

'Our Children, Their Future'



Education Service

Primary Area Attainment Report: Mid Argyll, Kintyre and the Islands (MAKI) March 2024

Introduction

Within the MAKI area there are 23 primary schools and two 3-18 schools offering primary provision. 7 of the Primary Schools are based on the islands of Coll, Gigha, Islay and Jura. There is secondary school provision in Islay High School, Campbeltown Grammar, Tarbert Academy and Lochgilphead Joint Campus. Nursery provision is provided within several of these schools (and Gaelic medium education is provided at Bowmore Primary). Our primary school rolls vary considerably ranging from 3 pupils at Furnace Primary to 204 at Dalintober Primary.

This report provides a range of key information about school provision from June 2023- January 2024 and reports the National collection of attainment and achievement data from June 2023.

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.

Mid Argyll, Kintyre and the Islands School Profiles 2019/20-2023/24

Cluster Primary Schools	19/20	20/21	21/22	22/23	23/24	% change in Roll over 5 years ¹
Achahoish Primary School	6	6	6	7	6	0%
Ardrishaig Primary School	91	94	102	92	90	-1%
Arinagour Primary School	8	6	6	5	4	-50%
Bowmore Primary School	57	51	55	56	58	+2%
Bowmore Primary School Gaelic Unit	16	14	16	18	22	+38%
Carradale Primary School	16	16	11	11	16	0%
Castlehill Primary School	205	203	194	189	175	-15%
Clachan Primary School	6	6	4	9	11	83%
Craignish Primary School	24	19	23	24	24	0%
Dalintober Primary School	255	240	229	213	204	-20%
Drumlemble Primary School	32	31	26	26	25	-22%
Furnace Primary School	12	10	9	2	3	-70%
Gigha Primary School	10	10	11	12	10	0%
Glassary Primary School	22	23	31	29	23	5%
Glenbarr Primary School	7	10	8	4	5	-29%
Inveraray Primary School	65	69	62	66	59	-9%
Keills Primary School	29	30	34	37	31	+7%
Kilchattan Primary School	6	8	2	3	2	-67%
Kilmartin Primary School	35	38	27	30	27	-23%
Lochgilphead Primary School	226	207	212	204	201	-11%
Port Charlotte Primary School	39	31	27	28	29	-26%
Port Ellen Primary School	59	58	64	72	73	24%
Rhunahaorine Primary School	10	10	12	11	13	30%
Small Isles Primary School	16	19	20	20	20	+25%
Tarbert Primary School	103	109	116	109	106	+3%
Tayvallich Primary School	21	25	22	22	19	-10%
Total	1376	1343	1329	1299	1256	-9%

* 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 2019/20 to 2023/24 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.

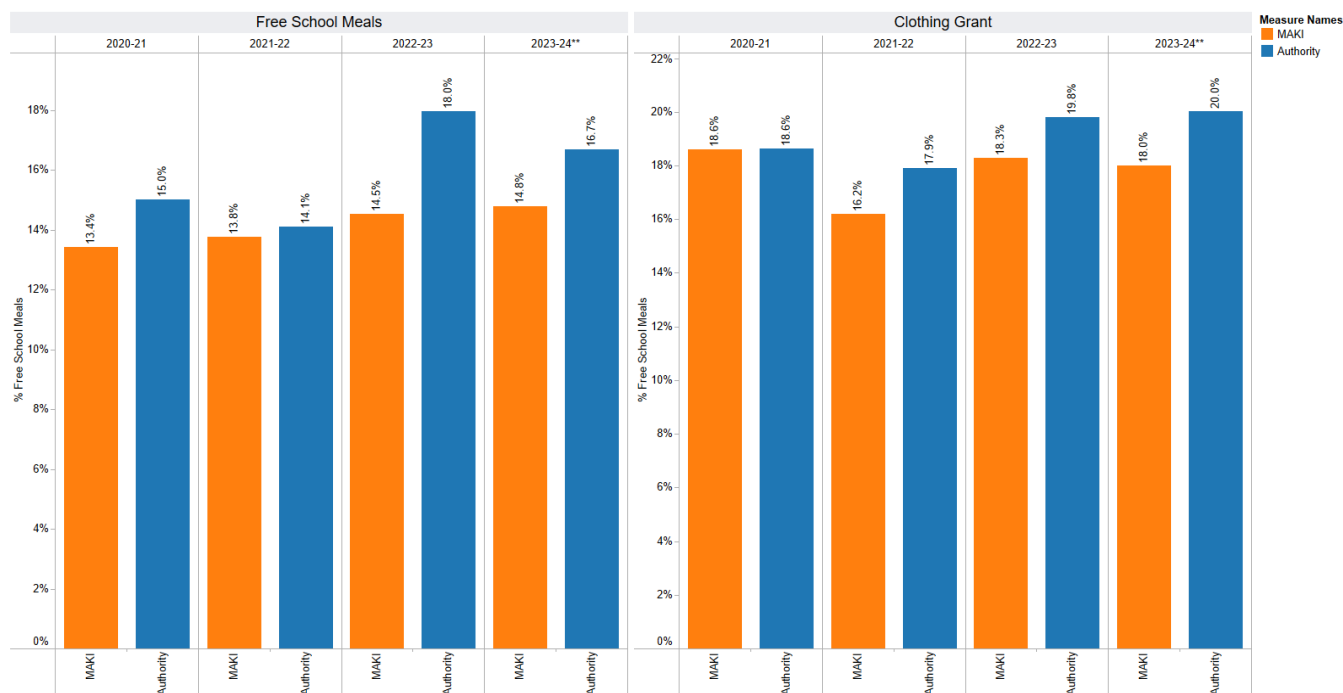
Table shows percentage of pupils residing in each decile of the SIMD in each area of Argyll and Bute.

