

OUR CHILDREN...



THEIR FUTURE...

Education Service

**Primary Area Attainment Report:
Oban, Lorn and the Isles (OLI)**

Introduction

Within the OLI area there are 25 Primary Schools (Luing Primary School, Achaleven Primary School and Kilchrenan Primary School are currently mothballed). There is secondary school provision in Oban High School, Tiree High School and Tobermory High School. Nursery provision is provided within several of these schools and Gaelic Medium Education is provided at Buessan Primary School, Strath of Appin Primary School, Rockfield Primary School, Salen Primary School and Tiree Primary School. Our primary school rolls vary considerably ranging from 3 pupils (Kilchattan Primary School) to over 250 pupils (Rockfield Primary School).

This report provides a range of key information about school provision during the school session August 2022 to June 2023 and reports the National collection of attainment and achievement data from June 2022.

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.

Oban, Lorn and the Isles School Profiles 2022-2023

Cluster Primary Schools	Primary School Roll (as at census) *					
	18/19	19/20	20/21	21/22	22/23	% change in Roll over 5 years ¹
Achaleven Primary School (mothballed)	13	9	7	0	0	-100%
Barcaldine Primary School	9	10	10	13	14	+55%
Bunessan Primary Gaelic Unit	4	4	3	11	10	+150%
Bunessan Primary School	23	19	21	7	10	-56%
Dalmally Primary School	38	35	31	29	37	-2%
Dervaig Primary School	30	25	22	22	19	-36%
Dunbeg Primary School	88	98	90	88	89	+1%
Easdale Primary School	14	16	17	20	25	+78%
Iona Primary School	20	18	17	14	15	-25%
Kilchattan Primary School	4	6	8	2	3	-25%
Kilchrenan Primary School (mothballed Feb 2022)	7	8	12	6	0	-100%
Kilninver Primary School	26	22	29	26	23	-11%
Lismore Primary School	9	12	11	11	9	0%
Lochdonhead Primary School	4	10	10	10	12	+200%
Lochnell Primary School	124	114	112	119	118	+5%
Luing Primary School (mothballed)	10	7	0	0	0	-100%
Park Primary School	250	252	240	240	225	-10%
Rockfield Gaelic Primary School	49	58	61	56	50	+2%
Rockfield Primary School	321	308	276	259	250	-22%
Salen Gaelic Primary School	51	48	45	42	31	-39%
Salen Primary School	34	35	29	25	26	-24%
St Columba's Primary School	109	103	132	148	169	+55%
Strath of Appin Gaelic Primary School	7	7	11	12	13	+85%
Strath of Appin Primary School	17	17	17	16	13	-23%
Taynuilt Primary School	72	69	67	70	66	-8.3%
Tiree Primary School	32	31	27	23	16	-50%
Tiree Primary School Gaelic Unit	34	38	36	40	38	+12%
Tobermory Primary School	61	62	62	68	76	+25%
Ulva Primary School	9	8	8	16	12	+33%
TOTAL	1469	1449	1411	1393	1369	-7%

* 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 2018/19 to 2022/23 and is not an average.

SIMD Profile

SIMD is the Scottish Government's standard approach to identify areas of multiple deprivation in Scotland, with SIMD 1 indicating areas of highest deprivation and SIMD 10 indicating the least deprived. It can help improve understanding about the outcomes and circumstances of people living in the most deprived areas in Scotland. It can also allow effective targeting of policies and funding where the aim is to wholly or partly tackle or take account of area concentrations of multiple deprivation.

