



Introduction

Within the MAKI area there are 22 Primary Schools. 6 of the Primary Schools are based on the islands of Gigha, Islay and Jura. There is secondary school provision in 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 4 pupils Clachan Primary to over 212 Lochgilphead Primary.

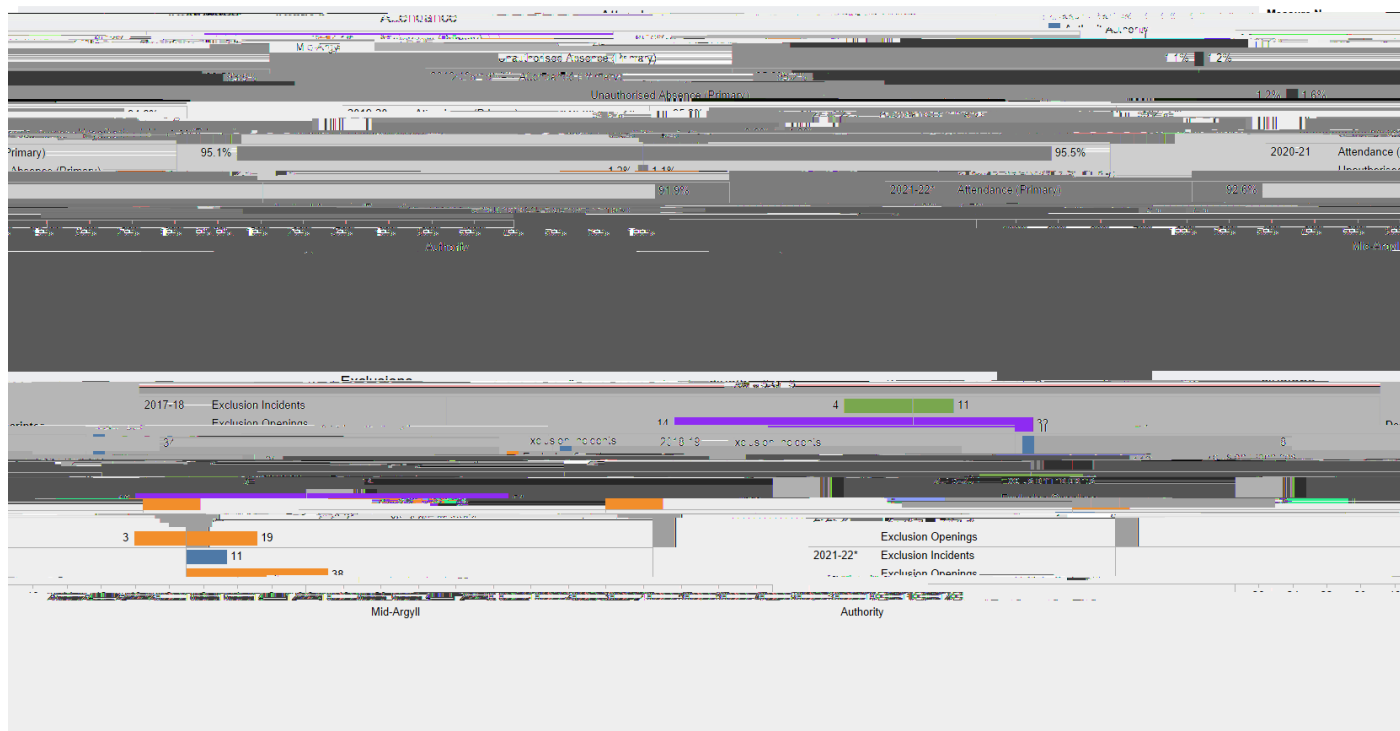
The Education Performance Data Analysis Report to Community Services Committee on 16th December 2021 asked elected members to note that following the cancellation of the formal SQA examination diet due to Covid-

Primary School Profiles: Mid Argyll, Kintyre and the Islands

Mid Argyll Cluster School Profile 2021-2022



Footwear and Clothing Grant and Free School Meal Information for Mid Argyll



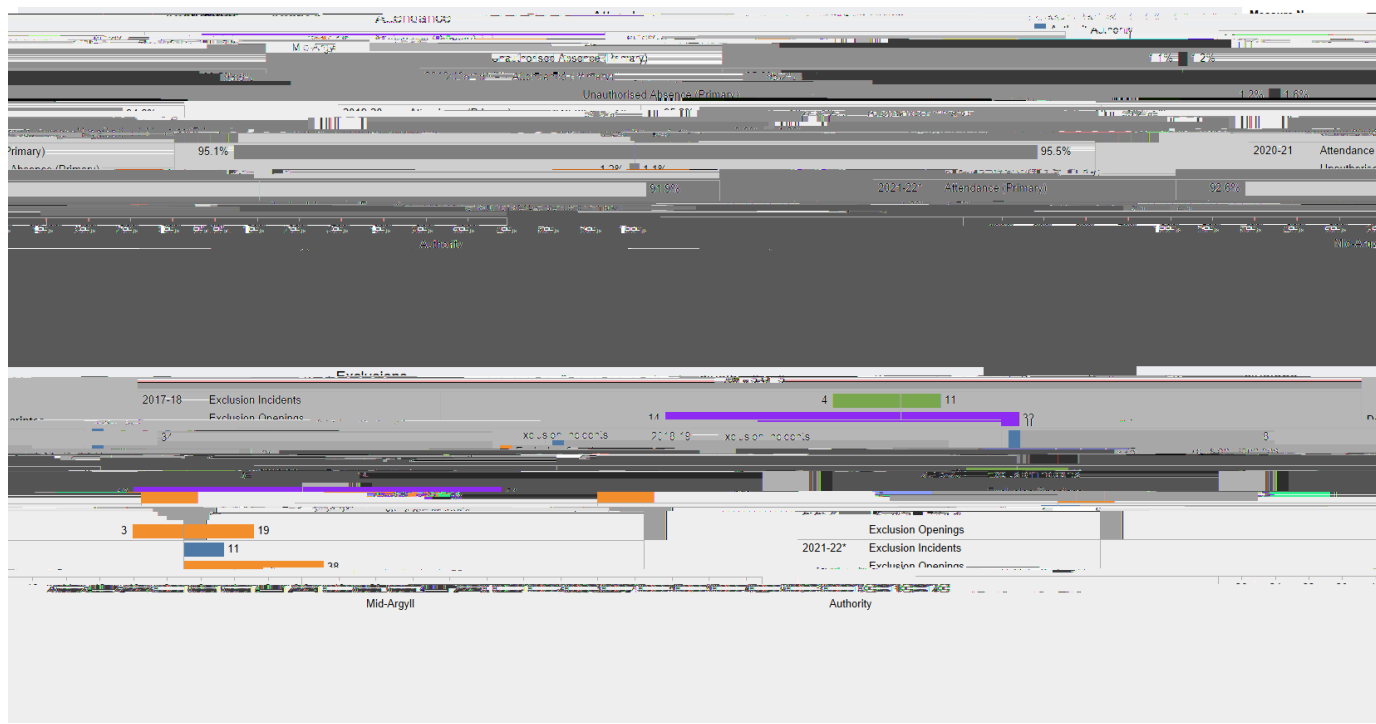
Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2021-2022 data for CFG and Free School Meals (FSM) is to date (end February 2022) and therefore may change as the year progresses.

