x Primary Schools

Schools have been encouraged to engage with Argyll & Bute Council Poverty Awareness Training. 10 Primary staff members (teaching and non-teaching) participated in this training. A further training session was delivered in partnership with Education and Social Work to explore ways to engage with pupil voice in relation to Child Poverty. Kirn Primary School is piloting the approach to pupil voice on Child Poverty. Rockfield Primary School has undertaken pupil and parental consultation concerning the cost of the school day.

The National Parental Involvement and Engagement Census has seen a 7.6% increase in returns from Primary school parents and carers, compared to the pilot that took place in 2020. This survey concluded recently. Further analysis will provide the Local Authority and our schools with valuable information with regards to reviewing engagement as part of Covid renewal plans. Cardross Primary School contributed to the Education Scotland thematic inspection that resulted in “Engaging Families in Learning” [engaging-families-in-learning-a-thematic-inspection-of-family-learning-feb-2021.pdf \(education.gov.scot\)](#). This was published in February 2021.

A number of our schools were involved in thematic inspections with Education Scotland. Inveraray Primary School has been included as a case study within the report that examines “Successful Approaches to Learning Outdoors” [Successful Approaches to Learning Outdoors | National Thematic Inspections | HM Chief Inspector Report | Inspection and review | What we do | Education Scotland](#). This was published in February 2022.

Numeracy

Cowal and Bute schools have been represented in a variety of professional learning opportunities this session. A range of schools have signed up for a series of sessions looking at SEAL (the stages of early arithmetical learning), an approach which seeks to ensure that children have a solid understanding of the building blocks that sit behind later Maths learning and are learning at a pace that is right for them. Several other schools have also taken part in training offered by the Learning through Landscapes organisation, which supports staff in delivering Maths in an outdoor environment. 1 school is working closely with other schools across the Northern Alliance to investigate ways in which we teach fractions effectively, while another is working with schools across Argyll to discuss ways in which we maximise pupil retention and recall in Maths. Inellan and Toward Primary Schools have specifically been looking at how to develop the use of concrete materials to support pupils’ understanding of abstract concepts. Schools have access to the online Maths programme, Sumdog, which supports a number of competitions and challenges, including regular Argyll and Bute inter schools challenges: Dunoon and Toward Primary Schools have both won daily challenges in 2022, while Toward P4-7 were the overall winner of the February competition.

Secondary schools have also been engaged with a variety of numeracy opportunities – all Maths departments are represented at the Northern Alliance’s Subject Specific Support Group, giving them the opportunity to discuss current issues in the teaching of Maths with their colleagues across the north of Scotland, while Rothesay Academy have attended training organised through the Northern Alliance in Maths Balance – an intervention designed to support S1 and S2 pupils who need some additional input to ensure they achieve their full potential.

Literacy

All Secondary English departments are also represented at the Northern Alliance's Subject Specific Support Group and have been involved in the setting up of 2 sessions to support the discussion of consistent standards across the whole of the North of Scotland. Dunoon Grammar School is also represented at Education Scotland's Literacy and English Curricular Network, where they have the opportunity to work alongside colleagues from across Scotland to discuss key priorities in Literacy.

Primary practitioners across Cowal and Bute have been enthusiastic in their engagement with a range of Literacy development opportunities. These include 4 sessions examining approaches to the teaching of writing, 3 sessions exploring Storyline, a way of engaging pupils with Literacy in an inter disciplinary context, and a series of sessions introducing practitioners at early level to Emerging Literacy, an approach to literacy learning which ensures that every child is working at a pace appropriate to their developmental stage.

Dunoon Primary School



Primary 6 in Dunoon Primary have been involved in a programme of Outdoor Learning activities focusing on pupil Health and Wellbeing. Class teacher, Mrs Bryant, planned activities to develop relationships, confidence and teamwork skills, as well as listening and talking within the Literacy curriculum. Children have participated in activities such as den building, making floating rafts and creative challenges. The activities and learning had crossed all areas of the curriculum and had a central role in the delivery of Interdisciplinary Learning, one of the four contexts of learning within a Curriculum for Excellence. Pupils developed an understanding of sustainability and a sense

of place and belonging within their community. They were able to reflect effectively on their learning through self and peer assessment. Using the Leuvan scales of wellbeing and engagement to observe and assess specific pupils identified as needing support in learning, Mrs Bryant has evidenced increased wellbeing, engagement and positive participation. Outdoor Learning had been identified within our school improvement plan as a priority in line with the national agenda for education recovery in the wake of the COVID pandemic and its impact on learners.



The evidence collated from the positive impact on pupil outcomes has led to the development of the outdoor learning curriculum across the school, particularly during transition from early years into primary school.