* SIMD data from September 2023

Area	1	2	3	4	5	6	7	8	9	10	Unknown
B&C	16.6%	12.9%	18.7%	8.9%	21.4%	16.0%	2.3%	0.0%	1.5%	0.0%	1.7%
HALCO	2.6%	6.3%	6.0%	3.2%	7.5%	13.6%	16.7%	21.9%	11.0%	8.7%	2.3%
MAKI	0.0%	6.8%	8.3%	10.4%	9.2%	42.3%	22.6%	0.0%	0.0%	0.0%	0.4%
OLI	1.3%	0.0%	0.2%	10.5%	25.9%	17.8%	27.0%	7.9%	0.0%	0.0%	9.4%

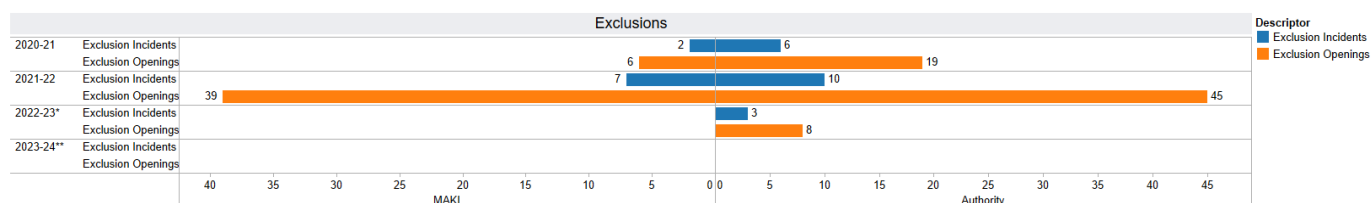
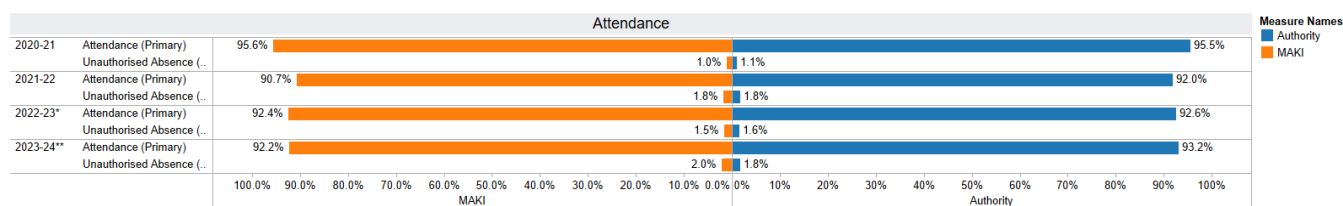
Footwear and Clothing Grant and Free School Meal Information for AREA

FSM & CG



- 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 2023-2024 data for CFG and Free School Meals (FSM) is to date (end December 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](https://www.mygov.scot/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 AREA



*2022-23 data taken from previous AC report up to Feb 2023 - Session 2022-23 under embargo by SG

**2023-24 Data up to end December 2023

- 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 the recently update [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.
- There have been no exclusions in primary schools in the area in session 2022/23 and from August – December 2023.
- Please note that attendance & exclusion data for 2022/23 is up to 28 February and not a complete year Due to SG Embargo.
- Please note that attendance & exclusion data for 2023/24 is up to end December and not a complete year. It is therefore subject to change.
- Pupil attendance has been highlighted nationally as a concern. Significant work at authority level has been undertaken to maximise pupil attendance. This includes the formation of a strategic group and working party, refreshed policy and guidance, staff training, a media campaign highlighting the impact of non-attendance and individual school attendance targets. All of these aspects are working together to ensure a sharpened focus and emphasis on pupil attendance.

Additional Support needs

Table below indicates the numbers of pupils identified as having Additional Support Needs across the MAKI area at each stage of primary schools.