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

Area	1	2	3	4	5	6	7	8	9	10	Unkn own	TOTAL
Bute and Cowal	186	159	233	108	255	219	32	0	17		20	1229
HALCO	40	83	105	50	130	223	274	352	192	138	33	1620
MAKI	0	84	115	137	128	568	301	0	0	1	4	1338
OLI	18	0	5	166	389	236	408	107	0	0	92	1421
Total	244	326	458	461	902	1246	1015	459	209	139	149	5608

* SIMD data from March 2023

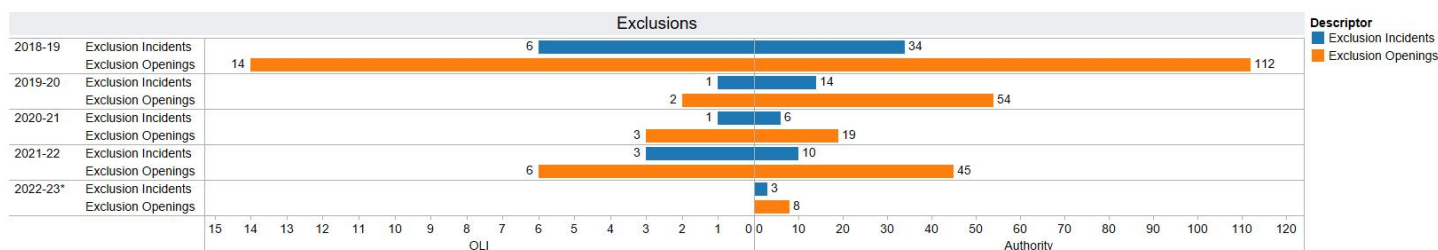
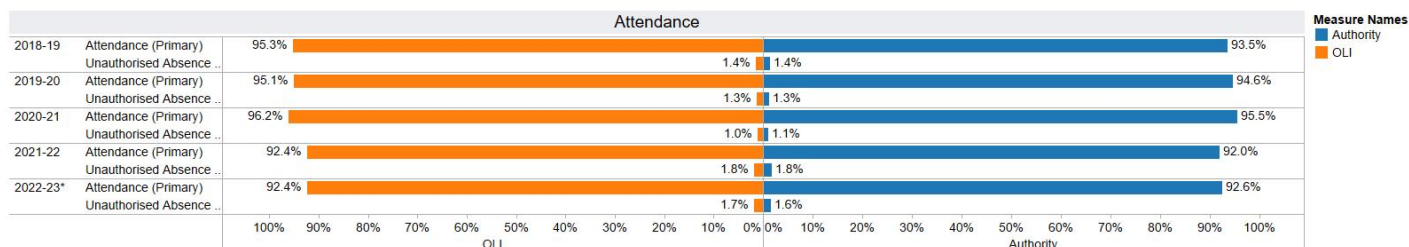
Footwear and Clothing Grant and Free School Meal Information for AREA



- Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2022-20223 data for CFG and Free School Meals (FSM) is to date (end February 2023) 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](#). 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](#)

Exclusion and Attendance Information for AREA



- 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 2022/23 is up to 28 February and not a complete year. It is therefore subject to change.
- Please note that exclusion data for 2022/23 is up to 28 February and not a complete year. It is therefore subject to change.

Additional Support needs

Table below indicates the numbers of pupils identified as having Additional Support needs across the Oban, Lorn and the Isles area at each stage of primary schools.

Student Needs	P1	P2	P3	P4	P5	P6	P7	Grand Total
Autistic spectrum disorder	18	20	4	9	13	9	14	87
Bereavement		1		4				5
Communication Support Needs	11	30	8	4	1	2	10	66
Dyslexia				2	17	23	33	75
English as an additional language	1		5	9	4	3	7	29
Family Issues	6	3	3	4	14	10	7	47
Hearing impairment		4	5	11		6	2	28
Interrupted learning		5		4	7	2	7	25
Language or speech disorder	9	25	16	30	18	12	17	127
Learning disability	7	19	7	13	1	7	3	57
Looked after	2	2	1	10	8	2	9	34
Mental health problem	3			2			4	9
More able pupil	2		2		5	5		14
Other		13	1		11	2	2	29
Other moderate learning difficulty		9	20	6	33	28	32	128
Other specific learning difficulty (eg numeric)		5	8	17	29	24	30	113
Physical health problem		7	4	12	17	14	4	58
Physical or motor impairment	1	15	20	13	22	8	8	87
Risk of Exclusion							2	2
Social, emotional and behavioural difficulty	14	24	25	29	47	32	34	205
Visual impairment		3	3	3	5	7	1	22
Young Carer				6	9	10	18	43