Innellan Primary School

Raising Attainment in Health and Wellbeing



This year we have focused on developing Health and wellbeing. We have done this through a variety of pedagogical theories and practices, these have been:

- Developing a mentally healthy school
- Achieving our Bronze award in 'Our Children, Their Nurturing Education' and working towards Silver.
- Continuing to develop our forest schools and outdoor learning
- Developing Health and Wellbeing within our classrooms – cooking, mental health lessons, healthy eating/lifestyle, street drumming.

The whole school community was involved in developing and embedding approaches to develop a nurturing school.



Teaching staff developed Health and Wellbeing lessons that provided skills for lifelong learning and work, these included: cooking lessons, promoting healthy eating, looking after our mental health.

Developing the health and Wellbeing within our school was driven from the **National Improvement Framework of raising attainment in Health and wellbeing**, a national priority within education which tied in with tied in with 'Our Children, Their Nurturing Education' - a local authority approach.

Children developed their confidence and self-esteem and developed strategies and skills to help manage and look after their mental health.



Kilmodan Primary School

Sage of the Forest Writing Competition

One of the artworks along the historic woodland path within the Stronafian Forest is known as the **Sage of the Forest**. Exactly who the forest Sage was and where they came from is lost in the mists of time, but over the years this mysterious wood carving has watched many a weary traveller and pilgrim tread the path.

Pupils were asked to use their imagination and historical knowledge to create a short story/poem of a local event that the forest Sage may have seen or heard about over the centuries. All pupils at Kilmodan Primary School submitted an entry for the competition.

One of our pupils won the primary age category and another came second. The winning entry is to be recorded on a solar-powered "story box" that will be placed beside the Sage. It will narrate the story to passing visitors in need of rest and enlightenment!



Kirn Primary School

Grow Food, Grow Dunoon @ Kirn Primary

Kirn Primary moved into a brand new school in 2017. The grounds consisted of a playground, a pitch and a large open undeveloped space.



With funding, a polytunnel was purchased and erected along with a willow tunnel, which gave the school the starting point to a garden.

During the first year the pupils planted many vegetables in the polytunnel. However, Covid came and so did lockdown. Staff had to therefore manage the polytunnel over this period and unfortunately the pupils were not part of the harvesting and selling of the vegetables, but were able to come with their families to purchase some vegetables.

Over the next year classes continued sowing and planting vegetables but again Covid restrictions meant that the process was interrupted.

As a school we decided that we would like our local community to be more involved in the development of the garden. This is how a working partnership between the community and the school began, establishing Grow Food, Grow Dunoon. An allotment growing many different vegetables, fruits and flowers.

Weekly sessions with the classes provide a mix of learning, sharing and having fun in the garden.

At the heart of this project we will be building a community partnership that provides the children with essential skills for life through teaching all aspects of food growing, including gardening skills, produce seasonality whilst re-establishing cultural traditions.



We envisage this integrational gardening project will promote sustainable agriculture, enhance school learning and build a sense of community. Through the Dunoon Community Development Trust the project has managed to secure funding to help promote and develop the project.

It is hoped that this is the beginning of a thriving enterprising project that will benefit our community and pupils alike for years to come

North Bute Primary School

Maths Week 2021 – Journeys

Every year my main focus is to decrease the attainment gap of my children by creating a week that fills them with a belief and enthusiasm that maths is a fascinating subject and can lead to many exciting careers. This motivation helps us every year start off with a positive attitude towards maths and a belief we can accomplish amazing things when we focus.

This year our theme was journeys with a focus on Henry Robertson Bowers from Greenock who was on the Terra Nova expedition to the Antarctic and he used to swim in the waters of Port Bannatyne.

Monday– Setting the scene. Went to Bute library to look at maps old and new and then to the Bute Museum to look at the Polar Expedition picture and artefacts.

Tuesday – Making a water gauge – using recycled materials and building a weather vane. Measuring and recording weather. Creating tables and graphs of the results. Researching different types of materials used in extreme cold climates and their main properties.

Wednesday – Map reading, creating maps and completing an orienteering course with support from Active schools.

Thursday – Using programmable robots to create routes. Planning a journey using a Bute map and our compasses. Looking at the key and spotting key things on our walk.

Friday – Looking at temporary structures and how they are created while on long journeys. Designing and building our own in our local woods using given materials and design brief.



Sandbank Primary School



SPS have been committed to implementing the North Lanarkshire Active Literacy programme across EME and GME in-line with a key priority within the SIP. A staff focus group consisting of teachers and CSAs was created to evaluate the 'Phonics Into Spelling' programme. Having a seamless approach to the delivery of this programme in EME and GME would provide equity to all pupils with the possibility of moderation opportunities between stage partners in both languages.

