

# 'Our Children, Their Future'



## Education Service

### Primary Area Attainment Report: Oban, Lorn and the Isles (OLI) March 2024

## **Introduction**

Within the OLI area there are 25 Primary Schools (Luining 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 Bunessan 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 2 pupils (Kilchattan Primary School) to 236 pupils (Rockfield Primary School).

This report provides a range of key information about school provision from August 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.

## Oban, Lorn and the Isles School Profiles 2023-2024

Cluster Primary Schools	19/20	20/21	21/22	22/23	23/24	% change in Roll over 5 years <sup>1</sup>
Achaleven Primary School (mothballed)	9	7	0	0	0	-100%
Barcaldine Primary School	10	10	13	14	3	-70%
Bunessan Primary Gaelic Unit	4	3	11	10	10	150%
Bunessan Primary School	19	21	7	10	12	-37%
Dalmally Primary School	35	31	29	37	30	-14%
Dervaig Primary School	25	22	22	19	15	-40%
Dunbeg Primary School	98	90	88	89	94	-4%
Easdale Primary School	16	17	20	25	31	94%
Iona Primary School	18	17	14	15	11	-39%
Kilchattan Primary School	6	8	2	3	2	-67%
Kilchrenan Primary School (mothballed Feb 2022)	8	12	6	0	0	-100%
Kilninver Primary School	22	29	26	23	22	0%
Lismore Primary School	12	11	11	9	6	-50%
Lochdonhead Primary School	10	10	10	12	19	90%
Lochnell Primary School	114	112	119	118	118	4%
Luing Primary School (mothballed)	7	0	0	0	0	-100%
Park Primary School	252	240	240	225	216	-14%
Rockfield Gaelic Primary School	58	61	56	50	50	-14%
Rockfield Primary School	308	276	259	250	236	-23%
Salen Gaelic Primary School	48	45	42	31	32	-33%
Salen Primary School	35	29	25	26	32	-9%
St Columba's Primary School	103	132	148	169	172	67%
Strath of Appin Gaelic Primary School	7	11	12	13	14	100%
Strath of Appin Primary School	17	17	16	13	13	-24%
Taynuilt Primary School	69	67	70	66	55	-20%
Tiree Primary School	31	27	23	16	17	-45%
Tiree Primary School Gaelic Unit	38	36	40	38	36	-5%
Tobermory Primary School	62	62	68	76	73	18%
Ulva Primary School	8	8	16	12	9	13%
<b>TOTAL</b>	<b>1449</b>	<b>1411</b>	<b>1393</b>	<b>1369</b>	<b>1328</b>	<b>-9%</b>

\* Data for rolls provided at Census each year

<sup>1</sup> 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.

