

School inspection findings 2018-19

with Gàidhlig evaluations

BRIEFING 1 – February 2020

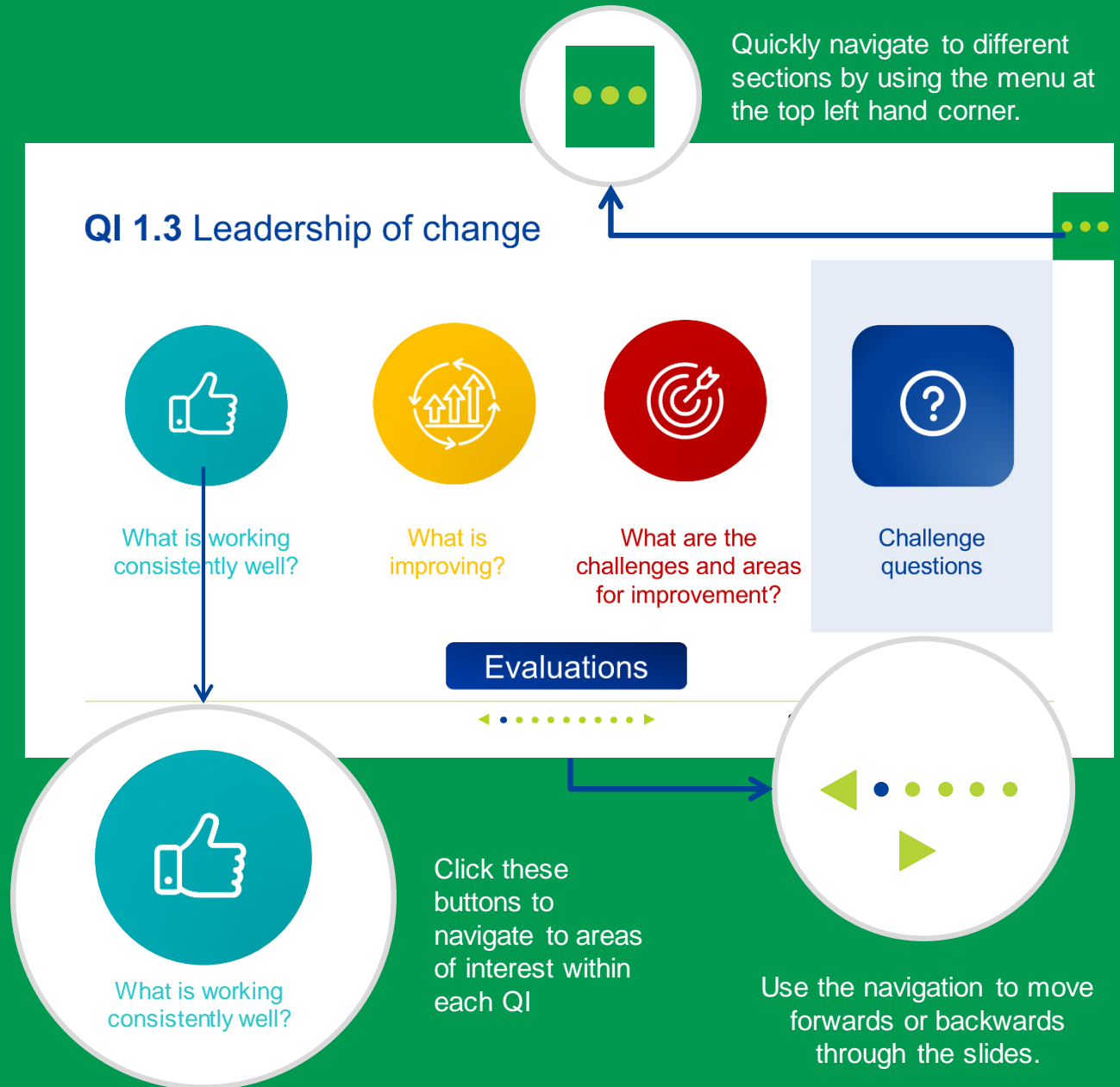


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Inspection evidence



QI 1.3

Leadership of change



QI 2.3

Learning, teaching and assessment



QI 3.1

Ensuring wellbeing, equality and inclusion



QI 3.2

Raising attainment and achievement

QI 1.3 Leadership of change



What is working
consistently well?