Student Needs	P1	P2	P3	P4	P5	P6	P7	Total
Autistic spectrum disorder	11	18	11	11	4	29	32	116
Bereavement		1	2	1	1		2	7
Communication Support Needs	15	25	12	10	15	31	8	116
Dyslexia		2	3	1	24	9	26	65
English as an additional language	5	1	12	10	10	9	2	49
Family Issues	4	13	15	22	20	27	20	121
Hearing impairment	5	4	2			3	5	19
Interrupted learning		4	2	3	7	2	2	20
Language or speech disorder	17	24	18	35	14	35	26	169
Learning disability		16	4	10	4	40	20	94
Looked after	4	4	9	8	3	16	6	50
Mental health problem				3	6	4	6	19
More able pupil			1		1		2	4
Not disclosed / declared					1			1
Other	3		1				1	5
Other moderate learning difficulty	3		9	9	14	34	16	85
Other specific learning difficulty (eg numeric)	4	11	5	12	20	47	29	128
Physical health problem	3	14	12	8	10	24	21	92
Physical or motor impairment	2	21	2	13		32	18	88
Social, emotional and behavioural difficulty	13	47	33	57	62	81	74	367
Visual impairment	1	2		1	2	5	4	15
Young Carer	4	19	10	25	17	21	23	119

Care Experienced Children and Young People

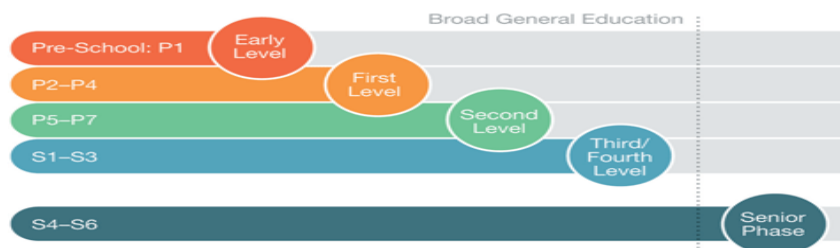
A Virtual Head Teacher took up post in April 2023. The core purpose of the role of the Virtual Head Teacher is to be relentless in driving improvements in the educational progress and attainment/achievement of an identified group of young people, including Care Experienced, across Argyll and Bute. The 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
B&C	20	12	25	57
H&L	12	4	9	25
MAKI	18	7	4	29
OLI	13	4	9	26

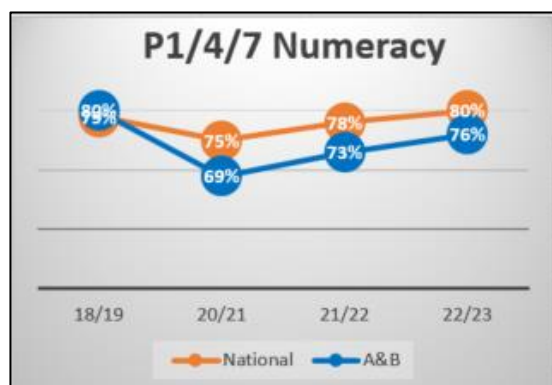
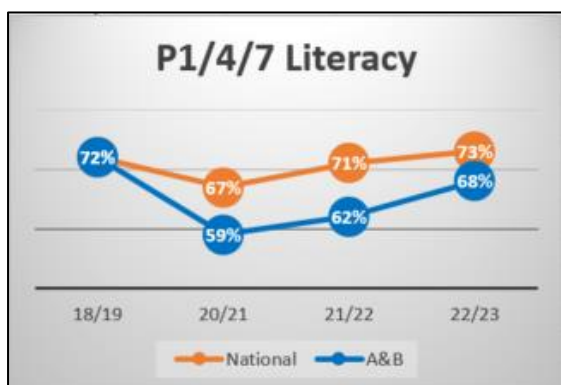
Attainment of Curriculum for Excellence Levels over time