Care Experienced Children and Young People

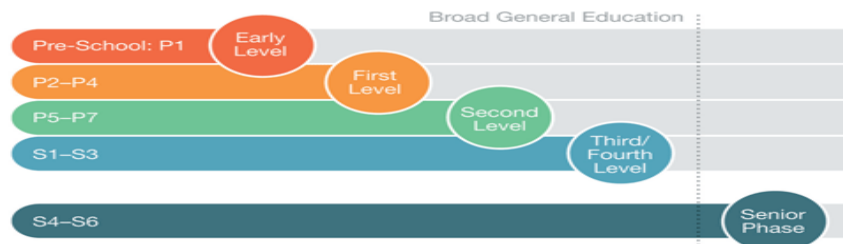
A virtual Head Teacher took up post in April 2023. The core purpose of the role of the Virtual Head Teacher is to be relentless in driving improvements in the educational progress and attainment/achievement of an identified group of young people, including Care Experienced, across Argyll and Bute. The core function of the Virtual Head Teacher in terms of planning is to ensure that all children have access to appropriate and timely support achieved by collaborating with relevant professionals to ensure plans are of a high quality, with impact and outcomes followed up.

The table below shows the numbers of care experienced children in our primary schools across each area of the Council.

Area	Previously looked after	Looked after at home	Looked after away from home.	Total
HALCO	14	4	11	29
OLI	13	2	5	20
MAKI	21	8	5	34
B&C	21	12	23	56

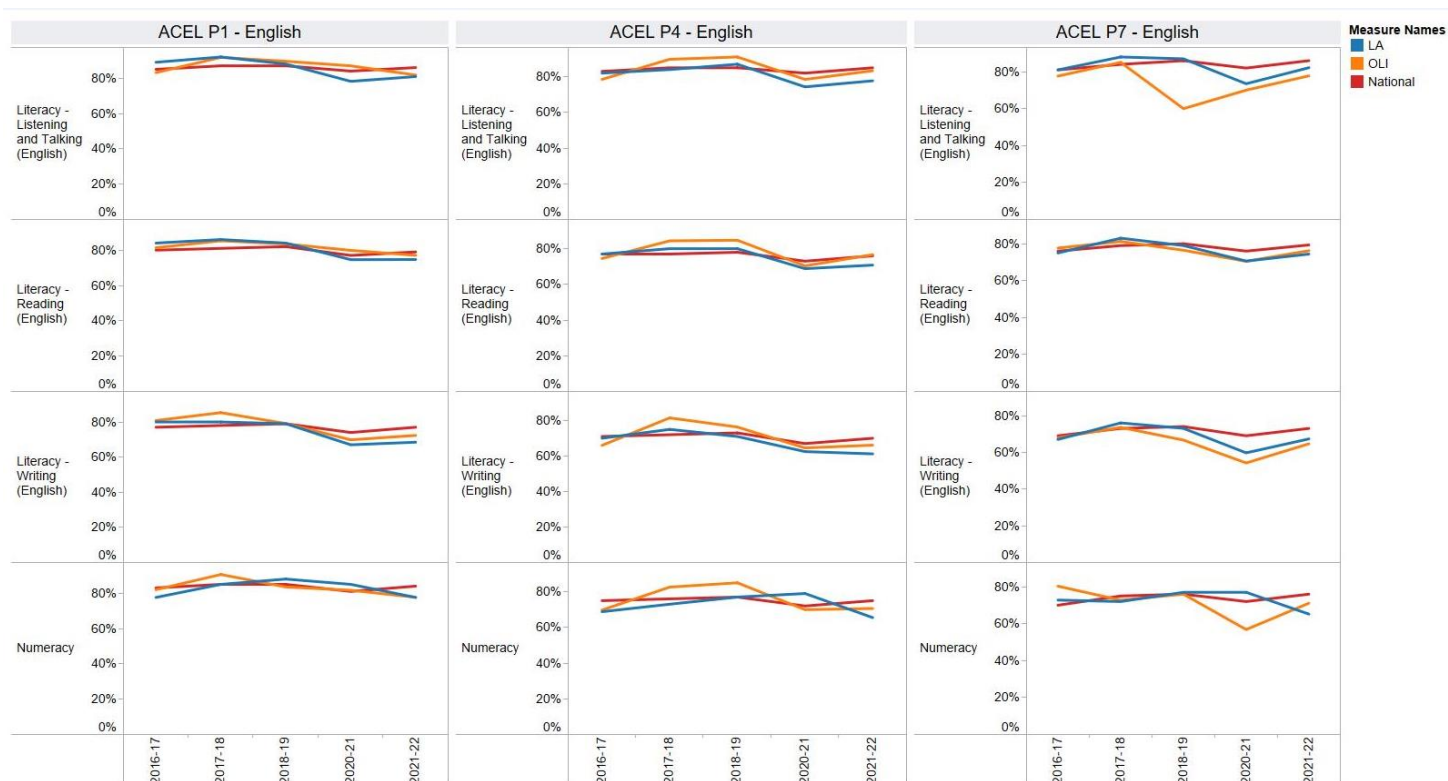
Attainment of Curriculum for Excellence Levels over time