What is
improving?



What are the
challenges and areas
for improvement?



Challenge
questions

Evaluations



QI 1.3 What is working consistently well?



Effective school leadership is ensuring:

- the need for change is well understood
- a strong emphasis on raising attainment and addressing the poverty-related attainment gap.

Evidence from self-evaluation is being used more effectively to identify changes required.

QI 1.3 What is improving?



Through effective collaboration and participation in career-long professional learning (CLPL):

- staff have a clearer understanding of the social, economic and cultural context of the school community

QI 1.3 What is improving?



- CLPL is increasingly being used well to guide and **inform school improvement** and change.
- Schools are continuing to develop **approaches to empower** staff, children and young people to lead change in aspects of school improvement.

QI 1.3 What are the challenges and areas for improvement?



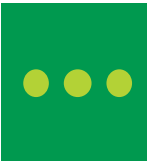
- Gathering and taking account of a range of data and evidence to **monitor and evaluate** the impact of change and improvement on outcomes for learners
- **Fully involving stakeholders** in contributing to and evaluating school improvement

QI 1.3 What are the challenges and areas for improvement in the Gaelic sector?



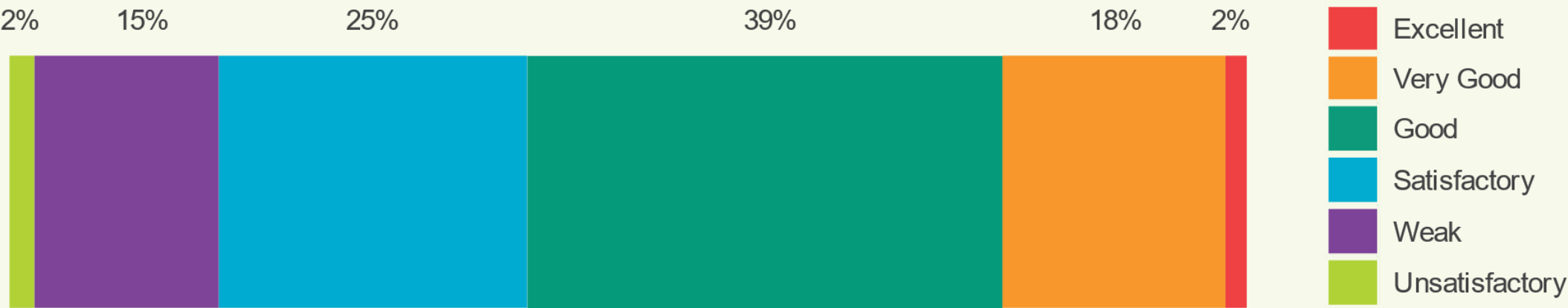
- In special schools and in the Gaelic sector, staff need to address the level of variability in the quality of leadership. In these sectors, clearer strategic direction and an improved pace of continuous improvement is required.
- In almost all cases, staff demonstrate a strong commitment to working collaboratively in developing and promoting Gaelic Medium Education (GME) and Gaelic Learner Education (GLE). The recognised shortage of teachers of GME present challenges in delivering the curriculum through Gaelic and in securing specialist senior leaders of GME.

QI 1.3 Evaluations



Evaluations of 1.3 Leadership of change (2018-2019)

122 schools



QI 1.3 Challenge questions

- How do we use our understanding of the **social, economic, Gaelic and cultural context** of the school to **inform and shape planning for improvement**?
- In what ways do we gather and take account of a range of evidence from self-evaluation to **monitor and evaluate the impact of change and improvement**, including priorities related to the use of Attainment Scotland Fund and national and local Gaelic language planning?