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

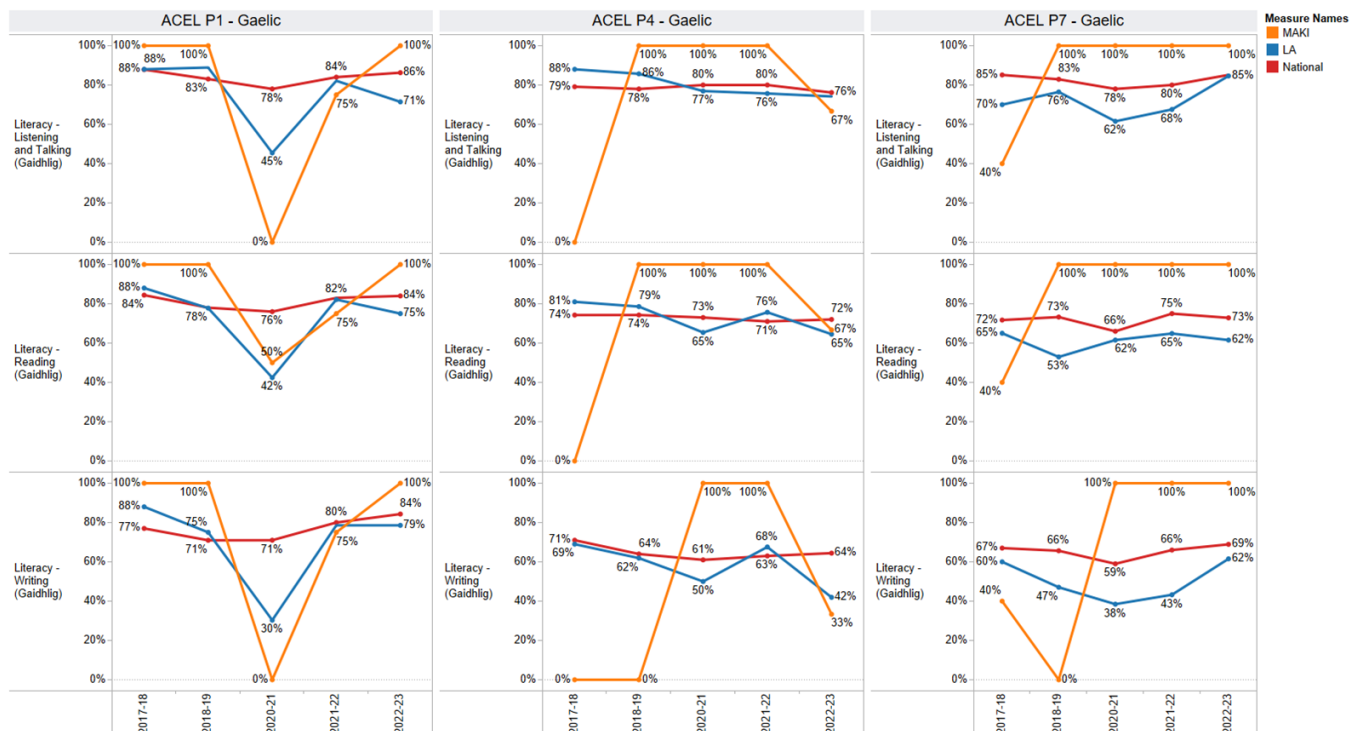
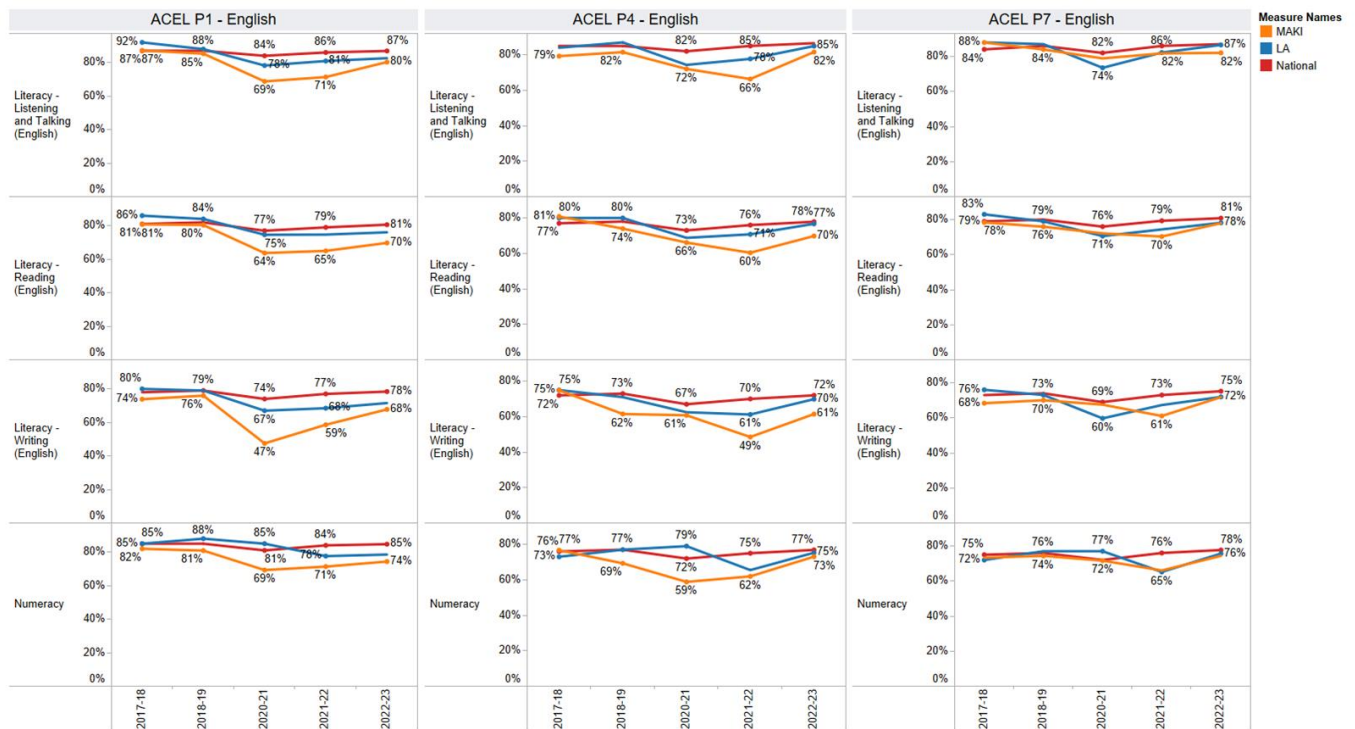


Throughout the Broad General Education, children and young people are assessed and professional judgements are made by teachers about when a child or young person has achieved learning at a particular level. This means that they have broadly covered the experiences and achieved the expected outcomes 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.