In January 2022, the Scottish Government launched the extension of free school meal universal eligibility to include all children in primary 1-5. The above figures only show those pupils in P6 and P7.

In August 2021 the Scottish Government introduced a School clothing grant minimum for all authorities set at £120 for Primary pupils and £150 for Secondary pupils.

Each pupil in receipt of FSM under the National criteria (this excludes anyone eligible who receive FSM in P1 to P6 who do not qualify financially). These payments are made 4 times per year (Easter, Summer, October and Christmas). Further information can be found at [Scottish Child Payment Bridging Payments - mygov.scot](https://www.mygov.scot/scottish-child-payment-bridging-payments). In addition to this anyone eligible for these payments have been paid a FSM payment during the school holiday period.. Further information [School meals - mygov.scot](https://www.mygov.scot/school-meals)

Exclusion and Attendance Information for Mid Argyll



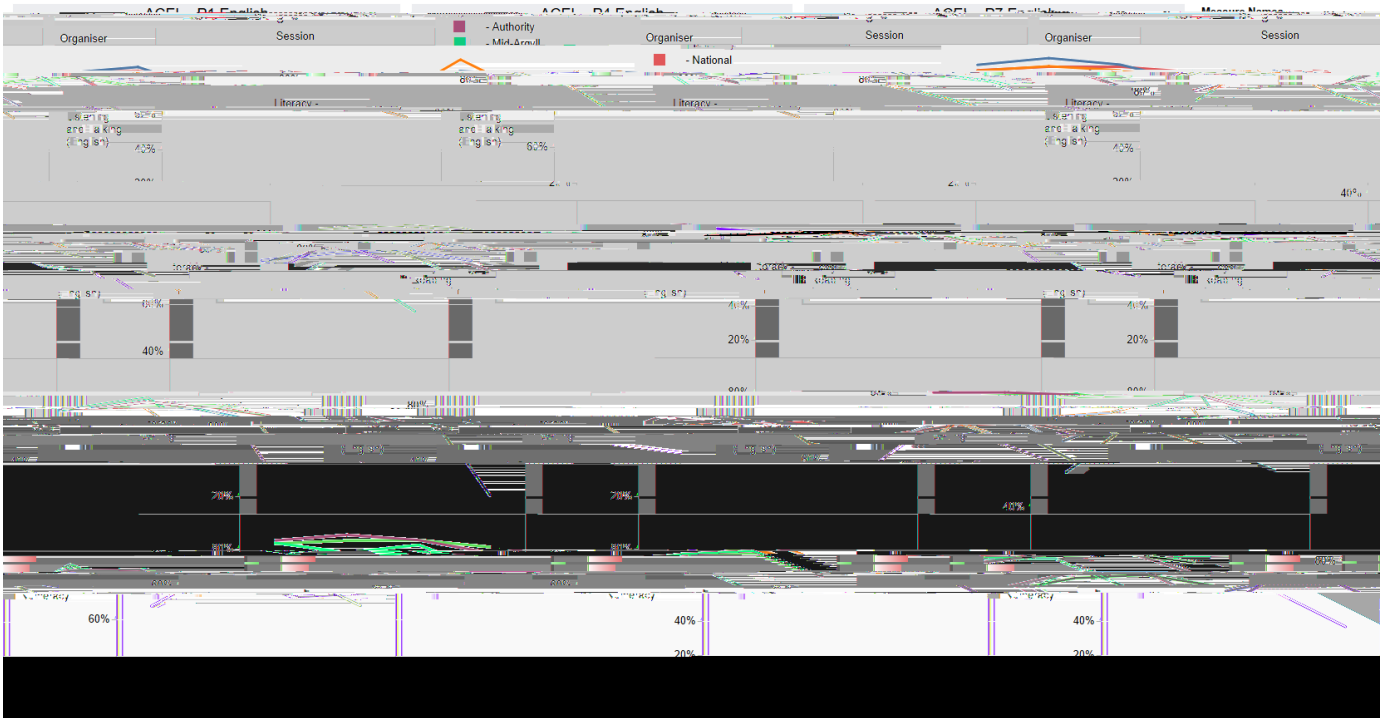
Authorised absence includes bereavement, short ± term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

During 2020/21 there were additional attendance codes added for COVID. These codes can count as attendance, authorised absence or unauthorised absence depending on the circumstance.

Please note that attendance data for 2021/22 is up to 28 February and not a complete year. It is therefore subject to change.

Please note that exclusion data for 2021/22 is up to 28 February and not a complete year. It is therefore subject to change.