QI 1.3 Challenge questions

- How effective are our approaches to **empowering** staff, children and young people, parents and partners **to contribute to and evaluate school improvement?**
- How effective is our use of evidence and data to **prioritise improvements** to address any attainment gaps, including the poverty-related attainment gap, or gaps related to additional support needs or protected characteristics?



QI 1.3 Challenge questions

- How are we taking account of **DYW priorities** in our planning for continuous improvement?
- How are we planning for continuity in learning Gaelic and through the medium of Gaelic across 3-18 and beyond?
- What professional learning should I arrange for all staff to be equipped in taking forward priorities for improvement focusing on Gaelic?



QI 2.3 Learning, teaching and assessment



What is working consistently well?



What is improving?



What are the challenges and areas for improvement?



Challenge questions

Evaluations



QI 2.3 What is working consistently well?



- The culture and ethos across most school communities, with very **positive relationships** between learners and staff, continues to be a strength.
- Staff provide a wide range of **motivating learning environments** which support children and young people to engage well and to apply and reinforce their learning.

QI 2.3 What is improving?



- Most schools are focusing on improving the **consistency of the quality of learning and teaching** across classes in order to improve outcomes for children and young people.
- Teachers are using **digital technologies** to enhance learning and teaching.
- The quality of **oral feedback** to children and young people is improving.

QI 2.3 What is improving?



- Staff now use a **wider range of assessment** information and engage in a range of **moderation** approaches within and beyond schools.
- Staff use data more effectively to **target support** and to put in place suitable interventions within literacy and numeracy to address gaps in attainment and achievement.

QI 2.3 What is improving?



- In the Gaelic sector, teachers and practitioners have an improved understanding of approaches to immersion. These improved approaches should be developed further.
- In a few examples, the improved use of digital technology in Gaelic Medium Education is enhancing learners' experiences and supporting the development of skills for life. This includes the use of the digital platform e-Sgoil and national competitions such as Film-G.



QI 2.3 What are the challenges and areas for improvement?



- Improving learners' quality of **use of digital technologies** remains an area for further development.
- More needs to be done to ensure learners are clear about their **next steps in learning**.
- Achieving **consistently high-quality learning and teaching** across all sectors remains a priority for improvement.

QI 2.3 What are the challenges and areas for improvement?



- Staff need to build on moderation work to continue to **improve the reliability and validity** of teachers' judgements of children's and young people's progress and achievement across all learning.
- The sharing of effective practice in the use of tracking and monitoring in **all areas of the curriculum** in the broad general education (BGE) across all school sectors is needed.

QI 2.3 What are the challenges and areas for improvement?