As an authority, we have made significant progress in raising attainment and closing the poverty related attainment gap. Authority level data for literacy and numeracy demonstrating increased attainment is displayed below. Further detail on progress towards closing the attainment gap between those residing in Quintile 1 and those in Quintile 5 can be found on pages 10 and 11.



Achievement of Curriculum for Excellence Levels across MAKI schools: June 2018-June 2023



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 2023:

- ◆ In reading, 70% of P1 pupils in the MAKI area achieved early level, this is compared with 76% at authority level and 81% nationally
- ◆ In writing, 68% of P1 pupils in the MAKI area achieved early level, this is compared with 72% at authority level and 78% nationally
- ◆ In talking and listening, 80% of P1 pupils in the MAKI area achieved early level, this is compared with 83% at authority level and 87% nationally.
- ◆ In numeracy, 74% of P1 pupils in the MAKI area achieved early level, this is compared with 78% at authority level and 85% nationally.
- ◆ In reading, 70% of P4 pupils in the MAKI area achieved early level, this is compared with 77% at authority level and 78% nationally
- ◆ In writing, 61% of P4 pupils in the MAKI area achieved early level, this is compared with 70% at authority level and 72% nationally
- ◆ In talking and listening, 82% of P4 pupils in the MAKI area achieved early level, this is compared with 85% at authority level and 87% nationally.
- ◆ In numeracy, 73% of P4 pupils in the MAKI area achieved early level, this is compared with 75% at authority level and 77% nationally.
- ◆ In reading, 78% of P7 pupils in the MAKI area achieved early level, this is compared with 78% at authority level and 81% nationally
- ◆ In writing, 72% of P7 pupils in the MAKI area achieved early level, this is compared with 72% at authority level and 75% nationally
- ◆ In talking and listening, 82% of P7 pupils in the MAKI area achieved early level, this is compared with 87% at authority level and 87% nationally.
- ◆ In numeracy, 76% of P7 pupils in the MAKI area achieved early level, this is compared with 76% at authority level and 78% nationally.

• In Gaelic medium by June 2023:

- ◆ In reading, 100% of P1 pupils in the MAKI area achieved early level, this is compared with 75% at authority level and 84% nationally
- ◆ In writing, 100% of P1 pupils in the MAKI area achieved early level, this is compared with 79% at authority level and 84% nationally
- ◆ In talking and listening, 100% of P1 pupils in the MAKI area achieved early level, this is compared with 71% at authority level and 86% nationally.
- ◆ In reading, 67% of P4 pupils in the MAKI area achieved first level, this is compared with 65 % at authority level and 72% nationally
- ◆ In writing, 33% of P4 pupils in the MAKI area achieved first level, this is compared with 42% at authority level and 64% nationally
- ◆ In talking and listening, 67% of P4 pupils in the MAKI area achieved first level, this is compared with 75% at authority level and 76% nationally.
- ◆ In reading, 100% of P7 pupils in the MAKI area achieved second level, this is compared with 62% at authority level and 73% nationally
- ◆ In writing, 100% of P7 pupils in the MAKI area achieved second level, this is compared with 62% at authority level and 69% nationally
- ◆ In talking and listening, 100% of P7 pupils in the MAKI area achieved second level, this is compared with 85% at authority level and 85% nationally.

Argyll and Bute Stretch Aims Session 2023-24 and onwards to 2026 (Authority Level)

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 2024.

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 data from the most recent ACEL collection in 2023 (published December 2023), in comparison to the 2022-23 stretch aim and also highlight the Stretch Aim targets in place for 2024-2026

The year-on-year trend in ACEL data has been positive; in the two-year period between 2022 and 2023 the overall proportions of primary school pupils achieving the expected levels in literacy had increased by 6 percentage points, while in numeracy there had been an increase of 3 percentage points.

The percentage of Quintile 1 (most deprived) young people who achieved their expected CfE level has increased by 15pp in literacy and 8pp in numeracy between 2022 and 2023.

Scottish Attainment Challenge - Stretch Aims 2023-24: 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, by 2022 this narrowed to 27 percentage points and narrowed further to 13 percentage points by June 2023, therefore achieving our stretch aim by 8.5 percentage points. This is 7 percentage points below the national gap of 20pp. Argyll & Bute's target is to reduce the attainment gap further to 11 percentage points by June 2024 and to 10 percentage points by June 2026.

Literacy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Stretch aim 22/23	68.4%	60%	81.5%	21.5pp
Confirmed Dec 23	68%	68%	81%	13pp
Interim Stretch Aim 2023/24	71%	70%	81%	11pp
Interim Stretch Aim 2024/25	73.5%	72.5%	83%	10.5pp
Final Stretch Aim 2025-26	76%	75%	85%	10pp

Scottish Attainment Challenge - Stretch Aims 2023-24: 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, by 2022 this narrowed to 18 percentage points and narrowed further to 14 percentage points by June 2023. This was 3 percentage points below the national gap of 17pp. Argyll & Bute's target is to reduce the attainment gap to 13.5 percentage points by 2024 and to 13 percentage points by June 2026.