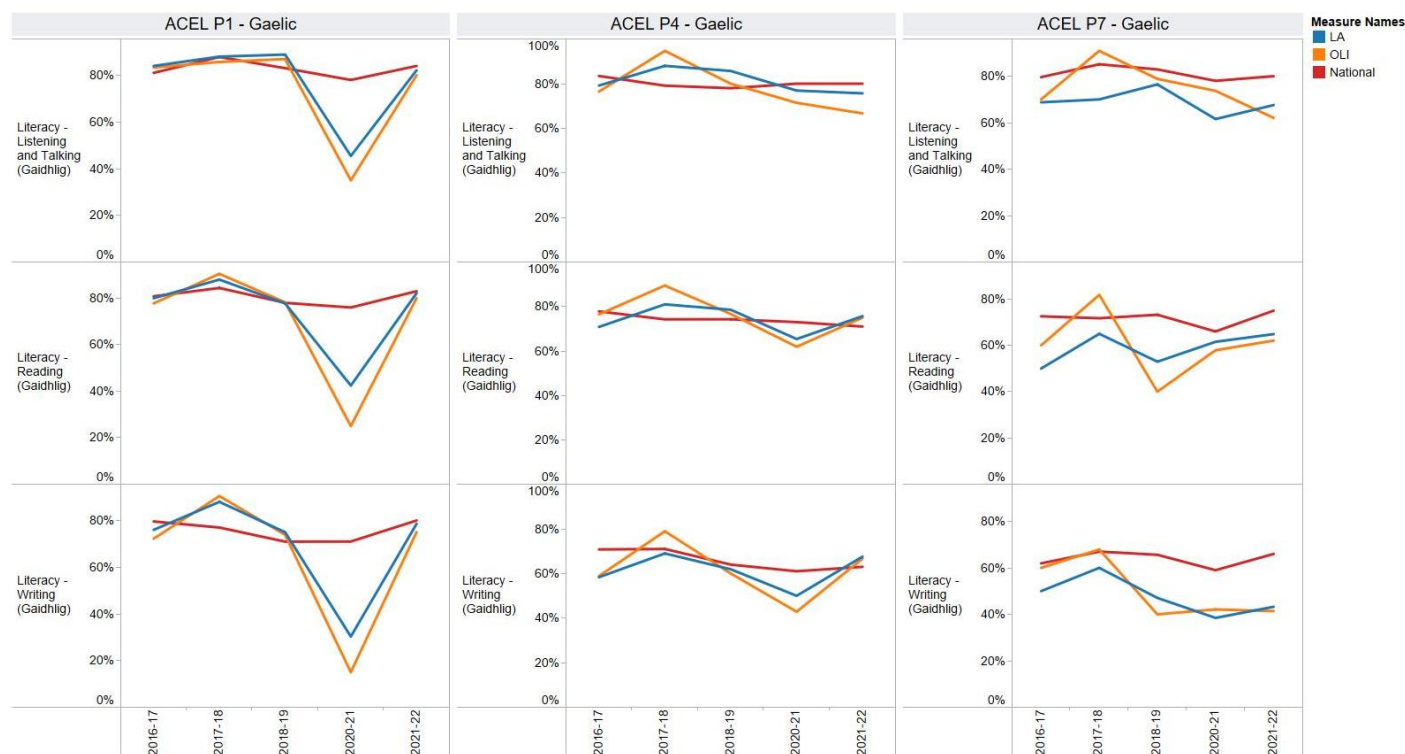
Curriculum levels are national levels to describe different stages of learning and progress. For most children the expectation is:



Throughout the Broad General Education, children and young people are assessed and decisions are made by teachers on when a child or young person has achieved learning at a particular level. This means that they have broadly covered the experiences and achieved the expected outcomes for that level. In making this decision, the teacher takes into account the evidence mentioned above, and considers *the benchmarks* produced by Education Scotland for each level as well as diagnostic feedback from the National Standardised Assessments (NSAs). Attainment of Curriculum for Excellence Levels (ACEL) data is collected annually each June by the Scottish Government. The data collection collects information on pupil performance in four areas, known as organisers. Organisers consist of Numeracy and the three literacy components; Reading, Writing and Listening and Talking. A combined literacy measure is also produced based on the three literacy organisers: reading, writing and listening and talking. The data is collected for pupils at the key stages of P1, P4, P7 and S3.

Achievement of Curriculum for Excellence Levels across OLI schools: June 2017-June 2022





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

- In English medium By June 2022:
 - ◆ In reading, 77.06% of P1 pupils in the OLI area achieved early level, this is compared with 75% at authority level and 79% nationally
 - ◆ In writing, 72.35% of P1 pupils in the OLI area achieved early level, this is compared with 68% at authority level and 77% nationally
 - ◆ In talking and listening, 81.76% of P1 pupils in the OLI area achieved early level, this is compared with 81% at authority level and 86% nationally.
 - ◆ In numeracy, 77.65% of P1 pupils in the OLI area achieved early level, this is compared with 78% at authority level and 84% nationally.
 - ◆ In reading, 76.67% of P4 pupils in the OLI area achieved first level, this is compared with 71% at authority level and 76% nationally
 - ◆ In writing, 66.11% of P4 pupils in the OLI area achieved first level, this is compared with 61% at authority level and 70% nationally
 - ◆ In talking and listening, 83.33% of P4 pupils in the OLI area achieved first level, this is compared with 78% at authority level and 85% nationally.
 - ◆ In numeracy, 70.59 of P4 pupils in the OLI area achieved first level, this is compared with 65% at authority level and 75% nationally.
 - ◆ In reading, 76.21% of P7 pupils in the OLI area achieved second level, this is compared with 74% at authority level and 79.33% nationally
 - ◆ In writing, 64.65% of P7 pupils in the OLI area achieved second level, this is compared with 67% at authority level and 73% nationally

- ◆ In talking and listening, 77.78% of P7 pupils in the OLI area achieved second level, this is compared with 82% at authority level and 86% nationally.
- ◆ In numeracy, 71.11% of P7 pupils in the OLI area achieved second level, this is compared with 65% at authority level and 76% nationally.
- In Gaelic medium By June 2022:
 - ◆ In reading, 80% of P1 pupils in the OLI area achieved early level, this is compared with 82% at authority level and 83% nationally
 - ◆ In writing, 75% of P1 pupils in the OLI area achieved early level, this is compared with 79% at authority level and 80% nationally
 - ◆ In talking and listening, 80% of P1 pupils in the OLI area achieved early level, this is compared with 82% at authority level and 84% nationally.
 - ◆ In reading, 75% of P4 pupils in the OLI area achieved first level, this is compared with 76% at authority level and 71% nationally
 - ◆ In writing, 66.67% of P4 pupils in the OLI area achieved first level, this is compared with 68% at authority level and 63% nationally
 - ◆ In talking and listening, 66.67% of P4 pupils in the OLI area achieved first level, this is compared with 68% at authority level and 63% nationally.
 - ◆ In reading, 62% of P7 pupils in the OLI area achieved second level, this is compared with 65% at authority level and 75% nationally
 - ◆ In writing, 41.38% of P7 pupils in the OLI area achieved second level, this is compared with 43% at authority level and 66% nationally
 - ◆ In talking and listening, 62% of P7 pupils in the OLI area achieved second level, this is compared with 68% at authority level and 80% nationally.