Achievement over time Mid Argyll



NOTES:

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

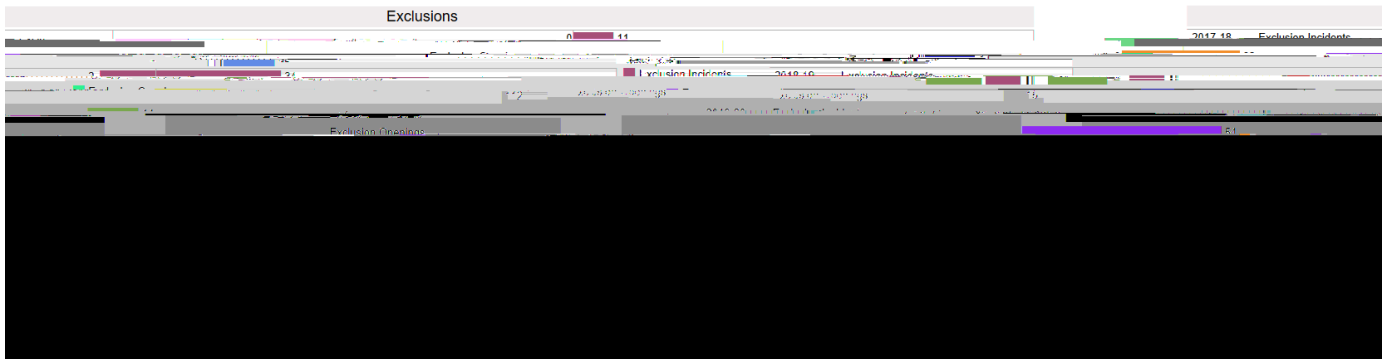
GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

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

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

CfE Level	Stage
Early	The final two years of early learn(e)22tea -1a

Exclusion and Attendance Information for Kintyre North



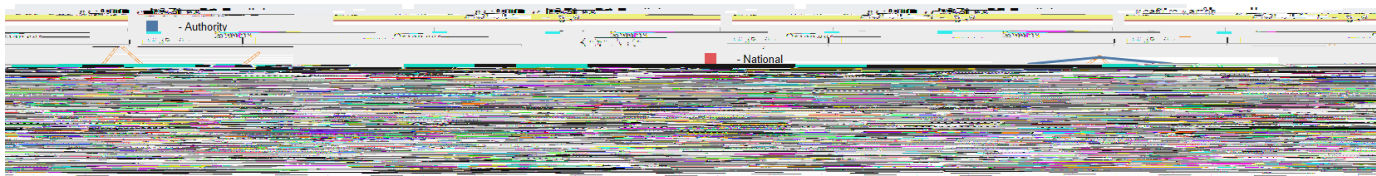
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Achievement over time Kintyre North



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

Footwear and Clothing Grant and Free School Meal Information for Kintyre South

Exclusion and Attendance Information for Kintyre South

Authorised absence includes bereavement, short ± term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Cir3ent Cimte029(tc29(t)-3.02 793.45 Tm[)

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CfE Level	Stage
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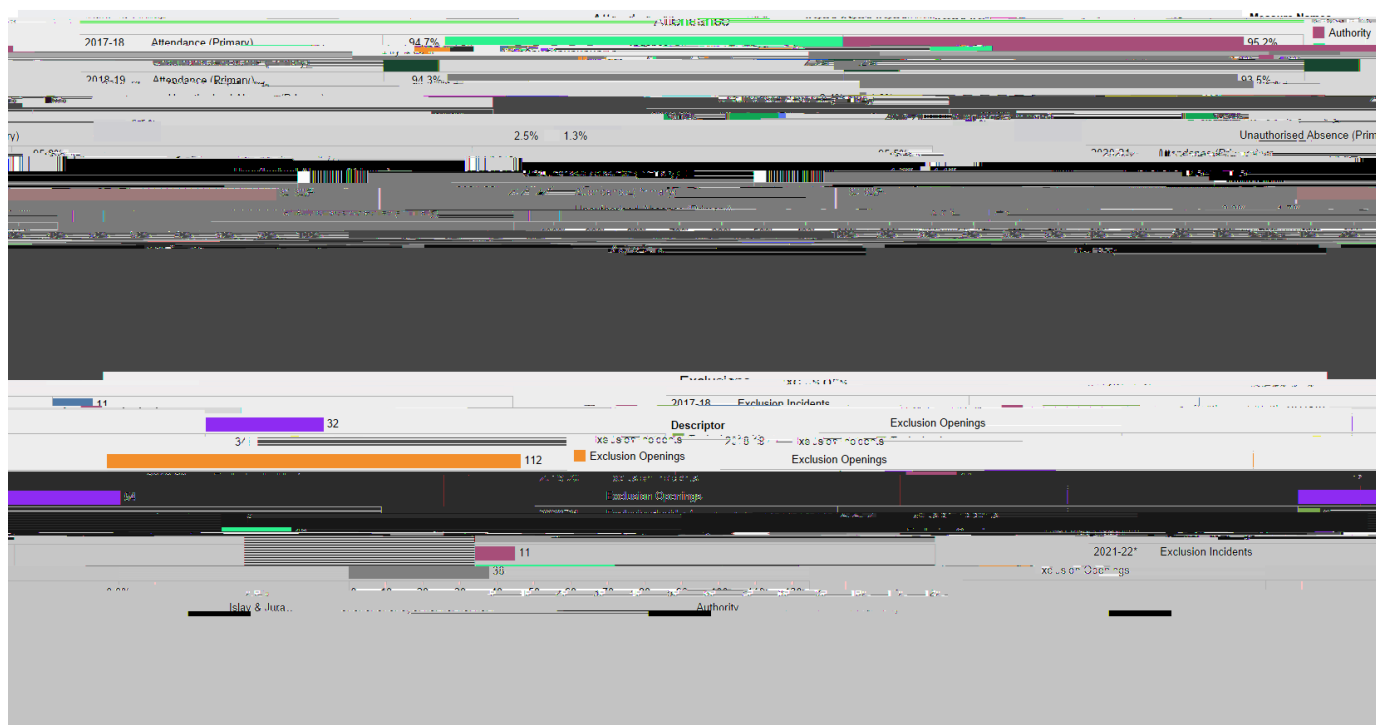
Islay and Jura School Profile 2021-2022

	Primary School Roll (as at census) *					
Cluster Primary Schools	17/18	18/19	19/20	20/21	21/22	% change in Roll over 5 years ¹
Bowmore Primary School	63	65	57	51	55	-12.70%
Bowmore Gaelic Primary School	17	14	16	14	16	

Footwear and Clothing Grant and Free School Meal Information for Islay and Jura

Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2021-2022 data for CFG and Free School Meals (FSM) is to date (end February 2022) and therefore may change as the year progresses.