Numeracy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Stretch aim 22/23	69%	58%	87%	29pp
Confirmed Dec 2023	76.19%	76%	90%	14pp
Interim Stretch Aim 2023/24	78%	76.5%	90.5%	13.50pp
Interim Stretch Aim 2024/25	81%	77.75%	91%	13.25pp
Final Stretch Aim 2025-26	83%	78.5%	91.5%	13pp

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

Quality Improvement Approach to writing

7 new schools have taken part in the training and implementation of this approach, impacting on 11 classes. 3 practitioners from 2 schools previously involved have also been trained, implementing the approach in a further 3 classes. 100% of participants believe or strongly believe that the approach will have a positive impact on their pupils. Data on impact to be gathered following the conclusion of the training in February.

9 of the 10 schools involved in the initial stages of the programme are currently implementing some degree of school spread with the approach to reach other stages, led by internal leads and supported in some cases by the Education Support Officer (ESO). Evaluation of process and support with reflection of impact is currently underway.

Talk for Writing

Since August, 2 schools have been implementing the Talk for Writing approach across the whole school, the approach aims to improve children's ability to articulate their ideas for writing and support them to ensure that they can then transfer these ideas onto paper. An additional school is implementing this at early level with a clear plan for whole school implementation in August 2024. Clear aims have been set for each class, the achievement of which will be measured following the next tracking and monitoring period.

Progression Frameworks

Working groups have been set up for early, 1st and 2nd level to create our own Argyll and Bute progression frameworks to support all staff with planning and monitoring progress. Listening and Talking have been completed, with Reading and Writing still ongoing. These will ensure a consistency of approach across schools and the authority and enable schools to further refine approaches to tracking progress of learners through and across levels.

School Support

The ESO continues to support schools on an individual basis. This includes: discussion of current curricular approaches, delivery of training sessions for staff, teaching of model lessons and discussion of data. The aim of this support is to improved experiences for learners, increase staff confidence and knowledge and ultimately lead to raised attainment.

Numeracy

From August 2023- January 2024 the following work has been undertaken in order to raise attainment in mathematics and numeracy. These include but are not limited to:

- Creation of a mathematics improvement plan, setting measurable goals and benchmarks to track progress over time.
- Work is underway to produce a mathematics framework to support mathematics and numeracy teaching in Argyll and Bute schools.
- Collaboration with colleagues to design and implement a customised professional learning programme focused on the latest pedagogical approaches, research and best practices in mathematics education.
- Collaboration with members of the central team to analyse assessment data and develop strategies for improving attainment and achievement in mathematics and numeracy, focussing on 2 schools as an initial test of change.
- Observations in targeted schools with focussed dialogue with practitioners and senior leaders on strengths and next steps. Follow up support is then identified within a given timescale and is

coordinated by the numeracy lead.

Wellbeing , Rights and Relationships

- The Glasgow Motivation and Wellbeing Profiling Tool has been introduced to schools as a way of measuring pupil wellbeing. Many schools have begun to use this, helping them to establish a sound understanding of the environment created for learning.
- A focus on play pedagogy and outdoor learning alongside developments in the health and wellbeing curriculum have also continued to be an important focus within school improvement plans to help support wellbeing.
- Through the UNICEF accredited Rights Respecting School journey, 36 schools have achieved Bronze, 12 Silver, 6 Gold awards. We will continue to provide support to schools to engage in this award. In taking a rights based approach to education, schools have been developing or embedding pupil voice structures within their setting.
- Food for Thought grants have been secured by two of our primary schools. This is allowing schools to develop enterprising and sustainable approaches to food with learners. Both schools have developed projects that involve a skills based approach to learning and connect our pupils to their local community
- Equality and diversity was a key feature of the Head Teacher conference in November. Head Teachers had the opportunity to engage in professional learning with Women's Aid as part of Argyll & Bute's work to reduce violence against women and girls. Education staff in a variety of roles have also taken up the offer to participate in the Safe and Together training.
- Time for Inclusive Education (TIE) have also delivered a session to Head Teachers to develop a stronger understanding of what inclusive education is and raise awareness of the national professional learning that all teaching staff have access to relating to LGBTQ+ issues.
- A large number of our schools are continuing on their journey to becoming a 'Nurturing School' supported by our Educational Psychology service through the 'Our Children, their Nurturing Education' programme. 22 schools have now achieved bronze accreditation, 6 have achieved silver and 1 school has achieved gold.

