Argyll and Bute Council 2025 - 2026

‘Our Children, Their Future: Thriving Together’

AMBITION · EQUITY · RESILIENCE · THRIVING TOGETHER

Education Service

Primary Area Attainment Report: Oban, Lorn and the Isles (OLI) March 2026

Introduction

Within the OLI area there are 27 Primary Schools. Luing Primary School is temporarily closed, Achaleven and Kilchrenan Primary Schools have now permanently closed. 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 3 pupils at Kilninver Primary School to 275 pupils at Rockfield Primary School and Gaelic Unit.

This report provides a range of key information about school provision from August 2025 to January 2026 and reports the National collection of attainment and achievement data from June 2025.

Additional and more detailed information about each school can be found in the school's 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 2025-2026

Cluster Primary Schools	21/22	22/23	23/24	24/25	25/26	% change in Roll over 5 years[1]
Arinagour Primary School	6	5	4	3	6	0%
Barcaldine Primary School	13	14	3	5	9	-31%
Bunessan Primary Gaelic Unit	7	10	10	13	15	114%
Bunessan Primary School	11	10	12	13	12	9%
Dalmally Primary School	29	37	30	28	23	-21%
Dervaig Primary School	22	19	15	11	8	-64%
Dunbeg Primary School	88	89	94	84	74	-16%
Easdale Primary School	20	25	31	30	30	50%
Iona Primary School	14	15	11	9	6	-57%
Kilchattan Primary School	2	3	2	2	4	100%
Kilninver Primary School	26	23	22	13	3	-88%
Lismore Primary School	11	9	6	9	11	0%
Lochdonhead Primary School	10	12	19	23	24	140%
Lochnell Primary School	119	118	118	110	112	-6%
Park Primary School	240	225	216	208	200	-17%
Rockfield Gaelic Primary School	56	50	50	50	55	-2%
Rockfield Primary School	259	250	236	239	220	-15%
Salen Primary School Gaelic Unit	42	31	32	33	30	-29%
Salen Primary School	25	26	32	30	22	-12%
St Columba's Primary School - Argyll	148	169	172	189	212	43%
Strath of Appin Primary School Gaelic Unit	12	13	14	13	10	-17%
Strath of Appin Primary School	16	13	13	17	14	-13%
Taynuilt Primary School	70	66	55	56	71	1%
Tiree Primary School	23	16	17	9	5	-78%
Tiree Primary School Gaelic Unit	40	38	36	34	37	-8%
Tobermory Primary School	68	76	73	81	78	15%
Ulva Primary School	16	12	9	10	7	-56%
Total	**1393**	**1374**	**1332**	**1322**	**1298**	**-7%**

[1] Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2020/21 to 2024/25 and is not an average.

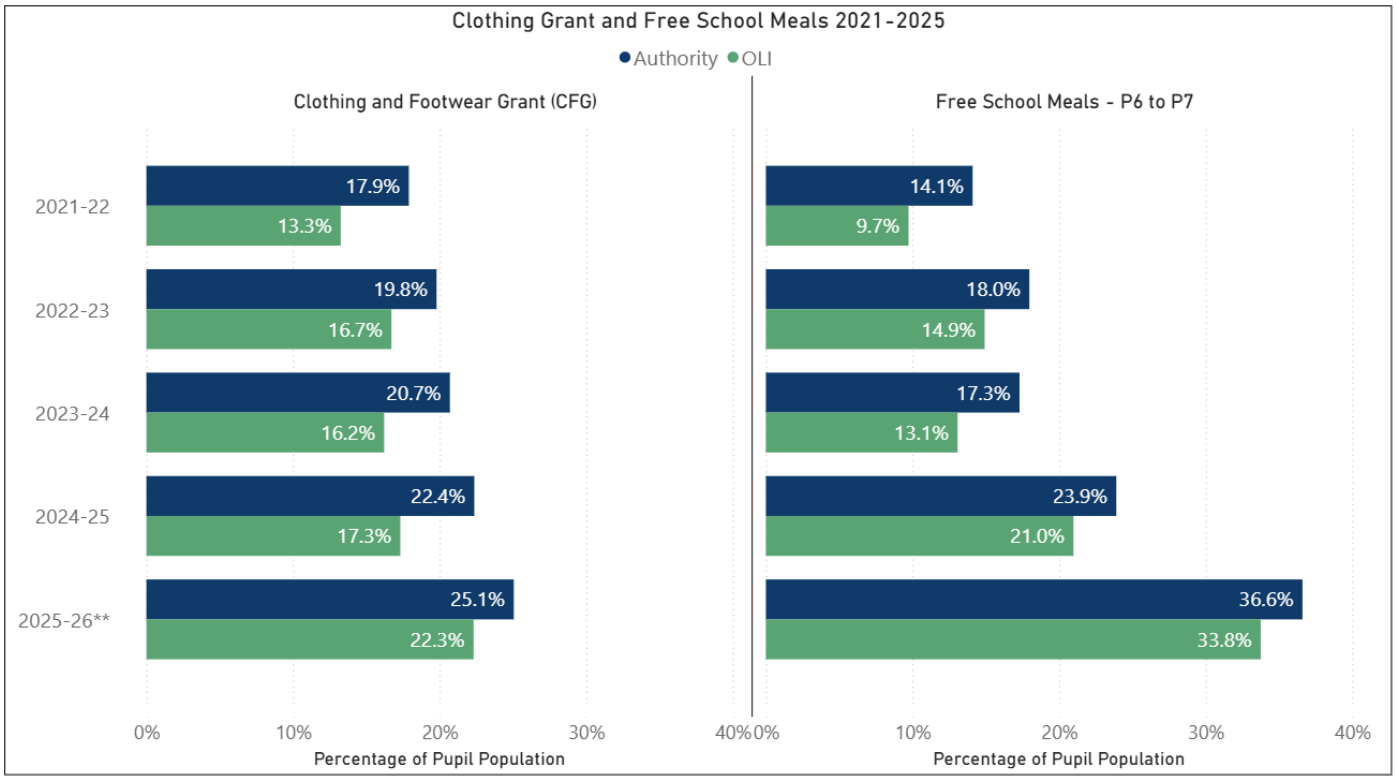
SIMD Profile

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 deprivation. The table below shows percentage of pupils residing in each decile/quintile of the SIMD in each area of Argyll and Bute.