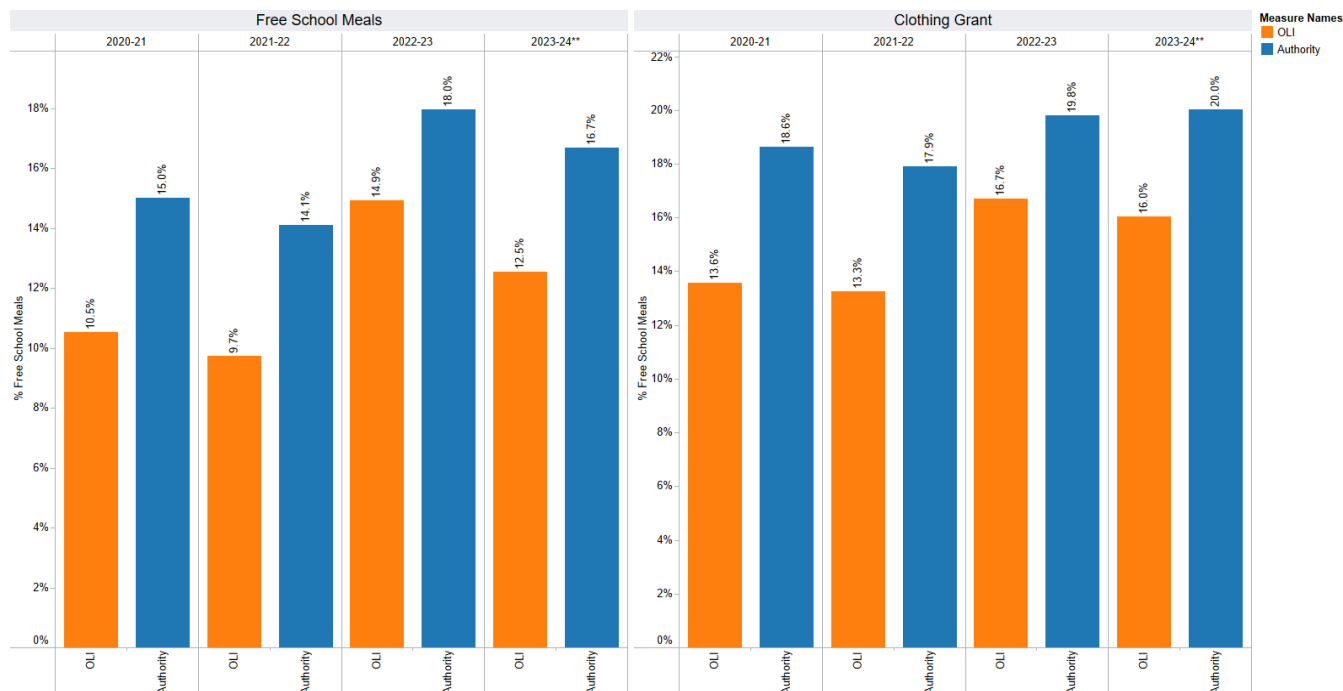
Table shows percentage of pupils residing in each decile of the SIMD in each area of Argyll and Bute.

Area	1	2	3	4	5	6	7	8	9	10	Unknown
Bute and Cowal	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%

\*SIMD data from September 2023

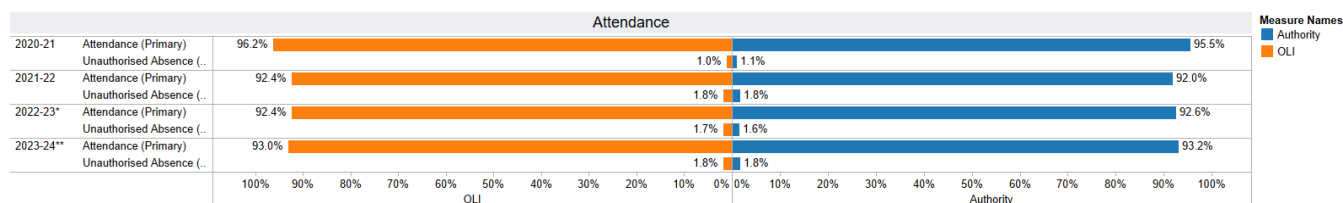
## Footwear and Clothing Grant and Free School Meal Information for AREA

### 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 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](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 updated [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 last session or 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 Oban, Lorn and the Isles area at each stage of primary schools.

Student Needs	P1	P2	P3	P4	P5	P6	P7	Total
Autistic spectrum disorder	8	19	23	6	11	17	16	<b>100</b>
Bereavement			1		4			<b>5</b>
Communication Support Needs	4	12	30	11	4	1	5	<b>67</b>
Dyslexia			2	3	2	20	22	<b>49</b>
English as an additional language	8	6	2	7	7	3	4	<b>37</b>
Family Issues	6	6	7	5	7	18	13	<b>62</b>
Hearing impairment		2	4	5	11		6	<b>28</b>
Interrupted learning		3	3	1	4	9	2	<b>22</b>
Language or speech disorder	9	15	29	18	25	18	12	<b>126</b>
Learning disability	8	7	19	10	13	1	7	<b>65</b>
Looked after	10	2	1	1	8	7	1	<b>30</b>
Mental health problem		3			2			<b>5</b>
More able pupil						5	3	<b>8</b>
Not disclosed / declared		8	4		5		2	<b>19</b>
Other	1	1	14	1	2	11	2	<b>32</b>
Other moderate learning difficulty	1	2	10	17	7	36	24	<b>97</b>
Other specific learning difficulty (eg numeric)	2	3	5	6	19	33	26	<b>94</b>
Physical health problem	5	4	6	4	12	17	19	<b>67</b>
Physical or motor impairment	3	6	17	20	13	22	7	<b>88</b>
Social, emotional and behavioural difficulty	7	22	25	25	30	42	36	<b>187</b>
Visual impairment			3	3	3	5	7	<b>21</b>
Young Carer				2	10	10	14	<b>36</b>