School Contacts

<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POST CODE</u>	<u>TELEPHONE NO.</u>
Achahoish Primary School	Lucy Blake	Head Teacher Shared Headship <u>Clachan</u>	Achahoish Primary School Achahoish, Lochgilphead, Argyll	PA31 8NZ	01880 770288
Ardrishaig Primary School	Louise Paterson	Head Teacher	Ardrishaig Primary School Ardrishaig, Argyll	PA30 8HF	01546 603695
Arinagour Primary School	Sharon Burt	Head Teacher Shared Headship Kilninver	Arinagour Primary School Carnan Rd, Isle of Coll	PA78 6TA	01879 230376
Bowmore Primary School	Maureen MacDonald	Head Teacher Shared Headship <u>Port Ellen</u>	Bowmore Primary School Bowmore, Isle of Islay, Argyll	PA43 7JX	01496 810522
Carradale Primary School	Richard Long	Head Teacher Shared Headship <u>Drumlemble,</u> <u>Castlehill</u>	Carradale Primary School Carradale, Campbeltown, Argyll	PA28 6SD	01583 431244
Castlehill Primary School	Richard Long	Head Teacher Shared Headship <u>Carradale,</u> <u>Drumlemble</u>	Castlehill Primary School Campbeltown, Argyll	PA28 6LE	01586 553446
Clachan Primary School	Lucy Blake	Head Teacher Shared Headship <u>Achahoish</u>	Clachan Primary School Clachan, Tarbert, Argyll	PA29 6XL	01880 740258
Craignish Primary School	Donna Scholefield	Head Teacher	Craignish Primary School Ardfern, Lochgilphead, Argyll	PA31 8QN	01852 500652

Dalintober Primary School	Caroline Armour	Head Teacher	Dalintober Primary School Dalaruan Street, Dalintober, Campbeltown,	PA28 6HG	01586 552053
Drumlemble Primary School	Richard Long	Head Teacher Shared Headship Carradale Castlehill	Drumlemble Primary School Drumlemble, Campbeltown, Argyll	PA28 6PN	01586 810240
Furnace Primary School	Sandra Clarke	Acting Head Teacher Shared Headship <u>Inveraray (Temporary)</u>	Furnace Primary School Furnace, Inveraray, Argyll	PA32 8XN	01499 500627
Gigha Primary School	Lucy Blake	Acting Head Teacher Shared Headship Achahoish/ Clachan (Temporary)	Gigha Primary School Isle of Gigha, Argyll	PA41 7AA	01583 505259
Glassary Primary School	Lena Carter	Head Teacher Shared Headship <u>Tayvallich</u>	Glassary Primary School Glassary, Lochgilphead, Argyll	PA31 8QA	01546 605219
Glenbarr Primary School	Caroline Armour	Head Teacher Shared Headship <u>Dalintober</u>	Glenbarr Primary School Glenbarr, Argyll	PA29 6UT	0158 3421292
Inveraray Primary School	Sandra Clarke	Head Teacher Shared Headship Furnace Primary	Inveraray Primary School Inveraray, Argyll	PA32 8YH	01499 302218
Keills Primary School	Andrew Welch	Head Teacher Shared Headship <u>Small Isles</u>	Keills Primary School Port Askaig, Isle of Islay, Argyll	PA46 7RF	01496 840657
Kilchattan Primary School	Kim Bentley	Head Teacher	Isle of Colonsay, Argyll	PA61 7YR	01951200340

Kilmartin Primary School	Namaste Bevan	Head Teacher	Kilmartin Primary School Kilmartin, Lochgilphead, Argyll	PA31 8QF	01546 510293
Port Charlotte Primary School	Maggie MacLellan	Head Teacher	Port Charlotte Primary School Port Isle of Islay,	PA48 7TW	01496 850327
Port Ellen Primary School	Maureen MacDonald	Head Teacher Shared Headship <u>Bowmore</u>	Port Ellen Primary School Port Isle of Islay,	PA42 7BW	01496 302141
Rhunahaorine Primary School	Catriona Brown	Head Teacher	Rhunahaorine Primary School Tayinloan, Tarbert, Argyll	PA29 6XG	01583 441269
Small Isles Primary School	Andrew Welch	Head Teacher Shared Headship <u>Keills</u>	Small Isles Primary School Small Isle of Jura,	PA60 7XG	01496 820244
Tayvallich Primary School	Lena Carter	Head Teacher Shared Headship <u>Glassary</u>	Tayvallich Primary School Tayvallich, Lochgilphead, Argyll	PA31 8PW	01546 870220
JOINT CAMPUSES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Lochgilphead Joint Campus	Jay Helbert	Head Teacher	Lochgilphead Joint Campus Lochgilphead Joint Campus, Kilmory, Lochgilphead	PA31 8AA	01546 602598
3 - 18 SCHOOLS					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Tarbert Academy	Neil McKnight	Head Teacher	Tarbert Academy School Road, Tarbert, Argyll	PA29 6TE	01880 820269
Tarbert Academy (Primary)	Neil McKnight	Head Teacher	Tarbert Academy (Primary) School Road, Tarbert, Argyll	PA29 6TE	01880 820269