	1		2		3		4		5		
Area	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Unknown**
Bute and Cowal	16.1%	13.3%	18.3%	9.6%	22.2%	16.4%	2.6%	0.0%	1.5%	0.0%	0.0%
HALCO	3.4%	5.7%	5.8%	3.4%	10.0%	12.7%	16.0%	21.0%	12.8%	9.1%	0.3%
MAKI	0.0%	5.3%	8.8%	10.3%	9.2%	44.3%	21.8%	0.2%	0.1%	0.0%	0.1%
OLI	1.4%	0.0%	0.8%	12.6%	24.8%	17.1%	34.0%	7.2%	0.0%	0.0%	2.1%

*SIMD data taken from January 2026

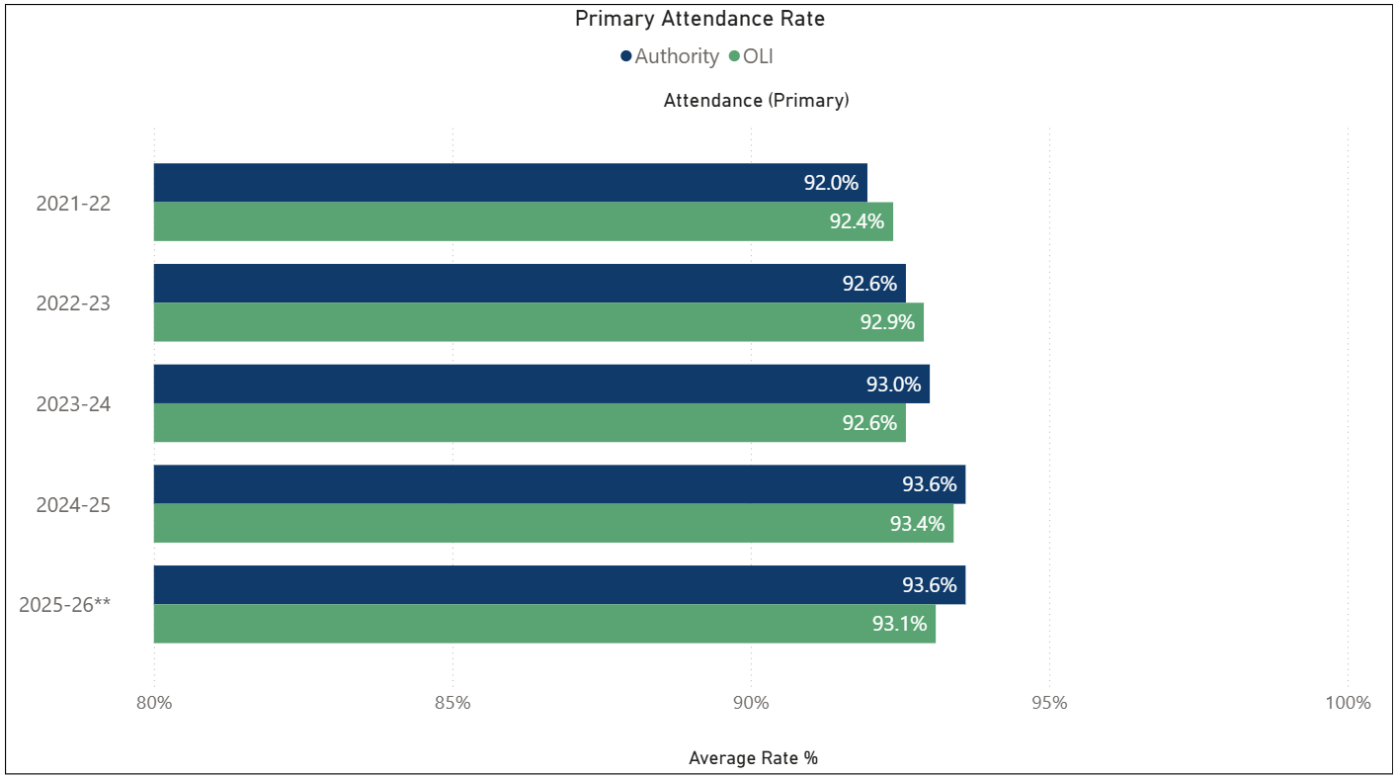
Footwear and Clothing Grant and Free School Meal Information for OLI

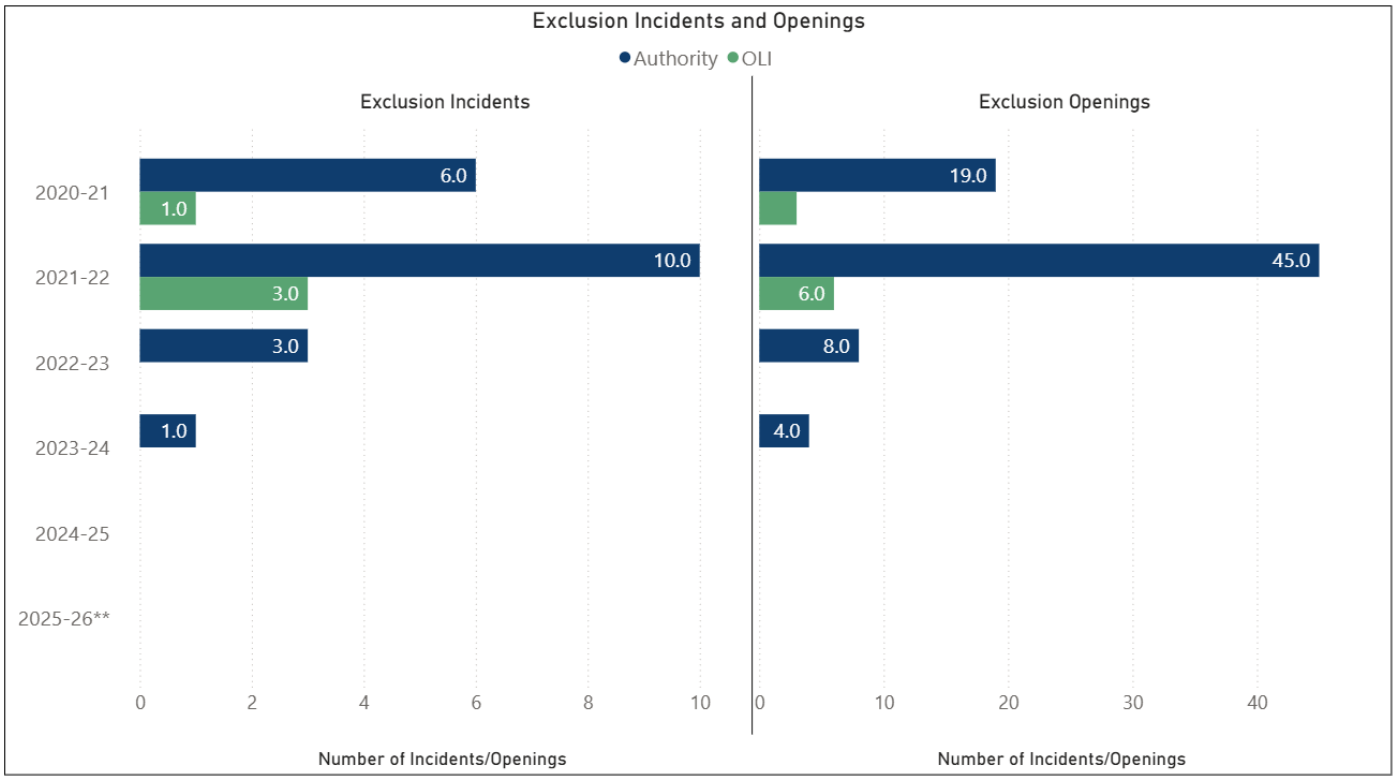


*2025-26 Data is taken from January 2026

- Please note that 2025-2026 data for CFG and Free School Meals (FSM) is to date January 2026 and therefore may change as the year progresses.
- Increases in FSM figures at both area and authority level can be attributed to a change in entitlement rules which were implemented in February 2025. This had ramifications for P6 and P7 pupils as they were then entitled to universal free school meals if their parent or carer was in receipt of the Scottish Child Payment.
- 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.
- Financial support is given during school holidays to all parents where their child receives free school meals under Scottish Government set criteria. Further information can be found at [Help during the school holidays - mygov.scot]