## Care Experienced Children and Young People

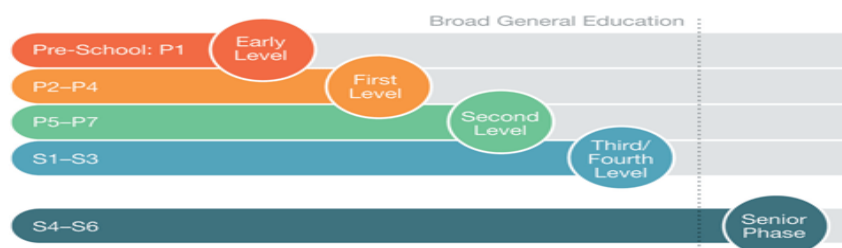
A Virtual Head Teacher took up post in April 2023. The core purpose of the role of the Virtual Head Teacher is to be relentless in driving improvements in the educational progress and attainment/achievement of an identified group of young people, including Care Experienced, across Argyll and Bute. The 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

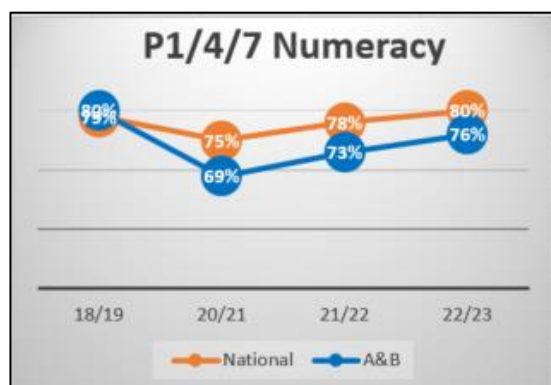
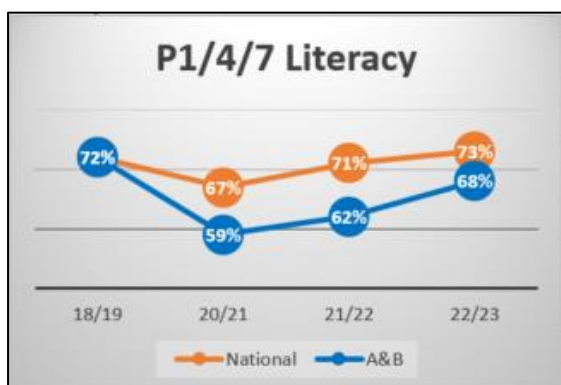
## Attainment of Curriculum for Excellence Levels over time