School Contacts

<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POST CODE</u>	<u>TELEPHONE NO.</u>
Achahoish Primary School	Lucy Blake	Head Teacher Shared Headship <u>Clachan</u>	Achahoish Primary School Achahoish, Lochgilphead, Argyll	PA31 8NZ	01880 770288
Ardrishaig Primary School	Louise Paterson	Head Teacher	Ardrishaig Primary School Ardrishaig, Argyll	PA30 8HF	01546 603695
Arinagour Primary School	Sharon Burt	Head Teacher Shared Headship Killniver	Arinagour Primary School Carnan Rd, Isle of Coll	PA78 6TA	01879 230376
Bowmore Primary School	Maureen MacDonald	Head Teacher Shared Headship <u>Port Ellen</u>	Bowmore Primary School Bowmore, Isle of Islay, Argyll	PA43 7JX	01496 810522
Carradale Primary School	Richard Long	Head Teacher Shared Headship <u>Drumlemble,</u> <u>Castlehill</u>	Carradale Primary School Carradale, Campbeltown, Argyll	PA28 6SD	01583 431244
Castlehill Primary School	Richard Long	Head Teacher Shared Headship <u>Carradale,</u> <u>Drumlemble</u>	Castlehill Primary School Campbeltown, Argyll	PA28 6LE	01586 553446
Clachan Primary School	Lucy Blake	Head Teacher Shared Headship <u>Achahoish</u>	Clachan Primary School Clachan, Tarbert, Argyll	PA29 6XL	01880 740258
Craignish Primary School	Donna Scholefield	Head Teacher	Craignish Primary School Ardfern, Lochgilphead, Argyll	PA31 8QN	01852 500652

Dalintober Primary School	Caroline Armour	Head Teacher	Dalintober Primary School Dalaruan Street, Dalintober, Campbeltown,	PA28 6HG	01586 552053
Drumlemble Primary School	Richard Long	Head Teacher Shared Headship Carradale Castlehill	Drumlemble Primary School Drumlemble, Campbeltown, Argyll	PA28 6PN	01586 810240
Furnace Primary School	Sandra Clarke	Acting Head Teacher Shared Headship <u>Inveraray (Temporary)</u>	Furnace Primary School Furnace, Inveraray, Argyll	PA32 8XN	01499 500627
Gigha Primary School	Lucy Blake	Acting Head Teacher Shared Headship Achahoish/ Clachan (Temporary)	Gigha Primary School Isle of Gigha, Argyll	PA41 7AA	01583 505259
Glassary Primary School	Lena Carter	Head Teacher Shared Headship <u>Tayvallich</u>	Glassary Primary School Glassary, Lochgilphead, Argyll	PA31 8QA	01546 605219
Glenbarr Primary School	Caroline Armour	Head Teacher Shared Headship <u>Dalintober</u>	Glenbarr Primary School Glenbarr, Argyll	PA29 6UT	0158 3421292
Inveraray Primary School	Sandra Clarke	Head Teacher Shared Headship Furnace Primary	Inveraray Primary School Inveraray, Argyll	PA32 8YH	01499 302218
Keills Primary School	Andrew Welch	Head Teacher Shared Headship <u>Small Isles</u>	Keills Primary School Port Askaig, Isle of Islay, Argyll	PA46 7RF	01496 840657
Kilchattan Primary School	Kim Bentley	Head Teacher	Isle of Colonsay, Argyll	PA61 7YR	01951200340

Kilmartin Primary School	Namaste Bevan	Head Teacher	Kilmartin Primary School Kilmartin, Lochgilphead, Argyll	PA31 8QF	01546 510293
Port Charlotte Primary School	Maggie MacLellan	Head Teacher	Port Charlotte Primary School Port Isle of Islay,	PA48 7TW	01496 850327
Port Ellen Primary School	Maureen MacDonald	Head Teacher Shared Headship <u>Bowmore</u>	Port Ellen Primary School Port Isle of Islay,	PA42 7BW	01496 302141
Rhunahaorine Primary School	Catriona Brown	Head Teacher	Rhunahaorine Primary School Tayinloan, Tarbert, Argyll	PA29 6XG	01583 441269
Small Isles Primary School	Andrew Welch	Head Teacher Shared Headship <u>Keills</u>	Small Isles Primary School Small Isle of Jura,	PA60 7XG	01496 820244
Tayvallich Primary School	Lena Carter	Head Teacher Shared Headship <u>Glassary</u>	Tayvallich Primary School Tayvallich, Lochgilphead, Argyll	PA31 8PW	01546 870220
JOINT CAMPUSES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Lochgilphead Joint Campus	Jay Helbert	Head Teacher	Lochgilphead Joint Campus Lochgilphead Joint Campus, Kilmory, Lochgilphead	PA31 8AA	01546 602598
3 - 18 SCHOOLS					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Tarbert Academy	Neil McKnight	Head Teacher	Tarbert Academy School Road, Tarbert, Argyll	PA29 6TE	01880 820269
Tarbert Academy (Primary)	Neil McKnight	Head Teacher	Tarbert Academy (Primary) School Road, Tarbert, Argyll	PA29 6TE	01880 820269