Exclusion and Attendance Information for Islay and Jura



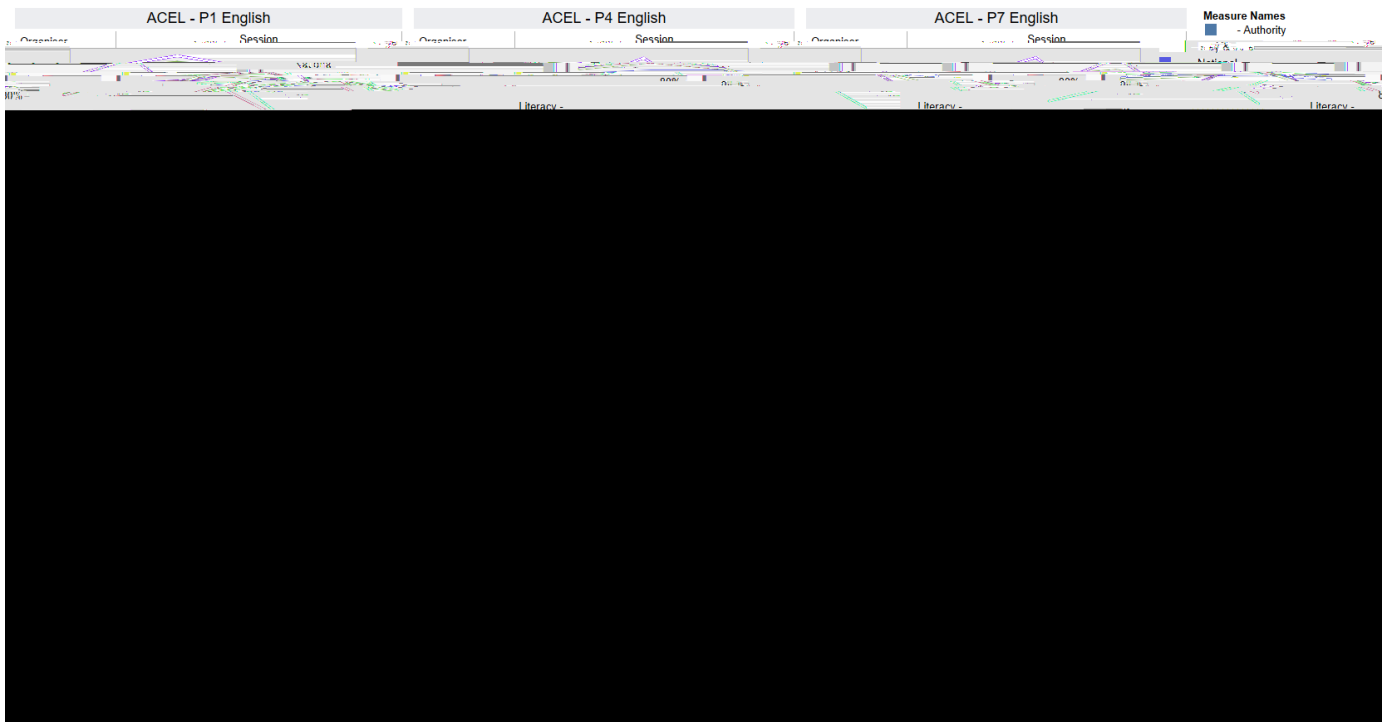
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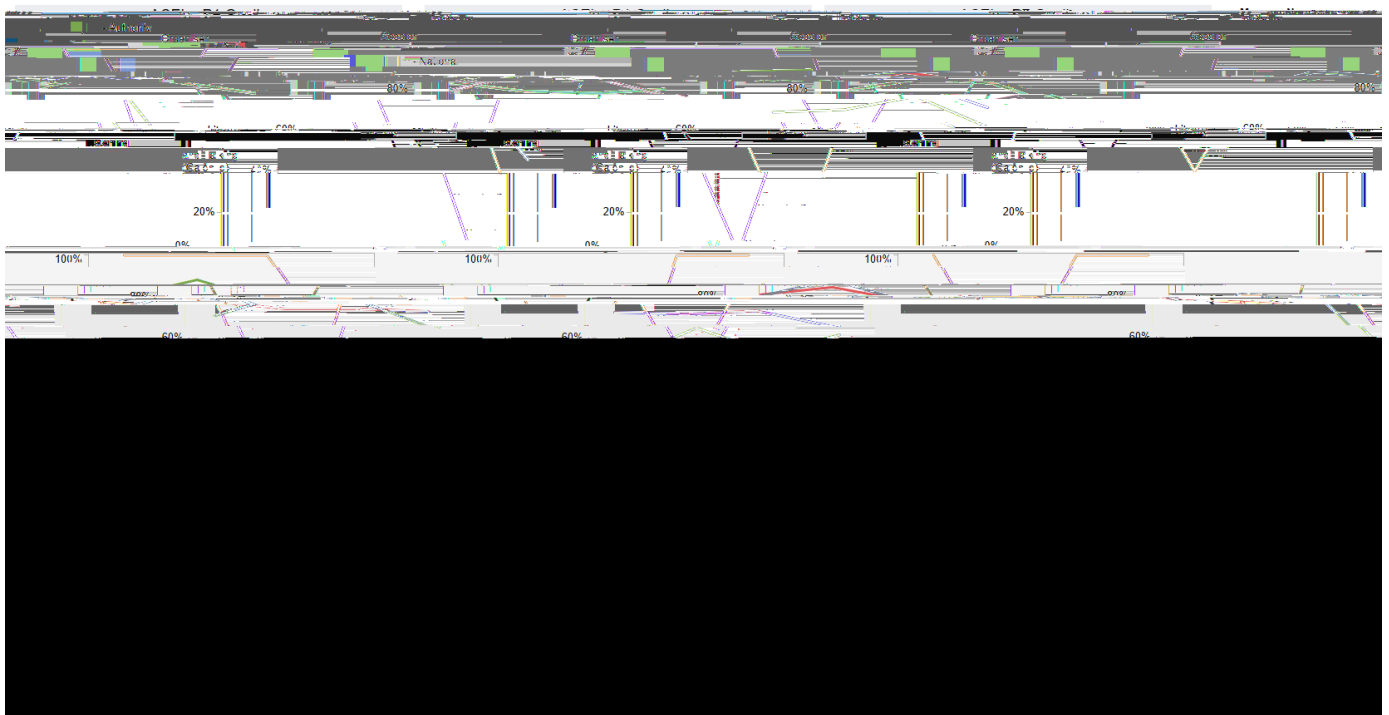
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Achievement over time Islay and Jura