Argyll and Bute Stretch Aims Session 2022-23 (Authority Level)

Scottish Attainment Challenge - Stretch Aims

The Scottish Attainment Challenge (SAC) is about achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap. SAC funding is provided to all of Scotland's local authorities to help tackle the attainment gap and support education recovery and improve outcomes for children and young people most impacted by poverty. The Scottish Attainment Challenge aims to raise the attainment of children and young people living in deprived areas, in order to close the equity gap.

Attainment Advisors within Education Scotland's regional improvement teams work with authorities to identify core attainment measures and specific aims (Stretch Aims) which, informed by local evidence and data, are identified as local priority areas for improvement. The stretch aims are intended to be both ambitious and achievable within local contexts and targets are specific to individual authorities. Progress towards achieving the current stretch aims will be reported on later in 2023.

The Stretch Aims are intended to support recovery from the pandemic and accelerate progress in closing the attainment gap and include:

- Achievement of Curriculum for Excellence Levels (**literacy P1/4/7 combined** and **numeracy P1/4/7 combined**)

The stretch aims for literacy and numeracy identify the percentage of young people who achieve their expected Curriculum for Excellence (CfE) level:

- An overall attainment target, which includes all young people
- An attainment target for young people who live in the most deprived areas (SIMD quintile 1)
- An attainment target for young people who live in the least deprived areas (SIMD quintile 5)
- A target to reduce the attainment gap between the most and least deprived young people

The Argyll & Bute literacy and numeracy tables illustrate the progress from the 2021 'post pandemic' ACCEL collection, through the most recent ACCEL collection in 2022 (published December 2022), to the Stretch Aim targets in place for 2023.

The year-on-year trend in ACCEL data has been positive; in the two-year period between 2021 and 2022 the overall proportions of primary school pupils achieving the expected levels in literacy had increased by 3 percentage points, while in numeracy there had been an increase of 4 percentage points.

The percentage of Quintile 1 (most deprived) young people who achieved their expected CfE level has increased by 5% in literacy and 10% in numeracy between 2021 and 2022.

Scottish Attainment Challenge - Stretch Aim 2023: Literacy

In literacy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 33 percentage points in 2021, and by 2022 this narrowed to 27 percentage points. Argyll & Bute's target is to reduce the attainment gap to 21.5 percentage points by 2023.

Literacy combined update	P1/4/7 Dec 22	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
ACEL 2021		59%	48%	81%	33pp
2022 ACEL (published Dec 22)		62%	53%	80%	27pp
Stretch Aims 2022/23		68.4%	60%	81.5%	21.5pp
Improvement Target (p.p. 2021-2023)		9.4pp	12pp	0.5pp	11.5pp

Literacy P1/4/7 combined	Overall	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
ACEL June 2021	59%	48%	81%	33pp
Provisional 2022 ACEL data	62.2%	54.8%	79.2%	24.4pp
OCT 22 Projections	62.5%	63.7%	77.8%	14.1%
Feb 23 Projections*	65.7%	68.6%	77.8%	9.2%
Stretch Aim 2022/23	68.4%	60%	81.5%	21.5pp
Improvement Target (p.p. 2021-2023)	9.4pp	12pp	0.5pp	11.5pp

*RAG'd against 2023 Stretch Aim

In literacy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 33 percentage points in 2021, and by 2022 this narrowed to 27 percentage points. Argyll & Bute's target is to reduce the attainment gap to 21.5 percentage points by 2023.