Attendance and Exclusion Information for OLI





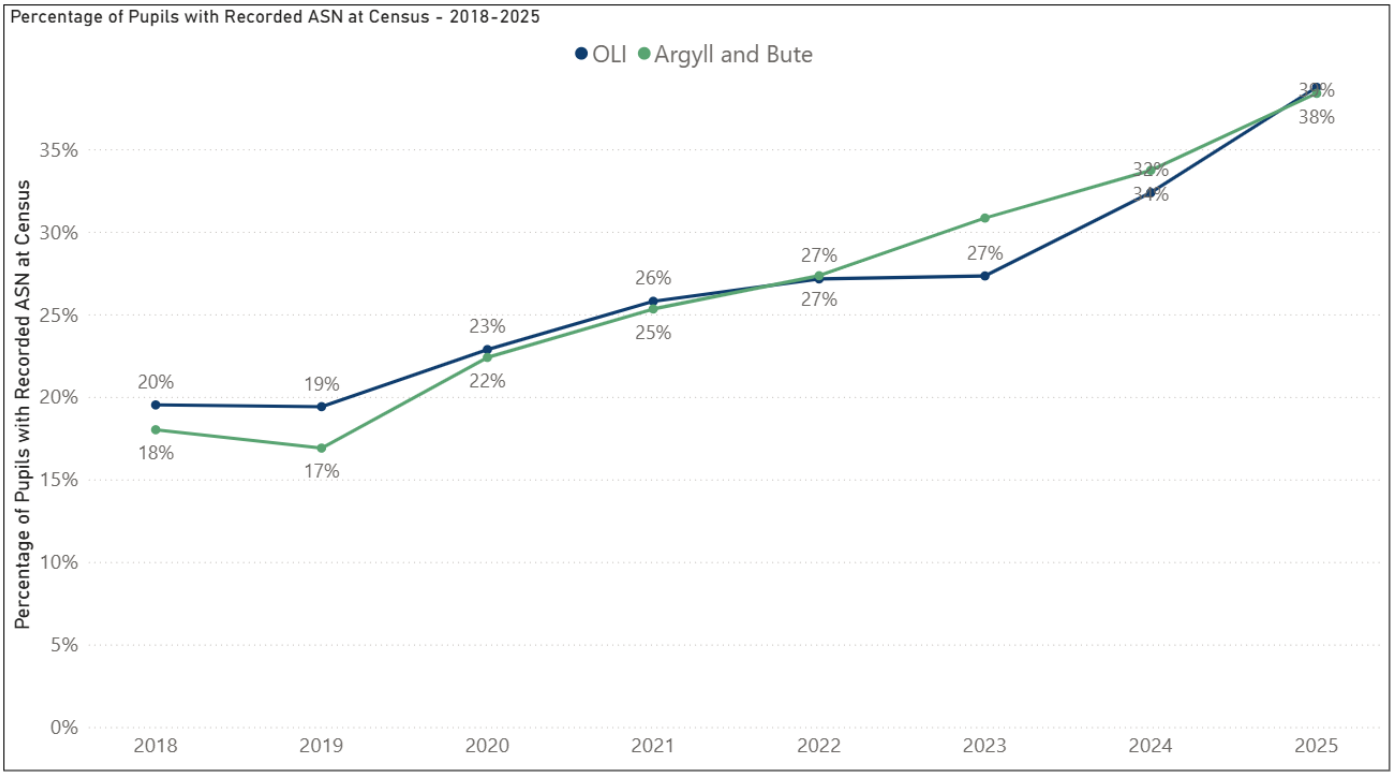
**2025-26 Data up to mid-January 2026

- 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.
- There have been no primary school exclusions in the locality and the authority in the 24/25 session and between August 2025 and January 2026.
- Please note that attendance & exclusion data for 2025/26 is up to the middle of January 2026 and not a complete year. It is therefore subject to change.

- OLI attendance increased from 92.6% in 23/24 to 93.4% in 24/25. So far in 25/26, the attendance rate stands at 93.1%.
- 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, and a media campaign highlighting the impact of non-attendance and individual school attendance targets. All these aspects are working together to ensure a sharpened focus and emphasis on pupil attendance.

Additional Support needs

The visual below shows the percentage of all primary pupils who had a recorded Additional Support Need (ASN) at census points between 2018 and 2025:



Between 2018 and 2021 census points, OLI's percentage of pupils with a recorded ASN was slightly above the authority figure. From 2022 onwards, OLI has either matched or has been slightly below the authority percentage.

The table below indicates the numbers of pupils identified as having Additional Support needs across OLI at each stage of primary schools:

Student Needs	P1	P2	P3	P4	P5	P6	P7	Total
Autism	9	14	12	10	20	10	7	**82**
Bereavement		2			1	3	2	**8**
Communication Support Needs	12	13	4	5	10	4	5	**53**
Dyslexia			3	10	8	9	20	**50**
English as an additional language	8	2	4	6	1	6	3	**30**
Family Issues	5	4	4	9	4	10	11	**47**
Hearing impairment	2	3	3	2	4	3	3	**20**
Interrupted learning	1	2	3	3	5	1	2	**17**
Language or speech disorder	9	12	4	9	13	10	8	**65**
Learning disability	6	7	2	3	7	6	7	**38**
Looked after	2	2	7	4	3	1	6	**25**
Mental health problem			1	2	6	4	6	**19**
More able pupil	1	3	2	5	4	10	5	**30**
Other	2	4	9	18	18	10	14	**75**
Other moderate learning difficulty	5	5	3	13	17	23	12	**78**
Other specific learning difficulty (eg, numeric)		1	4	7	8	7	10	**37**
Physical health problem	3	5	7	5	4	6	8	**38**
Physical or motor impairment	3	5	2	5	8	10	7	**40**
Social, emotional and behavioural difficulty	5	26	14	31	23	28	20	**147**
Visual impairment	1	1	1		1	1	2	**7**
Young Carer		1	3	2	6	4	11	**27**

Care Experienced Children and Young People

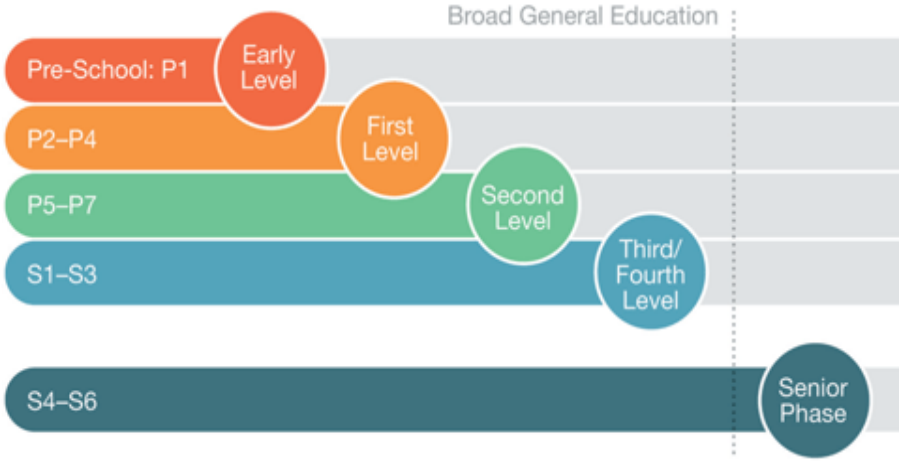
A Virtual Head Teacher took up post in April 2023. The core purpose of the role of the Virtual Head Teacher is to be relentless in driving improvements in the educational progress and attainment/achievement of an identified group of young people, including Care Experienced, across Argyll and Bute. The 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	Away	Home	Total
Bute and Cowal	15	19	9	43
HALCO	12	10	3	25
MAKI	14	8	4	26
OLI	16	10	2	28