Achievement over time Islay and Jura - Gaidhlig



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

General Updates

1 + 2 Languages

The 1+2 Languages policy aims to ensure that all children and young people are equipped with the skills they need for life and work. Every child has the opportunity to learn a modern language from P1 onwards; this language (known as L2) is an entitlement up to the end of S3. Additionally, each child should have the opportunity to learn a second modern language (known as L3) at the latest from P5 onwards, continuing to the end of Primary school. Young people are entitled to learn a second language (L3) within their Broad General Education i.e. within the S1 to S3 experience.

In the Mid-Argyll area, all 9 Primary schools are delivering French as L2 from P1 onwards. Craignish PS is delivering Gaelic as L3. Furnace PS, Tayvallich PS, Kilmartin PS and Inveraray PS are delivering Spanish as L3. Lochgilphead PS and Ardrishaig PS are delivering BSL as L3. Lochgilphead Joint Campus (Secondary) provide French as L2 and Spanish as L3. In the North Kintyre area, both Tarbert PS and Clachan PS are delivering French as L2 from P1 onwards. Tarbert Academy provides French as L2. On Islay & Jura, all 5 Primary schools are delivering Gaelic as L2 and French as L3. Islay High school provides Gaelic and French as L2 and Gaelic, French or Spanish as L3. In the South Kintyre area, all 8 Primary schools are delivering French as L2 from P1 onwards. Gigha PS and Castlehill are teaching Gaelic as L3. Dalintober PS, Castlehill PS and Drumlemble PS are delivering Spanish as L3. Drumlemble PS is also providing BSL as L3. Castlehill PS is also delivering Gaelic as L3. Dalintober PS also took part in the online L3 Arabic course offered by SCILT. Campbeltown Grammar School provides French as L2 and Spanish as L3.

There are Language Leaders on Islay, in North Kintyre and South Kintyre. These leaders provide support to local schools. All clusters are using the online platform [PowerLanguage Schools \(PLS\)](#) as the main teaching resource to deliver French. This resource can also be used for teaching Spanish and German. The schools teaching Gaelic use the online resource [Go!Gaelic](#). All schools have resource packs with resources for teaching French. Practitioners can also find teaching resources and information on the [1+2 Languages section](#) of the SALi blog. Schools delivering BSL have resource packs and received training to support this. Schools also have access to support in terms of CLPL and teaching resources on the [Teachers professional Learning Hub](#)

The clusters are now working towards ensuring effective progression in language learning from P1 through to the end of the BGE. This has been facilitated by schools using the [Argyll & Bute](#)

HN*HUPDQEHJLQQHUVFRVHSURYLGH January 2022.
Training sessions on using the L3 BSL teaching resource pack (Sept 2021).

Languages pedagogy sessions:

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

Strategic sessions:

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

Teachers from MAKI who signed up for Immersion Courses, funded by an Erasmus+ grant and due to take place in France, have been unable to attend these due to the pandemic. An alternative has been found and these teachers have now been offered an online training course provided by our partners LFEE.

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

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

Dalintober PS participated in a storytelling project as part of the Bethlehem Cultural Festival. They did this as part of the L3 Arabic course they undertook this session. Shellycoat is a story in Scots, English and Arabic illustrated by pupils from Dalintober, Innellan, Rosneath and Toward Primary schools. Click [HERE](#) to listen to the story and see all the beautiful illustrations. Bowmore PS was congratulated for the high quality entry they submitted to the national French competition

Authority services. The third sector is in a position to provide services for adults who wish to purchase hours to allow them to work, attend college, etc.

Community Childminding is a service which is provided for children following a referral from Health

All are making good progress with their SVQ3 (SSCYP) with one changing course to SVQ2 (SSCYP) which is better suited to her role within the ELC unit.

Early Years Graduate Apprentices

Argyll and Bute recruited 2 graduate apprentices to take part in a 3 year pilot for the BA in Early Learning and Childcare, in partnership with UHI. One is on track to complete in June 2022 and the other apprentices in June 2023.

Funded qualifications

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

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

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

Developmental Milestone Data – December 2021 – By Area

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

Care Inspectorate Grades – 21/22

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

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

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

What's Love got to do with it?

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

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

Our partnership with Outdoor and Woodland Learning Scotland (OWLS) has delivered eight outdoor first aid training programmes,ETqQBT1 0 0es

Scottish Government - a device for every pupil

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

The device deployment phase of this grant is not expected until 2023/2024 and may also include Internet connectivity to support learners who do not have access at home. The Scottish Government has issued a survey to gather information on the landscape of digital maturity-6(0)-6(2)-6(16.)-6(2)-6(16.)-

MAKI 9 x Primary Schools
OLI 8 x Primary Schools
HALCO 8 x Primary Schools

Literacy

All SHFRQGDUXQJOLVKGHSDUWPHQWV DUHDOVRUHSUHVHQWHGDWWKH1RUWKHUQ\$OLDQF Specific Support Group and have been involved in the setting up of 2 sessions to support the discussion of consistent standards across the whole of the North of Scotland. Dalintober Primary School and Lochgilphead Primary SFKRRODUHDOVRUHSUHVHQWHGDW(GFDWLRQ6FRWODQG// and English Curricular Network, where they have the opportunity to work alongside colleagues from across Scotland to discuss key priorities in Literacy.