Scottish Attainment Challenge - Stretch Aims 2023: Numeracy

In numeracy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 29 percentage points in 2021, and by 2022 this narrowed to 18 percentage points. Argyll & Bute's target is to reduce the attainment gap to 13.5 percentage points by 2023

Numeracy P1/4/7 combined Dec 22 update	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
ACEL 2021	69%	58%	87%	29pp
2022 ACEL (published Dec 22)	73%	68%	86%	18pp
Stretch Aims 2022/23	75%	74%	87.5%	13.5pp
Improvement Target (p.p. 2021-2023)	6pp	16pp	0.5pp	15.5pp

Numeracy P1/4/7	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (ACEL June 2021)	69%	58%	87%	29pp
Provisional 2022 ACEL data	72%	69%	83.5%	14.4%
OCT 22 Projections	69%	69.6%	84.2%	14.6%
Feb 23 Projections*	71%	72%	83.9%	11.9%
Stretch Aim 2022/23	75%	74%	87.5%	13.5pp
Improvement Target (p.p. 2021-2023)	6pp	16pp	0.5pp	15.5pp

*RAG'd against 2023 Stretch Aim

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/>

Initiatives to raise attainment and achievement

In response to data and evidence gathered in the areas of literacy, numeracy and health and wellbeing, a range of work has been undertaken in order to drive forward improvement and raise attainment and achievement across the authority.

Literacy

- 8 schools have undertaken training in using a Quality Improvement approach to support writing attainment at 1st level. The training was originally offered by CYPIC and is now being delivered within the authority, supported by allied health professionals. Data shows that attainment at 1st level within the first set of schools to undertake the training has increased from an average of 56.2% in 2022 to an average of 72.8% based on Feb 23 predictions.
- 4 schools are undertaking training provided by Talk for Writing to support the development of sound pedagogical approaches to writing across their settings. The schools have set clear stretch aims for each class, against which attainment will be evaluated as implementation of the approach continues.
- Bespoke support has been offered to schools, covering aspects of literacy such as approaches to reading comprehension, writing pedagogy, emerging literacy and 1 to 1 reading interventions.

Numeracy

- Schools within OLI and Mull clusters have worked with Dr Lio Moscardini to develop cognitively guided instruction, an approach to problem solving within schools. As of March 2023, 73.3% of staff were confident that CGI was having or would have a positive effect on pupils, 13.3% were extremely confident. Evidence from Head Teachers and practitioners shows that this approach has had a particular impact on lower ability pupils: by giving pupils different opportunities to approach their work, practitioners report that it has levelled the playing field in classrooms.
- Authority-wide, numeracy based CLPL has been delivered to a total of 78 practitioners representing all cluster areas, focusing primarily on the development of SEAL (stages of early arithmetical learning) to support foundation skills in mathematical thinking. Support has also been offered to ASN departments in 2 secondary schools. Numeracy ACCEL attainment data has risen from 69% across P1,4 & 7 in 2021 to a projected 70.95% as of Feb 23.

Wellbeing , Rights and Relationships

As part of COVID renewal plans, schools have had a continued focus on positive relationships focussing and the health and well-being of learners. The Exchange are now providing a counselling service for pupils aged 10+ within schools, again, this is helping to support the wellbeing needs of pupils. A focus on play pedagogy and outdoor learning alongside developments in the health and wellbeing curriculum have also been an important focus within school improvement plans to help support wellbeing.

As it is anticipated that the United Nations Rights of the Child will become law later this year, a UNCRC Conference for Head Teachers was held in November 2022. The Rights Respecting Schools Award continues to support schools in developing awareness of children's rights across our school communities as well as imbed a rights based approach within the school environment. In the past year, 16 schools have progressed their Rights Respecting Schools Journey. With 45 Primary schools on their accreditation journey to achieve with UNICEF, 31 have achieved Bronze, 10 Silver, 4 Gold and a further 11 have registered to date. A further 4 Silver accreditation visits are due to take place between now and the end of term. Support sessions for registered schools (not yet accredited) and information session for schools yet to register are also being delivered.