No resources have been created by NLAL in Gaelic, therefore strategic planning in GME took place with Glendale Primary School (Glasgow) as they had been identified as a school that had begun the time consuming content selection process and translation into GME. Staff familiarised themselves with the daily resources/routines with phonics and spelling resources being created for GME with the aide of pupil voice across different stages and as a result pupils became accustomed to the daily routines at a quicker rate. Parents became involved through online workshops where the sharing of yearly word lists with parents being identified as pertinent information for parental support. Online resources were created with a particular focus in the pronunciation of words for families who don't have Gaelic in the home.



The workshops gave parents confidence and clarity over how they can support and progress their children's literacy skills in the home setting and this in turn has created more proficient confident learners. Staff have clarity of a yearly programme of phonics and spelling which enables streamlined and progressive planning.

Strachur Primary School

Primary 5-7 at Strachur Primary worked in partnership with the Scottish Centre for Information on Language Teaching (SCILT) to develop their understanding of the Mandarin language and wider Chinese culture as part of the school's approach to 1+2 Modern Languages in the January to March term.

All pupils were thoroughly engaged with weekly online meetings which explored Chinese traditions, culture, and language in an interactive and accessible format over the course of 10 weeks. These lessons were delivered live by a tutor from Strathclyde University and supported by the class teacher.



The pupils were keen to learn more and requested to explore further areas as part of a termly IDL topic. This included modern China, notable Chinese people and religious beliefs – with further class learning being conducted in groups, using ICT and model making resources.

Pupils continue to use phrases that they have previously learnt in the topic and have since shown a greater interest in China, the wider geography of the world, as well as an enthusiasm for learning more diverse languages.

St Andrew's Primary School

As a whole school St Andrew's Primary School have been working towards their Rights Respecting School Silver Award. The award is based on the United Nations Convention on the Rights of the Child (UNCRC) and is an authority and school priority.



Children were introduced to the idea of needs and rights. They worked in groups to sort statements into the categories of rights and wants

Each of our classes chose a well known fairytale and analysed the actions of the main characters to decide whether or not their actions were in keeping with the United Nations Convention on the Rights of the Child. Children engaged in group discussion, took it in turns to express their views and came to a decision on what rights of the child were not being respected.

They had some searching questions for Cinderella's Stepmother and her sisters. In one class the pupils wrote a letter to local housing association, Fyne Homes, to ask if they had suitable accommodation for Aladdin. They received a very helpful reply.

This project correlates with the National Priority: *Improving young people's health and wellbeing* as well as the authority priority action of *equipping young people to achieve success in life*. It also helped pupils to gain an understanding of respect which is one of our school's core values.

Focus groups of pupils from across all stages of the school met with the Rights Respecting School Accreditation panel online and were able to discuss with them their understanding of the UNCRC. The ladies were very

impressed by their knowledge and awarded the school their UNCRC Silver Award. St Andrew's primary are now preparing for their journey to the Gold Award



St. Mun's Primary School

The P6/5 class engaged in an outdoor learning project in January and February within our school grounds. This project helped to develop creativity skills in, and response to, outdoor spaces, the importance of play, experimentation and collaboration to support our children's mental health and wellbeing.



Working with the Creative Learning Network, pupils learned with a writer, designer and photographer to consider how to make outdoor spaces safe and pleasurable for people, animals and the natural world, and were encouraged to write their own letters/questions on behalf of a chosen animal or vegetation, explaining how humans could make them thrive and feel safe. They photographed their special outdoor spaces using a pin hole camera and

were very excited to see the developed photographs. They also wrote some very clever riddles, written from the perspective of an animal or object, which their classmates had great fun in guessing.



Having designed different ways to engage others in the playground, pupils then transferred their learning into the classroom, building 3D models of their chosen design.

Strone Primary School

Health and Wellbeing



As a school we felt that the health and wellbeing of the children was a priority especially after the disruption caused by Covid-19. This resulted in Cowal and Bute Play Therapy delivering a 10 week block of sessions on emotional wellbeing and yoga. All children in school participated in the sessions. Initially the children found it difficult expressing their feelings, however as the sessions progressed they became much more animated and interactive with the discussions. The children completed a wellbeing web prior to and

after the sessions. The wellbeing webs showed an increase within the Shanarri indicators. The children completed exit passes at the end of the yoga block, all indicated a positive experience.



The Scottish Government's 'Education Recovery: Key Actions and Next Steps' document outlines that HM Inspectors (HMI) will undertake national thematic reviews as part of the contribution of education to Scotland's COVID-19 recover. Within this HMI examined the challenges schools and settings were facing in connection to supporting children's and young people's health and wellbeing. These National findings are evidenced in 'Health and Wellbeing: a thematic review'.

The impact has been, children are more able to express how they are feeling through a greater understanding of their own emotions and that of others. This emotional understanding has meant we have had less conflict, children have been trying to resolve issues independently.