Primary practitioners across MAKI have engaged with a range of Literacy developp

Keills Primary School

\$ULRULWLQWKLVDUUVFKRROLPSURYHPHQW SODQVWRLQFUHDVHRSSRUWDLWLHVDQGU awareness relating to the UNCRC. A pupil led steering group was set up to raise awareness DURQGWKHVFKRROFRPPDLW\$OFKLOGUHQZUHSODFHGLQWRµ7HLOOY,PSURYHPHQW 7HDF UNZHNORQDFWLRQSODQVDQGFUHDWLYHSURMHFWVWRKLLJKOLJKW WKHLPSRUWDQFHRI& This work has been linked to our Health and Wellbeing curriculum and children have identified ways in which the articles are implemented in their school life.

7KLVZUNWLHVLQZWKWKH1,)NHSULRULWRILPSURYHPHQWLQFKLOGUHQDQGRJSHRSHYK and wellbeing along with Argyll and Bute key objectives; ensuring children have the best start in life and are ready to succeed and strengthening leadership at all levels.

Children have an increased awareness of their rights and are actively involved in making decisions that affect the school. Children feel that they have a strong voice within the school and are EHRPLQJFKDQJHPDNHUVKHHOPRUHFRQILGHQWLQVSSRUWLQJHDFKRWKHUDQGHPEUD UNCRC by showing respect for all



The school has just achieved the Rights Respecting Schools Bronze Award: Rights Committed. This recognises our commitment to placing the UN Convention on the Rights of the Child at the heart of our ethos and are working towards becoming a Rights Respecting School.

Small Isles Primary

All classes - Outdoor Learning

With the help of funding from our local Co-Op, Castlehill purchased lots of new Outdoor Learning equipment. This is now stored in a central area within the school, where all classes have access to it. A timetable has been compiled so that every class has several slots a week, where they have priority over the use of the equipment and the outdoor areas.

Activities cover the whole curriculum but main focuses tend to be language and literacy, numeracy and maths, science and STEM. A folder showing ideas for activities, is also kept in the storage area and teachers continue to add to this as they explore new ideas.

Early results show that the children love the outdoor activities and engagement is high. We have found that the resources can be adapted to meet the needs of all age groups and abilities. Learning Outdoors is excellent for the health and wellbeing of all involved and gives a new take on how different skills can be taught and learnt.

All classes – Seesaw

Seesaw was introduced as another means of communicating with parents/carers during these difficult times. Parents/carers were given the option as to whether they wanted to sign up for this, and the response was exceedingly high.

Teachers and pupils select work and activities to photograph or write about, then send them to the platform before they can be posted.

Feedback from parents/carers is extremely positive, with many saying that they just love to see what the children have been doing and get an insight into what is happening in the classroom. Parents/carers of older pupils in particular have commented that it means they can engage a great deal with their children's work.

Pupils will also now ask to have work photographed or recorded so that they can post it on Seesaw. Teachers have also commented on how useful and worthwhile they find this platform. They often post videos of the classroom wall displays and this is much appreciated by the parents/carers.

Drumlemble Primary School

OUTDOOR LEARNING

We have been continuing to develop outdoor learning throughout the session as part of our School Improvement Plan and have now embedded planned outdoor sessions for every child for an afternoon each week. The children are able to use their skills in real life situations and cooperate to solve problems and carry out tasks linked to their classroom learning.

P1-

Clachan Primary School

Highlighting good work in
Literacy, digital literacy and STEM

All pupils in Clachan Primary took part in the Schools Animation Project with the Campbeltown Picture House, this led to participation in the Ecolas Project.

All Clachan pupils attended Campbeltown Picture House over a period of 10 weeks to learn skills and applications of animation and film making led by Alasdair Satchel.

Back in the classroom, each pupil worked independently to create their own short animated film.

Starting with creating a story board, the children thought about progression and setting a scene. This was used as a stimuli for writing, as the children wrote scripts and stories adding depth to their original ideas. The next step was to create our animated

Craignish Primary School

The children in Craignish Primary school have recently been learning about keeping safe, managing emergency situations and first aid. All the children from P1 to P7 took part in activities and learning. In the early stages the children learnt about what to do in an emergency situation and practiced dialing the emergency services. The children in P1-3 were also learning about the recovery position. All the children were able to practice this and learned to assess and manage risk in order to protect themselves and others. At the upper stages the children looked at various emergency

learning CPR, managing cuts and falls and bumps to the head, cardiac arrest and choking. The impact of this very practical learning experience was considerable across our school with all children able to talk about their learning and recognise the importance of the skills (n)56(0560053>6ig[ch)5

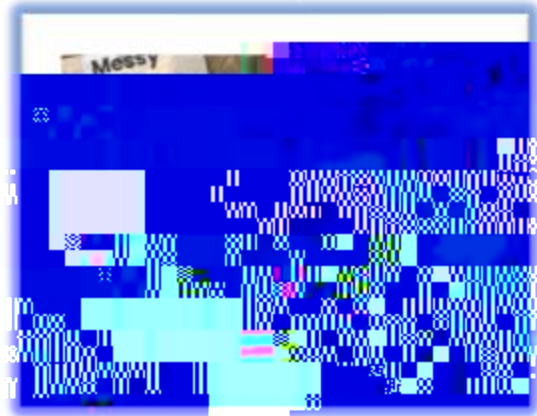
Glassary Primary School P1-3

Numeracy: Capacity, measuring with increasing accuracy. Independent data-collection.

Literacy: Following written instructions.

Science: Exploring dissolving in water.

- a) Children in P2 and 3 took part in an activity measuring in millilitres with a degree of accuracy. They had previously learned about reading scales. They followed numbered written instructions independently and cooperatively to make a magic potion where the ingredients made layers so that the teacher could see the accuracy.
- b) Children in P1-3 grouped in mixed pairs. They followed verbal instructions given prior to the session carefully, and mixed a range of labelled substances with an amount of water they measured out themselves having practiced pouring and observing scales. They observed whether the substance dissolved or not, and recorded their results independently.



These activities encouraged enjoyment, cooperation, independence and confidence and allowed the teacher to step back and observe progress. The impact was that the children felt like real scientists and felt trusted.