Equality and diversity has been a key focus for professional learning for staff. The career long professional learning sway has provided a range of opportunities for staff to develop their professional knowledge and reflect on the practice within this area. As part of the Period Products (Free Provision) (Scotland) Act 2021, schools have engaged in the My Tribe project which has made period products available to pupils and staff across all our schools. The launch of My Tribe has been supported by two launch events and online webinars. The webinar was recorded and shared with practitioners to ensure that information was accessible post this series of support events.

Schools have enjoyed welcoming partners back into school to support the delivery of key aspects of the curriculum. The health and wellbeing drama productions that are delivered in partnership with our colleagues in NHS returned to face to face delivery. A total of 54 primary schools attended the Smoke Free Me production that was aimed at P6/P7 pupils. The performance was updated to include information and scenarios around vaping.

Head Teachers have received information with regards to key messages that have been concluded from the March 2022 PIE Census. With the updated national data released in November, we were also able to draw comparisons against the national data. Developments in this area have been enhanced with professional learning from Connect who support the partnership between parents/carers, parent councils and schools. Schools and parent councils are responding to the needs of their community in how they are structuring events and meetings with many Parent Council meetings continuing to take place virtually, increasing accessibility and reducing travel requirements. The partnership working is also helping school communities respond to financial and environmental pressures with examples of good practice including Christmas jumper/dress swaps.

School Contacts

School	Contact	Position	Address	Phone No.
Barcaldine Primary	Caroline Fothergill/Elaine Campbell	Temporary shared headship with Rockfield Primary	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Kate Petrie	Head Teacher	Bunessan, Isle of Mull, PA67 6DL	01681 700283
Dalmally Primary	Lynn Sinclair	Head Teacher	Dalmally, Argyll PA33 1BE	01838 200359
Dervaig Primary	Tricia Evans	Head Teacher	Dervaig, Isle of Mull, PA75 6QW	01688 400227
Dunbeg Primary	Marny McCulloch	Head Teacher	Dunbeg, Connel, PA37 1QF	01631 564781
Easdale Primary	Judith Frost	Head Teacher (Joint Headship with Luing – currently mothballed)	Easdale, Oban, PA34 4RF	01852 300243
Iona Primary	Stephen Glen- Lee	Head Teacher	Isle of Iona, PA76 6SJ	01681 700348
Kilchattan Primary	Kim Bentley	Head Teacher	Isle of Colonsay, Argyll, PA61 7YR	01951 200340
Kilninver Primary	Sharon Burt	Head Teacher	Kilninver, Oban, PA34 4UT	01852 316236
Lismore Primary	Debbie Harris	Head Teacher	Isle of Lismore, Oban, PA34 5UG	01631 760258
Lochdonhead Primary	Susie Carmichael	Head Teacher (Joint Headship with Ulva Primary)	Lochdonhead, Isle of Mull, PA64 6AP	01680 812473
Lochnell Primary	Allison	Acting Head Teacher	Lochnell, Ledaig, Connel, Argyll PA37 1QS	01631 720300
Park Primary	Shirley Stuart	Head Teacher	Kerrera Terrace, Oban, PA34 5AU	01631 563941
Rockfield Primary	Caroline Fothergill	Head Teacher	Oban Primary Campus, Soroba Road, Oban, PA34 4SB	01631 568090/568091
Salen Primary	Mairi Maclean	Head Teacher	Salen, Isle of Mull, PA72 6JL	01680 300348
St Columba's Primary	Michaelina MacLellan	Head Teacher	Oban Primary Campus, Soroba Road, Oban, PA34 4SB	01631 568092/568090
Strath of Appin Primary	Natalie White	Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345
Taynuilt Primary	Bernie McMillan	Head Teacher	Taynuilt, Argyll, PA35 1JE	01866 822343
Tiree HS Primary	Peter Bain	Head Teacher	Isle of Tiree, PA77 6XA	01879 220383/220790

Tobermory HS Primary Dept.	Julien McKenzie	Acting Depute Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062
-------------------------------	-----------------	-------------------------------	--------------------------------------	-----------------