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

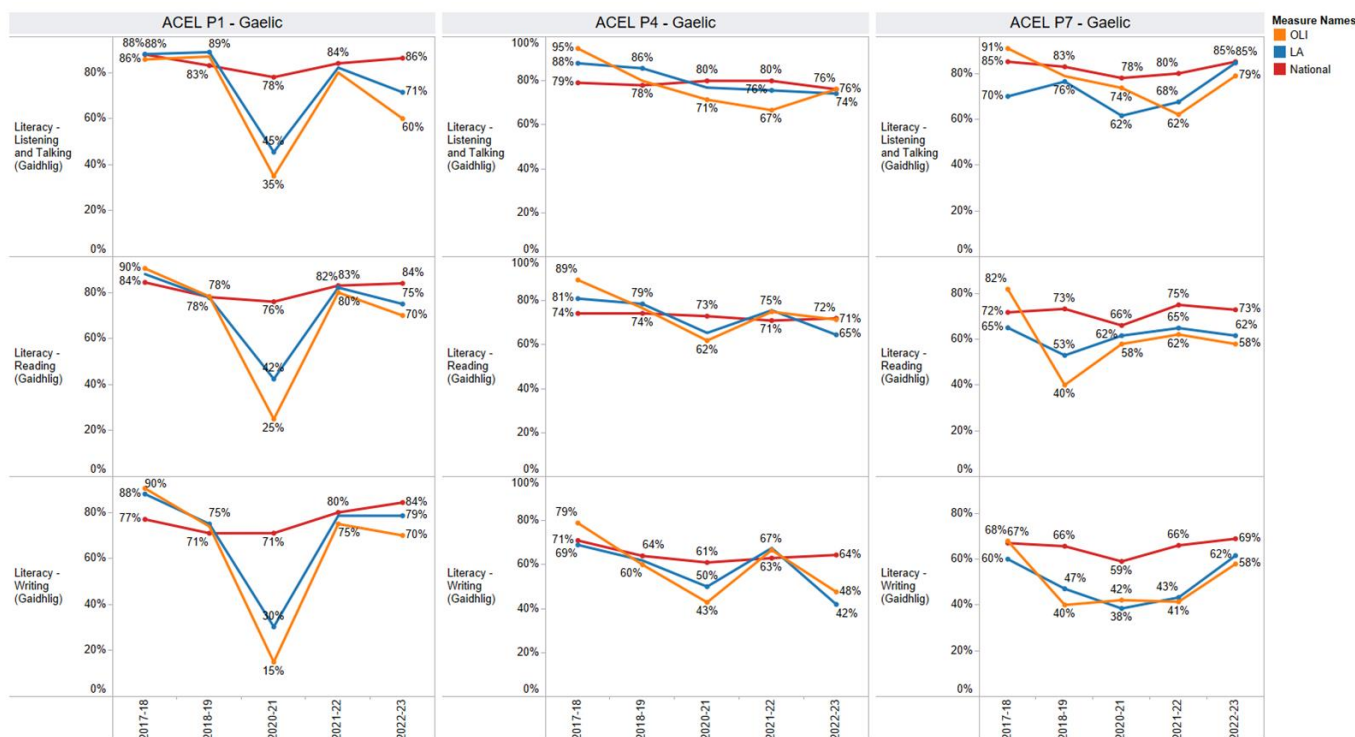
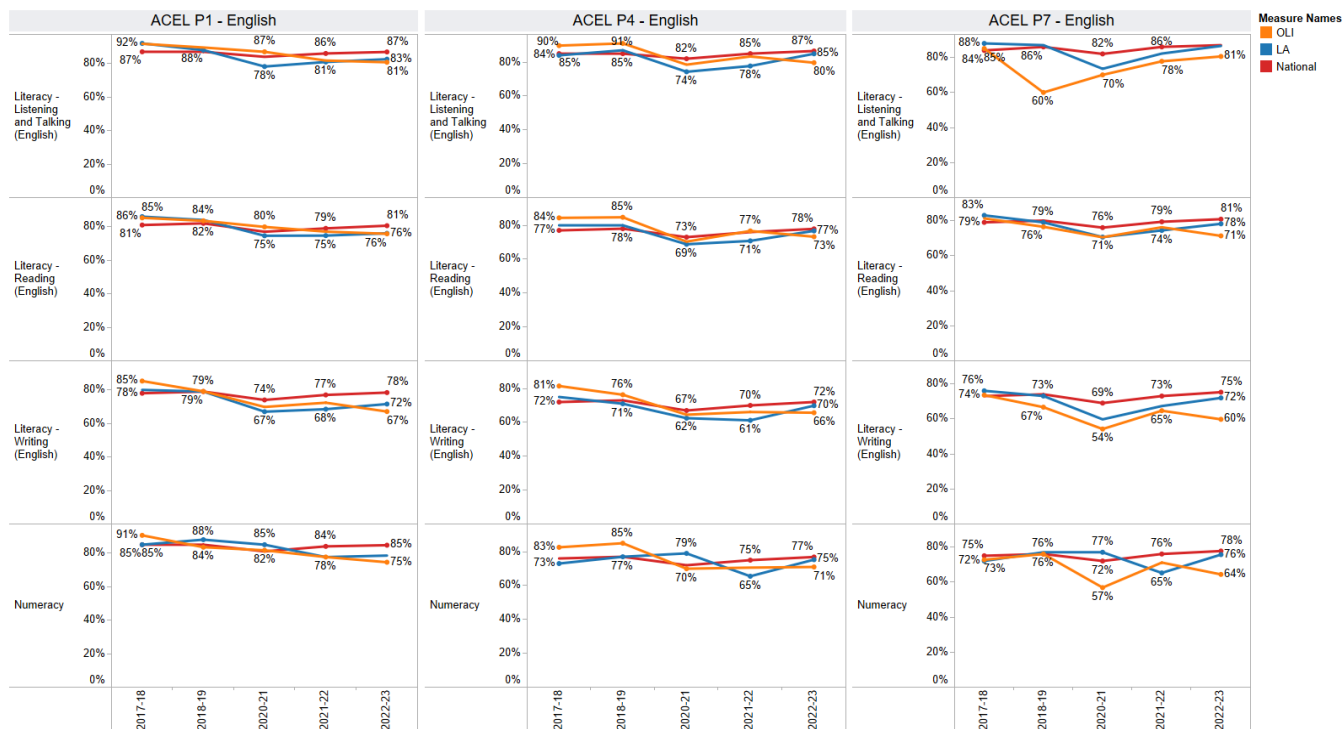