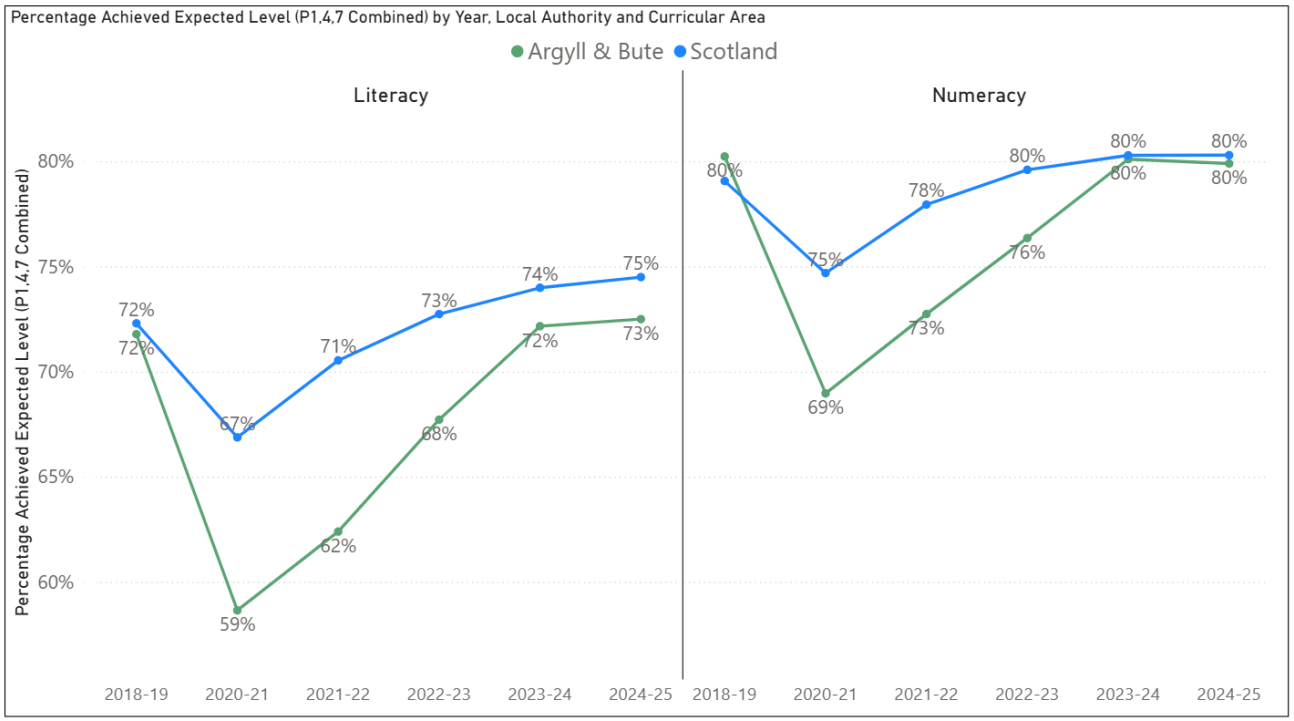
Attainment of Curriculum for Excellence Levels over time

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



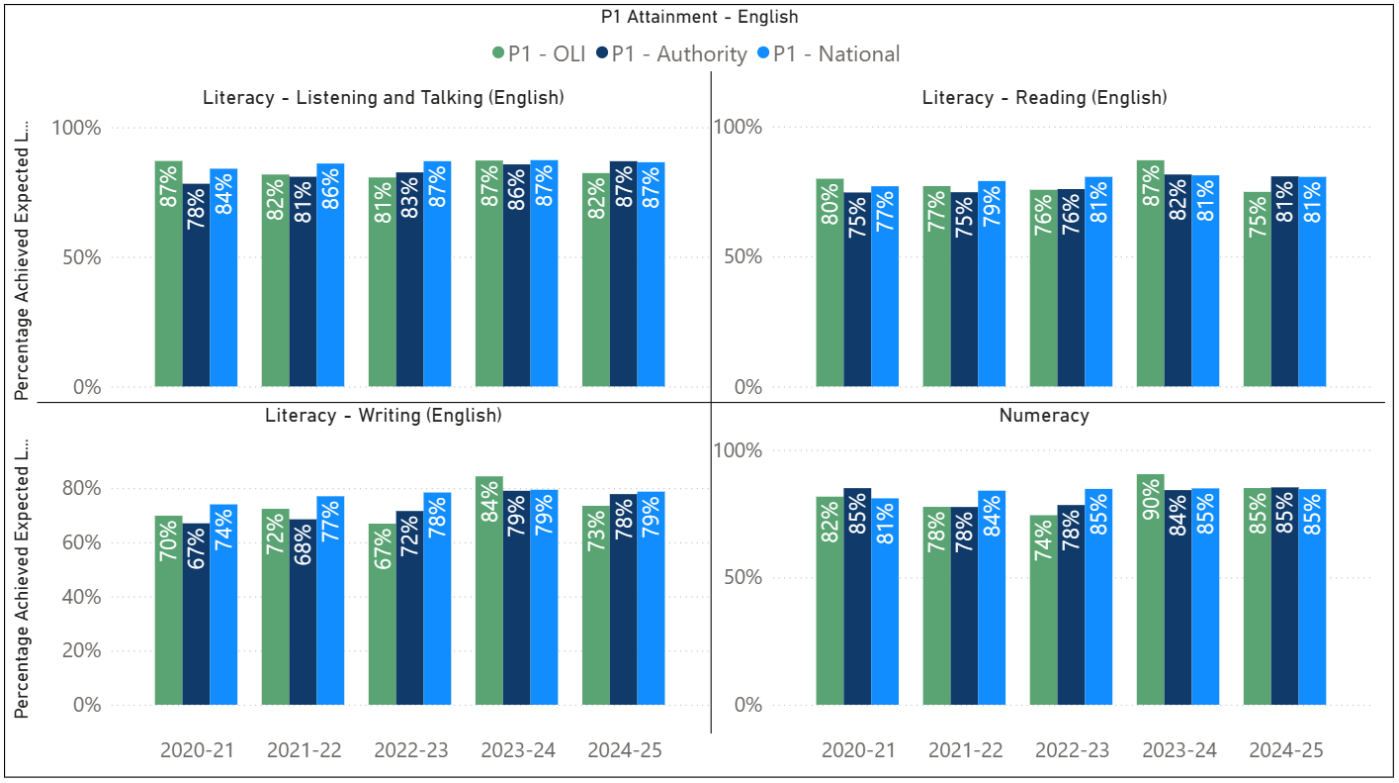
Throughout the Broad General Education, children and young people are assessed and professional judgements are made by teachers on when a child or young person has achieved learning at a particular level. This means that they have broadly covered the experiences and achieved the expected outcomes for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



Achievement of Curriculum for Excellence Levels across OLI schools: June 2021-June 2025