We further promoted and celebrated our reading culture by having a Literacy focus week in March 2022. We aimed to inspire our pupils and further promote reading for enjoyment. Research has proved that reading for pleasure is central in supporting equity and wellbeing, positively impacting learner's attainment across the curriculum, critical thinking, creativity, empathy and resilience.

Children across the school and ELC participated in all learning opportunities.

We hosted a Book Point book Fayre where children could browse and buy books. Book Point sponsored our Fayre by giving us books as prizes,

which we used in our whole school Literacy competitions such as Ring a bell a read, Reading in unusual places, paired reading opportunities, book quizzes and book hunts. We celebrated on World Book Day by children dressing up as their favourite book character. Children's successes were celebrated at our assembly where children received their awards

Due to Covid restrictions, parents and carers were unable to be part of the celebration we shared videos and photos on Seesaw. They meant they were able to share this experience

with their child.

Feedback from children and families was very positive and demonstrated the desired impact of promoting Reading for Enjoyment. Parents were able to engage with competitions from home and read new books with their child. Our children shared they felt motivated to read new books. They felt enthusiastic about literacy competitions which encouraged them to take part. Children enjoyed taking part in the Book Fayre and were delighted with the selection of book choices. Children enjoyed reading to others and being read to.



My world book day photo competition entry.



It was very fun!

Primary 2 have been developing a working relationship with Sam Lindsay at Bute Community Forest.



As part of our Establishment Improvement Plan, we aim to provide ‘... more personalisation and choice through outdoor learning, BSL, creativity through technology, STEM and an enhanced curricular offer across the campus stages.’

P2 have been exploring sections of the forest using natural materials for a variety of purposes.

In literacy, the children had been learning about ‘oi’ and ‘oy’ diagraphs. In the forest, the children used some forest floor debris to create words using their sounds.

The learners engaged well with a scavenger hunt, ticking items off their lists and counting how many of each they could find.

They recycled egg boxes to use as sensory boxes, collecting items which fit certain criteria to share with their peers.

On their return from the forest the children wrote a report and recounted their experiences. The class teacher was so impressed with the quality and content of these reports, noting that children had naturally used more ambitious vocabulary and had been able to convey their thoughts, feelings and emotions (particularly their enthusiasm) clearly.



They have planned several more outings to the forest in the coming term, where they will continue to work on their literacy, as well as covering science outcomes with Zoologist Sam, as part of their topic on Minibeasts.



Tighnabruaich Primary School



In October, Tighnabruaich Primary School enjoyed two special events linked to COP26 which was taking place in Glasgow. The first event was a walk from school to visit the Ark which had been erected outside the village to draw attention to climate change. The Ark was designed and built by a local man who showed the children how he had milled and prepared the wood and explained the thinking behind his design.

A few days later, a group of 100 indigenous leaders from countries such as Brazil, Senegal and Indonesia who had

been taking part in COP26 visited Tighnabruaich to find out about our local community forests. We were delighted to meet the leaders at Kilfinan Community Forest where we sang some songs for them and talked about how we use our local environment to enhance our learning opportunities across the curriculum.



Toward Primary School

The P5-7 class took part in the Discovering the World of Arabic course run by SCILT/QFI. This involved weekly Microsoft Teams sessions with Rym Akhonzada the Arabic instructor. The lessons were based around the acquisition of basic Arabic language and learning about the Arabic culture. Participation in this course came with an artefacts loan box and a £2000 budget for educational materials to support learning and educational trips.



In addition to this The children also had illustrations that they had created included in a 12 minute storytelling video by the Arabic instructor which was part of the Bethlehem Cultural Festival.

This 10 week course fitted in with a variety of experiences and outcomes involving modern languages, social studies and religious education. It serves as part of the L3 entitlement for P5-7 pupils.

The children were fully engaged during the lessons and had opportunities to showcase what they had practised and learned in front of other schools as well as the instructor. The children also had the opportunity to visit the mosque in Glasgow which was fully funded by the money from this project. Money was also used for a variety of cooking lessons focused on eating a diversity of foods.



School Contacts

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Kilmodan	Aileen Wilson (Acting)	01369 820280
Kirn	Kirsteen MacDonald	01369 702509
Lochgoilhead	Louise Blair (Acting)	01301 703338
North Bute	Elizabeth Santos	01700 503728
Rothesay	Louise Nicol	01700 503227
Sandbank Gaelic Medium	Norman MacDonald	01369 706350
Sandbank	Norman MacDonald	01369 706350
St Andrew's	Victoria Greenway AHT	01700 503123
St Mun's	Karen Wheatley	01369 703643
Strachur	Marion Boyd	01369 860293
Strone	Julie Fish	01369 840242
Tighnabruaich	Megan Stirling & Sheila Hind	01700 811413
Toward	Lisa Marle	01369 870259