Throughout the Broad General Education, children and young people are assessed and professional judgements are made by teachers on when a child or young person has achieved learning at a particular level. This means that they have broadly covered the experiences and achieved the expected outcomes for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

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 OLI 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, 76% of P1 pupils in the OLI area achieved early level, this is compared with 76% at authority level and 81% nationally
- ◆ In writing, 67% of P1 pupils in the OLI area achieved early level, this is compared with 72% at authority level and 78% nationally
- ◆ In talking and listening, 81% of P1 pupils in the OLI area achieved early level, this is compared with 83% at authority level and 87% nationally.
- ◆ In numeracy, 75% of P1 pupils in the OLI area achieved early level, this is compared with 78% at authority level and 85% nationally.
- ◆ In reading, 73% of P4 pupils in the OLI area achieved first level, this is compared with 77% at authority level and 78% nationally
- ◆ In writing, 66% of P4 pupils in the OLI area achieved first level, this is compared with 70% at authority level and 72% nationally
- ◆ In talking and listening, 80% of P4 pupils in the OLI area achieved first level, this is compared with 85% at authority level and 87% nationally.
- ◆ In numeracy, 71% of P4 pupils in the OLI area achieved first level, this is compared with 75% at authority level and 77% nationally.
- ◆ In reading, 71% of P7 pupils in the OLI area achieved second level, this is compared with 78% at authority level and 81% nationally
- ◆ In writing, 60% of P7 pupils in the OLI area achieved second level, this is compared with 72% at authority level and 75% nationally
- ◆ In talking and listening, 81% of P7 pupils in the OLI area achieved second level, this is compared with 87% at authority level and 87% nationally.
- ◆ In numeracy, 64% of P7 pupils in the OLI area achieved second level, this is compared with 76% at authority level and 78% nationally.

In Gaelic medium by June 2023:

- ◆ In reading, 70% of P1 pupils in the OLI area achieved early level, this is compared with 75% at authority level and 84% nationally
- ◆ In writing, 70% of P1 pupils in the OLI area achieved early level, this is compared with 79% at authority level and 84% nationally
- ◆ In talking and listening, 60% of P1 pupils in the OLI area achieved early level, this is compared with 71% at authority level and 86% nationally.
- ◆ In reading, 65% of P4 pupils in the OLI area achieved first level, this is compared with 71% at authority level and 72% nationally
- ◆ In writing, 48% of P4 pupils in the OLI area achieved first level, this is compared with 42% at authority level and 64% nationally
- ◆ In talking and listening, 74 % of P4 pupils in the OLI area achieved first level, this is compared with 76% at authority level and 76% nationally.
- ◆ In reading, 58% of P7 pupils in the OLI area achieved second level, this is compared with 62% at authority level and 73% nationally
- ◆ In writing, 58% of P7 pupils in the OLI area achieved second level, this is compared with 62% at authority level and 69% nationally
- ◆ In talking and listening, 79% of P7 pupils in the OLI 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 progress against the 2022/23 stretch aims based on ACEL collection in 2023 (published December 2023), to 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.

### 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
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

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 progressions 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**

<b>School</b>	<b>Contact</b>	<b>Position</b>	<b>Address</b>	<b>Phone No.</b>
Barcaldine Primary	Bernie McMillan	Temporary shared headship with Taynuilt Primary	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Richard Gawthrope	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	Donald Feist	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	Depute Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062