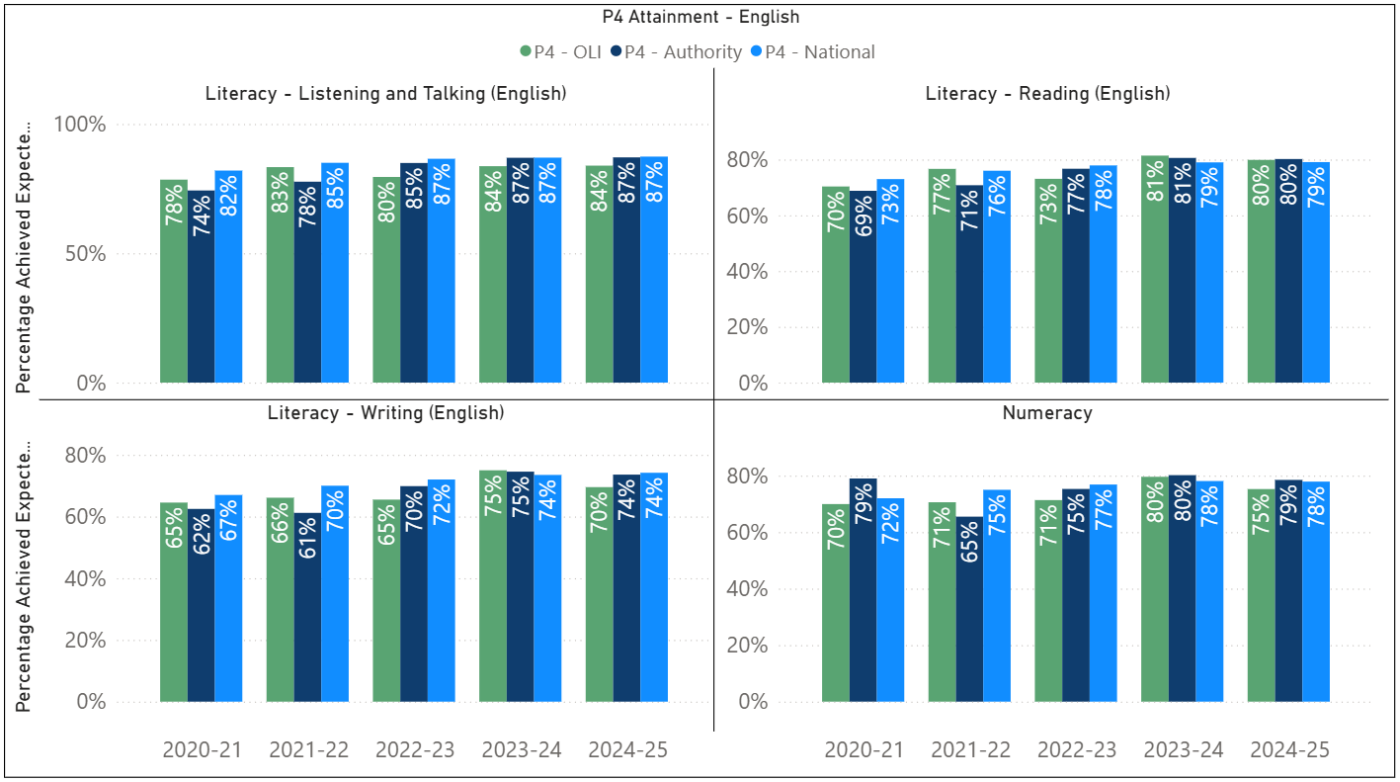
P1 Attainment – English Medium



In English medium by June 2025:

- In Listening and Talking, 82% of P1 pupils in the OLI area achieved early level, this is compared with 87% at authority level and 87% nationally.
- In Listening and Talking, performance in OLI has decreased by 5% points in the last 5 years.
- In Reading, 75% of P1 pupils in the OLI area achieved early level, this is compared with 81% at authority level and 81% nationally.
- In Reading, performance in OLI has decreased by 5% points in the last 5 years.
- In Writing, 73% of P1 pupils in the OLI area achieved early level, this is compared with 78% at authority level and 79% nationally
- In Writing, performance in OLI has increased by 3% points in the last 5 years.
- In Numeracy, 85% of P1 pupils in the OLI area achieved early level, this is compared with 85% at authority level and 85% nationally.
- In Numeracy, performance in OLI has increased by 3% points in the last 5 years.

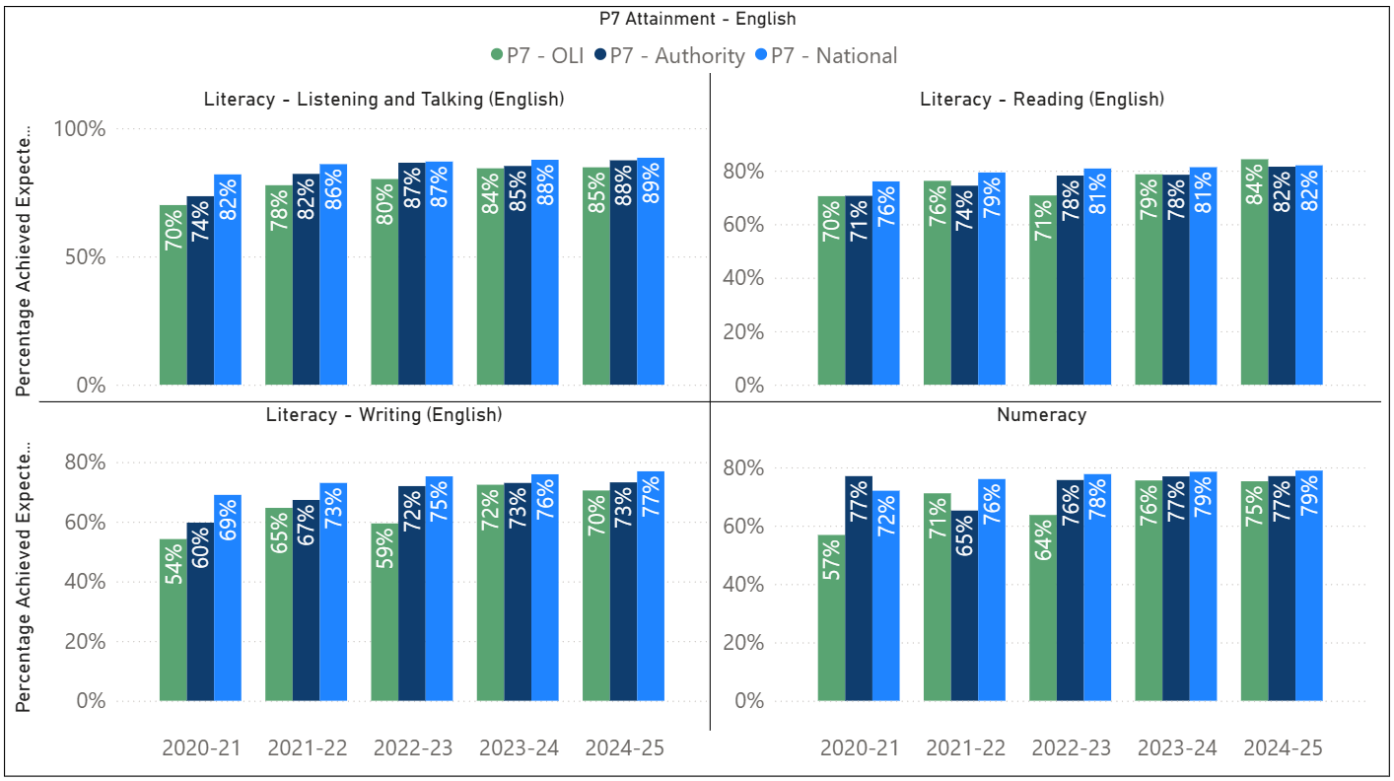
P4 Attainment – English Medium



In English medium by June 2025:

- In Listening and Talking, 84% of P4 pupils in the OLI area achieved first level, this is compared with 87% at authority level and 87% nationally.
- In Listening and Talking, performance in OLI has increased by 6% points in the last 5 years.
- In Reading, 80% of P4 pupils in the OLI area achieved first level, this is compared with 80% at authority level and 79% nationally
- In Reading, performance in OLI has increased by 10% points in the last 5 years.
- In Writing, 70% of P4 pupils in the OLI area achieved first level, this is compared with 74% at authority level and 74% nationally
- In Writing, performance in OLI has increased by 5% points in the last 5 years
- In Numeracy, 75% of P4 pupils in the OLI area achieved first level, this is compared with 79% at authority level and 78% nationally.
- In Numeracy, performance in OLI has increased by 5% points in the last 5 years

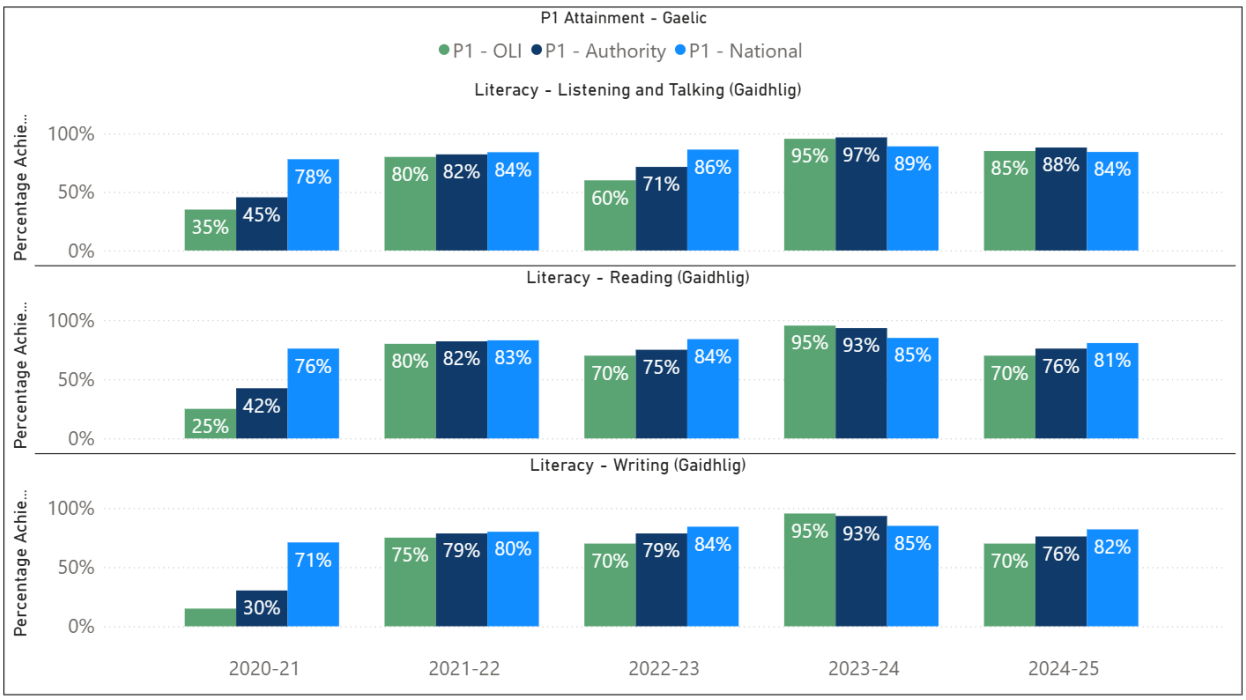
P7 Attainment – English Medium



In English medium by June 2025:

- In Listening and Talking, 85% of P7 pupils in the OLI area achieved second level, this is compared with 88% at authority level and 89% nationally.
- In Listening and Talking, performance in OLI has increased by 15% points in the last 5 years.
- In Reading, 84% of P7 pupils in the OLI area achieved second level, this is compared with 82% at authority level and 82% nationally.
- In Reading, performance in OLI has increased by 14% points in the last 5 years
- In Writing, 70% of P7 pupils in the OLI area achieved second level, this is compared with 73% at authority level and 77% nationally.
- In Writing, performance in OLI has increased by 16% points in the last 5 years
- In Numeracy, 75% of P7 pupils in the OLI area achieved second level, this is compared with 77% at authority level and 79% nationally.
- In Numeracy, performance in OLI has increased by 18% points in the last 5 years

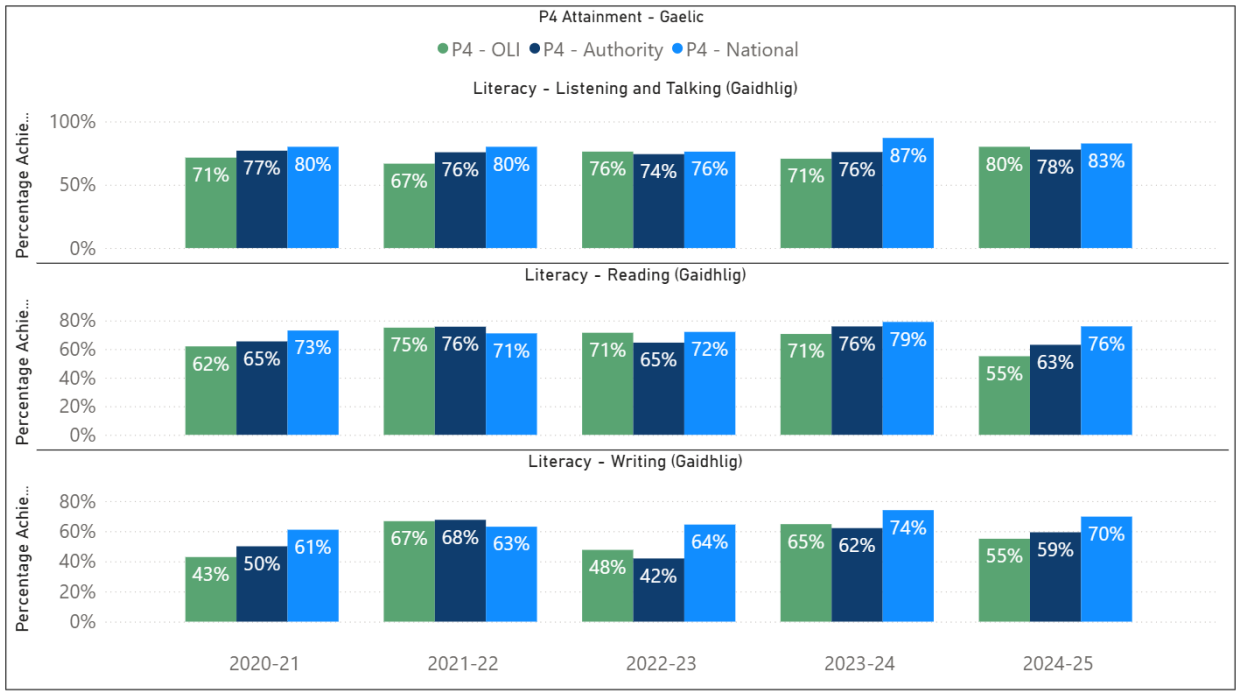
P1 Attainment – Gaelic Medium



In Gaelic medium by June 2025:

- Please note that only 20 GME pupils were assessed within OLI. This makes annual variation very likely and not reflective of overall performance.
- In Listening and Talking, 85% of P1 pupils in the OLI area achieved early level, this is compared with 88% at authority level and 84% nationally.
- In Reading, 70% of P1 pupils in the OLI area achieved early level, this is compared with 76% at authority level and 81% nationally
- In Writing, 70% of P1 pupils in the OLI area achieved early level, this is compared with 76% at authority level and 82% nationally

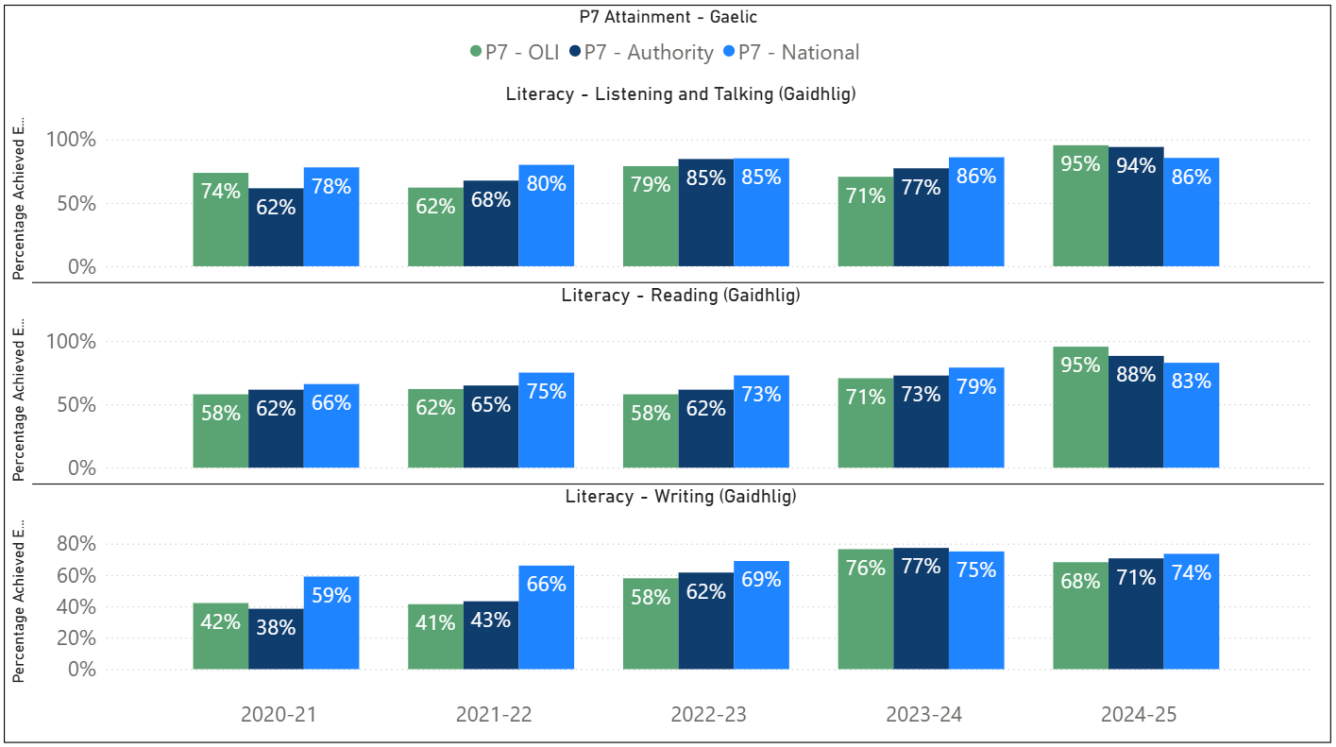
P4 Attainment – Gaelic Medium



In Gaelic medium by June 2025:

- Please note that only 20 GME pupils were assessed within OLI. This makes annual variation very likely and not reflective of overall performance.
- In Listening and Talking, 80% of P4 pupils in the OLI area achieved first level, this is compared with 78% at authority level and 83% nationally.
- In Reading, 55% of P4 pupils in the OLI area achieved first level, this is compared with 63% at authority level and 76% nationally
- In Writing, 55% of P4 pupils in the OLI area achieved first level, this is compared with 59% at authority level and 70% nationally

P7 Attainment – Gaelic Medium



In Gaelic medium by June 2025:

- Please note that only 22 GME pupils were assessed within OLI. This makes annual variation very likely and not reflective of overall performance.
- In Listening and Talking, 95% of P7 pupils in the OLI area achieved second level, this is compared with 94% at authority level and 86% nationally.
- In Reading, 95% of P7 pupils in the OLI area achieved second level, this is compared with 88% at authority level and 83% nationally
- In Writing, 68% of P7 pupils in the OLI area achieved second level, this is compared with 71% at authority level and 74% 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 2025.

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 data from the most recent ACEL collection in 2025 (published December 2025), against the stretch aim for 2024-25 and also indicate the stretch aim targets in place for 2025-2026.

The year-on-year trend in ACEL data has been positive; in the four-year period between 2022 and 2024 the overall proportions of primary school pupils achieving the expected levels in literacy had increased by 11 percentage points (62% to 73%), while in numeracy there had been an increase of 7 percentage points (73% to 80%).

The percentage of Quintile 1 (most deprived) young people who achieved their expected CfE level has increased by 17pp in literacy and 8pp in numeracy between 2022 and 2025.

Scottish Attainment Challenge - Stretch Aims 2023-26: Literacy
In literacy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 33% points in 2021, by 2022 this narrowed to 27% points and narrowed further to 13% points by June 2023. At the end of the 23/24 session the attainment gap had grown slightly to 15% points. Data from 2024/25 shows that the attainment gap has grown slightly to 17.1% points. Pupils from SIMD Quintile 1 had their highest ever performance with 69.5% of all pupils achieving literacy. Nevertheless, pupils from SIMD Quintile 5 improved at a quicker rate and the gap therefore widened. Argyll & Bute's target is to reduce the attainment gap 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 2024/25	**73.5%**	**72.5%**	**83%**	**10.5pp**
Confirmed Dec 25	**72.5%**	**69.5%**	**86.6%**	**17.1pp**
Final Stretch Aim 2025-26	**76%**	**75%**	**85%**	**10pp**

Scottish Attainment Challenge - Stretch Aims 2023-26: Numeracy
In numeracy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 29% points in 2021, by 2022 this narrowed to 18% points and narrowed further to 14% points by June 2023. By June 2024 the attainment gap had increased slightly to 15% points. This was 2 percentage points below the national gap of 17pp. Data from 2024/25 shows that the attainment gap has grown slightly to 15.3% points. Pupils from SIMD Quintile 1 matched their highest ever performance with 75.7% of all pupils achieving numeracy. Nevertheless, pupils from SIMD Quintile 5 improved at a quicker rate and the gap therefore widened. Argyll & Bute's target is to reduce the attainment gap to 13% points by June 2026.