Kilmartin Primary School

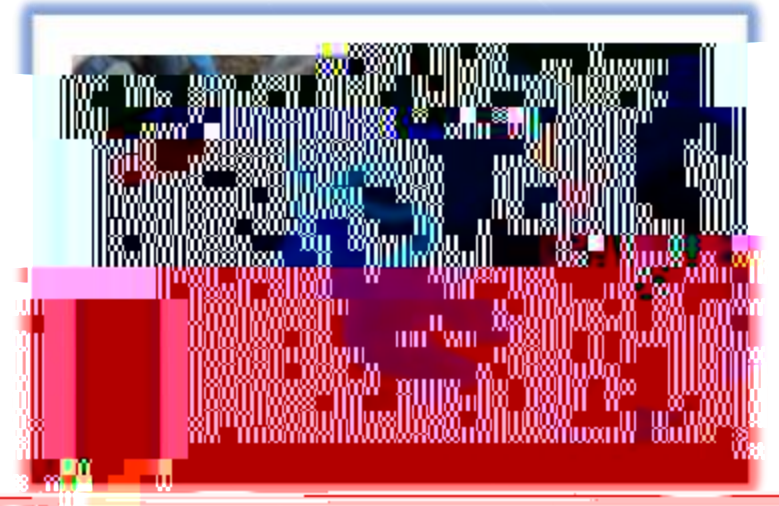
This session P4-7 pupils have been able to develop listening and talking skills by participating in weekly

Port Charlotte Primary School

At Port Charlotte Primary School we have been focussing on our nurturing approach in line with HGIOS
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REMHWLYH(QVXHFKLOGUHQ
have the best start in life and
DUHUHDGWRVXFHHGKLV
means that all children have
the emotional and
psychological support that
they need to grow, develop
and learn. Relationships are
key and we follow the

Inveraray Primary School

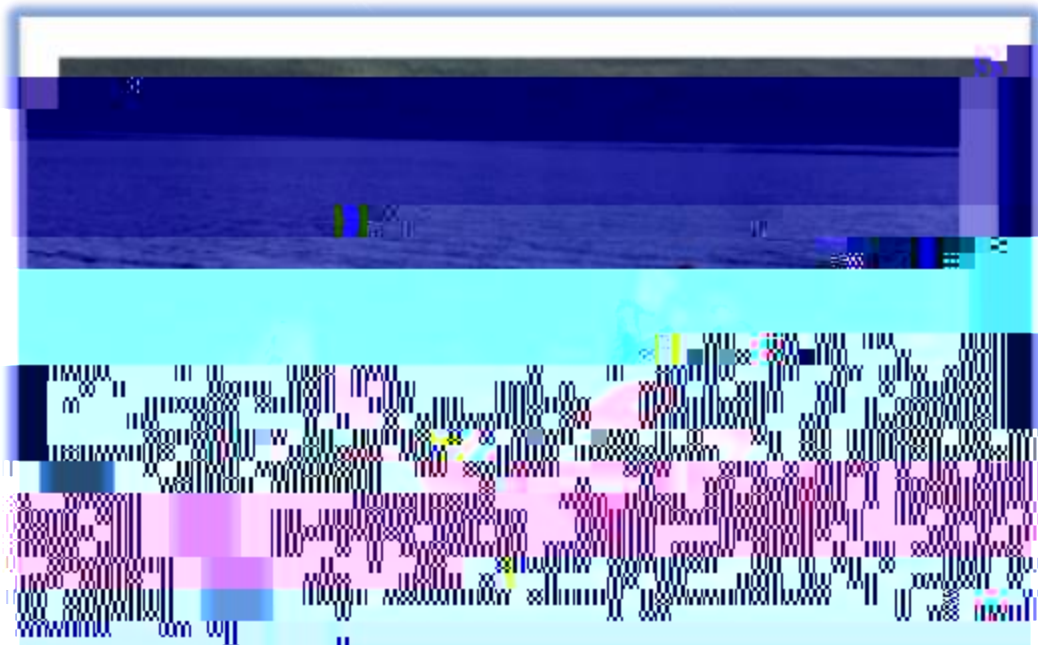
This year we have used Outdoor Learning as part of our COVID recovery strategy. This has helped children to develop resilience and learning readiness and has, in turn helped to raise attainment in literacy and numeracy.



Our outdoor strategy has taken on board the views of parents, young people and national advisors and ensures a cohesive and progressive outdoor learning experience from the nursery through to P7. Our work has gained national recognition in the press ([TES online](#)) and with Education Scotland where it was included as a case study in the recent [thematic inspection](#).

Children in all classes learn skills relevant to outdoors, social interaction (e.g. teamwork and communication), personal skills such as self-regulation and literacy and numeracy skills in school grounds, at the beach and in local woodland.

Our youngest children spend around 50% of their learning time outdoors, children in P1-3, around 30% and children in P4-7 around 25% of their time. This time helps them to be even more ready to apply skills to learning back in the classroom.



Rhunahaorine Primary School

Throughout this session the children have worked on a stop motion animation project. Funding was granted from the West Kintyre Windfarm Trust which paid for ten visits to Campbeltown where the children worked with a professional film-maker and Campbeltown Picture House staff.

Tayvallich Primary School ELC



As part of Health and Wellbeing the ELC children were learning about 'Our Body' and were very interested in the skeleton. The children created a skeleton using natural materials outdoors. This involved lots of counting and measuring of different sized sticks for the ribs. The children used pebbles for the fingers and toes and again this involved counting out pebbles. The children were in total control of this exercise and had no adult intervention. They lay down on the ground at the end to see if they were the same size. This ties in with our national and local priorities in spending time

RWGRRUVDQGGHYHORSLOJFKLOGUHQWODQJØJHDQG

numeracy. The impact of this exercise was that the children took control of their learning therefore learning at their level and engaging fully in what they were doing. Their interests were being developed and also being extended by their new knowledge of the skeleton



Tayvallich Primary School 4 – 7

I was given the opportunity to sign the Primary 6 and 7s up to a cyber-resilience course. This consisted of three workshops over the course of three weeks where pupils were faced with several tasks. Each workshop required me to put a lot of time into setting up the classroom to ensure it was ready for the live workshop. I needed to make sure all resources were available and clearly set out for the pupils. The pupils were all very engaged in each session and enjoyed exploring and learning new skills in technology.

The pupils had to each sit a final test at the eg

Lochgilphead Primary School

Our P4 pupils recently took part in a STEM

Dalintober Primary School

This year as part of our SIP, Play Pedagogy has been a key focus of development within P1-3 classrooms. Realising the Ambition: Being Me has been a key driver for this, ensuring that children are allowed to explore and develop within their learning and ensuring a smooth transition from ELC ± P1.

In August, staff began looking at their classroom environments in order to make these calming places for the children to work and learn. Neutral colours were introduced on walls, loose parts were gathered and areas within the room were created. Across the stages there has been a variety of free choice play, adult initiated learning and child-led learning. Maths and literacy have been a key focus area for play, ensuring a variety of materials and resources have been on offer to the pupils to practice and develop their skills. Fine motor skills have been a key area that staff have ensured that there has been resources to develop. Through this we have seen pupils develop their hand muscle strength and movements which has helped them with their progression into writing.

Block play has allowed pupils to show their creativity and imagination through the models and structures they have created. Role play/small world has allowed for development of talking/listening th

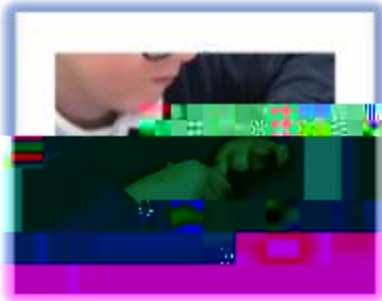
Furnace Primary School



As part of our Ancient Egyptian topic we mummified Barbie! During this process we used lots of appropriate vocabulary to describe each stage whilst using our imaginations to remove the organs, salt the body then wrap in cloth (toilet roll).

The children from P3-7 learned about the various artefacts people would be buried with and created their own list of what they would like in their tombs.

Activity ties in with improving attainment levels in literacy through developing their confidence in explaining processes and sequencing



Glenbarr Primary School

Glenbarr have been working with other small schools on a Digital Literacy Animation project in conjunction with Alasdair Satchel and Campbeltown Picturehouse.

Each child across the school learned skills in model making, filming, animation and sound which culminated in the making of an animation linked to that of their peers. Glenbarr children decided to create films on the theme of 7KH3HULOVRI*OHQEDUU(FR)DUPDQG each film had a humorous eco theme, V7KDV0UV0DFGRQDOG7HFRFDUGRLQJ doughnut spi

Tarbert Academy

A topic in Primary 7 and 6 has been Global Food. The learners have explored global trade including where our food comes from and how international trade works. They thoroughly enjoyed playing a trading game simulating finances and resources a range of countries may have and the impact this has on wealth. They have learnt about the parts of the Healthy Eating Plate and produced persuasive leaflets about healthy snacks and food for children. They have had regular baking sessions to taste different staple ingredients such as oats, flour and rice and learn about cooking methods. The children have followed procedural instructions and weighed out ingredients using a variety of s

Bowmore Primary School Gaelic Week

To celebrate our Gaelic language and culture, we took part in Seachdain na Gàidhlig 2022. We organised a range of activities for all children throughout the school. G1-7 and P1/2 spent a morning in the woods to learn Gaelic Vocabulary, build dens and listen to a Gaelic Story. The children had been learning about the Easter story and they collected lots of natural materials to create an Easter picture. The children benefitted from being in the outdoors and gained new experiences.



We invited all of the P7 pupils from all over Islay and Jura to take part in a bilingual transition activities. The children participated in Gaelic warm up games to get to know each other and to learn some Gaelic Vocabulary. They then took part in orienteering where they were put into teams and use their map reading and teamwork skills to navigate their way round the school grounds.

At each point, there was a jigsaw piece to find. Once they had collected all of the jigsaw pieces, they used their problem solving skills to make the jigsaw which spelt out a Gaelic place name.

They had to then work together to mark the place on the map. This was very successful and allowed the children to get to know each other through Gaelic activities. They then played a game of Gaelic Beetle Drive where they used their Gaelic numbers and body parts. The children thoroughly enjoyed meeting their peers that they will be with in High School and this helped to ease some of their anxieties about moving up.



Bowmore Primary School GME Trip

The Gaelic medium P4-7 class were the first to attend a residential school trip, as soon as Covid restrictions allowed in April 2022. The three day event was held in Edinburgh and organised by CnaG with participants from all GME classes in Argyll and Bute, and further afield. Experiences were lead and were taught through the medium of Gaelic which included a visit to Dynamic Earth, The National Museum of Scotland and Edinburgh Castle as well as a range of leisure activities organised by our school in the evenings, where Gaelic was spoken in a different context and out with our learning environment.

Bowmore Primary Literacy / Numeracy P1/2

Literacy and Numeracy in P1/2

This year BPS took a different pedagogical approach to literacy and numeracy in the Primary 1 class. The approach to literacy, particularly writing, was a priority in our School Improvement Plan. In class we focussed on improving fine motor control through a variety of play activities, letter formation, dictation and focussed

Bowmore Primary School P3/4

Last term, Primary 3 and 4 became budding engineers!

The children were presented with a design challenge; they had to work together to create a vehicle that could travel the furthest down a ramp independently. Initially, they researched and investigated the core components their vehicle would need eg axles, body, wheels. Then the children set to work straight away, putting the engineering cycle into action. First they had to define the problem before brainstorming all the possible solutions. To enable them to do this, they had to draw on their previous learning about forces and properties of materials. The children then worked in pairs to design their vehicle, labelling the materials required. There was great discussion at this point in the process. With the planning complete, the children then worked cooperatively to bring their creations to life. This was

Bowmore Primary School Short Story Winner

Writing is an area that we as a school are working on developing. Giving the children opportunities to improve the overall quality of their work through various contexts and genres allows each child to edit and self-

E - LEARNING CENTRES

ESTABLISHMENT NAME

NAME

TITLE

ADDRESS

POSTCODE

TELEPHONE
NO