Numeracy (P 1/4/7 Combined) Stretch Aim				
	Overall	**SIMD Q1**	**SIMD Q5**	**GAP (Q1-Q5)**
Stretch Aim 2024/25	**81%**	**77.75%**	**91%**	**13.25pp**
Confirmed Dec 25	**80%**	**75.7%**	**91.0%**	**15.3pp**
Final Stretch Aim 2025-26	**83%**	**78.5%**	**91.5%**	**13pp**

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
This session, the Quality Improvement in writing programme has continued offering professional learning and collaborative working for a further two cohorts of primary teachers. Over session 2024-25, this has involved nineteen primary schools and forty-seven primary teachers. A total of thirty-nine primary schools have now engaged with QI writing. Cohort 5 ran from August 24 to November 24, involving a total of 221 pupils. In August, 62% of children were identified as on track with their writing; by November this had risen to 82%. The impact on attainment has been positive. In most cohorts, children on track increased by an average of 42%.
Two sessions were run for early level literacy professional learning, aimed at ELC practitioners and early level teachers. As a result of this professional learning, all practitioners reported that they felt more confident using benchmarks and progression planners. They recognized the importance of listening, talking, and skilled observation. Additionally, they reported that the professional learning opportunity had had a positive impact on their practice.
High quality learning and teaching in writing was supported by two online sessions delivered to classroom teachers focusing on the stimulus-dialogue-model for writing pedagogy, with eight schools attending. As a result, all practitioners reported that they felt they had increased confidence to use best practice pedagogy and understood how this pedagogy could be transferred to their classroom practice. The Argyll and Bute Literacy planners, including Third and Fourth level, are accessible through the bespoke Staff Section tile on Glow. Some schools who require support to develop their planning have begun to use these planners.

Numeracy
The Counting on Excellence Frameworks are accessible to all education staff across Argyll and Bute via the Counting On Excellence website. Counting On Excellence promotes mastery by fostering deep understanding, robust skills, and confidence in reasoning and problem-solving. This initiative supports consistent pedagogy, shared expectations, and smooth transitions, enabling learners to build on their knowledge at every stage. For every child to excel in maths, a clear, consistent, and interconnected approach from the very start is required. The Counting On Excellence Framework champions and facilitates this vision. Numeracy and Mathematics frameworks will continue to be developed to ensure clear progression across all strands of mathematics in the BGE. The Principal Teacher (PT) for numeracy established engagement with secondary schools by initiating contact with PTs of Mathematics. As a result, 40% of secondary schools are now engaging with the Counting On Excellence programme at an initial introductory stage, with further collaboration planned. A social media feed is in place on X (formerly Twitter) that provides daily bulletins on Counting On Excellence to raise awareness of numeracy initiatives.
The Counting on Excellence framework and associated support and training have been piloted with eleven primary schools and one secondary school. This has involved collaborative work and training on in- service days and online twilight sessions. A numeracy kit with high-quality resources has been distributed to these schools to support planned learning activities. Numeracy Ambassadors have been identified for each school to support embedding and sustainability in pedagogical approach and use of the framework. Professional learning has included two early years workshops followed by two online sessions introducing the framework to early years staff and explaining the role of the educator in numeracy. Throughout the year, online training sessions on different aspects of numeracy have been provided to further develop high quality learning and teaching. In total, 386 teachers have attended these sessions. This figure includes teachers attending more than one session and involved all teaching staff from the twelve schools participating in the pilot.

Wellbeing, Rights and Relationships

Rights Respecting Schools (RRS) Support and Accreditation
Education settings have received extensive support on their Rights Respecting Schools (RRS) journey. This includes accreditation workshops for Bronze and Silver levels, which have strengthened staff knowledge and confidence to progress through the accreditation process. Regular network meetings provide peer support tailored to accreditation stages, fostering ongoing assistance and professional dialogue. As a result, every school in Argyll and Bute have achieved RRS accreditation at Bronze, Silver, or Gold levels. Leadership capacity has also expanded, with the strategic lead increasing the Silver accreditation team to four members. The Rights Respecting Schools work has increased commitment to embedding rights in education practice and ensuring staff, pupils and parents/carers are rights aware. Pupils are more aware of their own rights as well as understanding how to respect and advocate for the rights of others. These are important aspects of ensuring that we meet our legislative requirements.

Rights-Based Policy and Professional Learning
Our Relationships Policy Guidance has embedded a rights-based approach that links children's rights with Nurture and GIRFEC practices. This framework supports settings in developing their own policies, bolstered by professional learning aimed at senior leaders. This has ensured that settings are supported in the development of their own Relationship Policy, meeting an Education Scotland expectation. Additionally, all staff have access to relevant children's rights training through the LEON professional learning platform, extending learning opportunities beyond education staff. Completion reports demonstrate increasing participation across children's services, highlighting the growing reach of this training. The impact of this is evident in increased engagement with children and young people on

community issues that impact them. This is ensuring that children and young people's voice is being considered and have the opportunity for meaningful participation across a range of local authority development areas.

Partnerships and Funding Support for Children's Rights
Partnership working has been enhanced through a CORRA grant award focused on promoting children's rights. Various activities funded by this grant are documented in the CORRA Foundation Grant Report. One notable outcome is the creation of a child-friendly UNCRC one-page plan, which has been featured as a case study on the Improvement Services website, showcasing innovative local practice in rights promotion.

Young People's Voice and Participation
Young people's voice and participation have been strengthened, with Youth Voice group meetings in Argyll and Bute Council increasing in regularity following young people's feedback in June 2024. Meeting minutes reveal engagement across a wide range of issues, further evidenced in the CORRA Foundation Grant Report related to Rights Grant funding. The expansion of Rights Respecting Schools also supports the development of children and young people's voice, which is a requirement for Silver accreditation. This commitment is reflected in the local authority's work, including the Geography Network where young people's opinions have been recorded on the Aspiring Places website. This platform not only allows young people to influence community development but also provides Geography students with valuable resources for project work.

School Contacts

Establishment	Head Teacher	Telephone Number
Arinagour Primary School	Mairi Thomson	01879 230376
Barcaldine Primary School	Bernie McMillan	01631 720391
Bunessan Primary Gaelic Unit	Richard Gawthrope	01681 700283
Bunessan Primary School	Richard Gawthrope	01681 700283
Dalmally Primary School	Lynn Sinclair	01838 200359
Dervaig Primary School	Iona Wardhaugh	01688 400227
Dunbeg Primary School	Sarah Davies	01631 564781
Easdale Primary School	Judith Frost	01852 300243
Iona Primary School	Stephen Lee	01681 700348
Kilninver Primary School	Mairi Thomson	01852 316236
Lismore Primary School	Michaelina MacLellan	01631 760258
Lochdonhead Primary School	Susie Carmichael	01680 812473
Lochnell Primary School	Donald Feist	01631 720300
Park Primary School	Shirley Stuart	01631 563941
Rockfield Gaelic Primary School	Caroline Fothergill	01631 568090/568091
Rockfield Primary School	Caroline Fothergill	01631 568090/568091
Salen Primary School	Mairi Maclean	01680 300348
Salen Primary School Gaelic Unit	Mairi Maclean	01680 300348
St Columba's Primary School - Argyll	Michaelina MacLellan	01631 568090/568092
Strath of Appin Primary Gaelic Unit	Natalie White	01631 730345
Strath Of Appin Primary School	Natalie White	01631 730345
Taynuilt Primary School	Berni McMillan	01866 822343
Tiree Primary School	Peter Bain	01879 220383/220790
Tiree Primary School Gaelic Unit	Peter Bain	01879 220383/220790
Tobermory Primary School	Shelley Carmichael	01688 302062
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