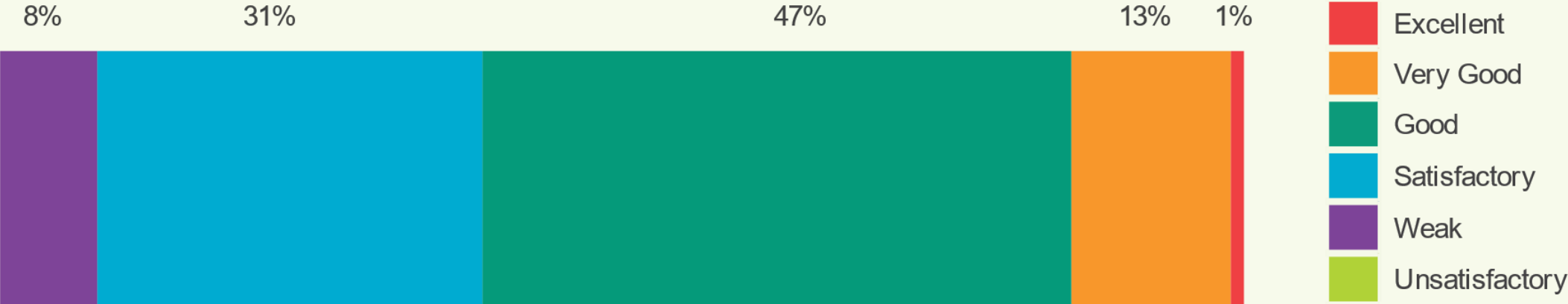


- In secondary schools, young people having a sufficient proportion of immersion through Gaelic learning remains an area for development.
- In a minority of cases, literacy through Gaelic is not sufficiently monitored as separate to literacy and English.

QI 2.3 Evaluations

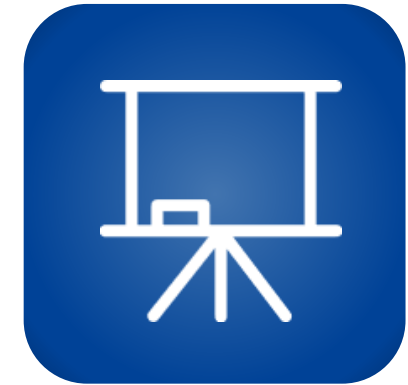


Evaluations of 2.3 Learning, teaching and assessment (2018-2019)
252 schools



QI 2.3 Challenge questions

- What actions are we taking to ensure **learning and teaching** is of a **consistently high quality**?
- How do we plan learning to effectively meet all learners' needs and to ensure appropriate **pace and challenge in learning**?



QI 2.3 Challenge questions

- How well do we enable **learners to articulate their developing skills** and value these in terms of future learning and career pathways?
- How effective are our planned opportunities for learners to **discuss and reflect on their learning** to empower them to lead and take increasing responsibility for their own learning?



QI 2.3 Challenge questions

- How effectively do we **actively involve learners** in planning and leading their own learning?
- How effective is our use of **digital technologies** to enhance learning and develop skills for learning, life and work?



QI 2.3 Challenge questions

- How effective are our approaches to **monitoring and tracking** across all curriculum areas, using data to:
 - set learning targets with children and young people;
 - evaluate their progress; and
 - put in place appropriate interventions to raise attainment and close any gaps?



QI 2.3 Challenge questions

- How are our approaches to **moderation** and use of National Benchmarks improving the validity and reliability of professional judgements of learners' progress and attainment?
- To what extent do we **use assessment information in the planning** of learning and teaching?



QI 2.3 Challenge questions

- How well is the ethos, culture and curriculum of our school enabling progressive learning for Gaelic and positive attitudes to Gaelic?
- How do you ensure high-quality, connected learning and teaching for all children and young people in your 3-18 provisions?



QI 3.1 Ensuring wellbeing, equality and inclusion



What is working
consistently well?



What is
improving?



What are the
challenges and areas
for improvement?



Challenge
questions

Evaluations



QI 3.1 What is working consistently well?



- Supporting and improving children's and young people's **wellbeing** is a high priority for schools.
- Children and young people who require additional support for learning have their **needs identified well** in most schools.
- Contributions from a **range of partners** including health professionals effectively support the wellbeing of individuals and groups of learners and their progress in learning.

QI 3.1 What is working consistently well?



- Across sectors, **established systems and processes** are in place to support staff in:
 - delivering their **statutory duties** in relation to wellbeing, equality and inclusion; and
 - developing their practices in line with **codes of practice**.

Ensuring wellbeing, equality and inclusion

QI 3.1 What is improving?



- An increasing focus is given to developing children's and young people's **emotional and mental wellbeing and resilience**.
- More children, young people and staff are aware of the **rights of children** as stated in the UNCRC. This includes rights to Gaelic.

QI 3.1 What is improving?



- Increasingly children and young people benefit from opportunities to **express their views and influence decision making**.
- Across sectors, staff are developing children's and young people's understanding and awareness of **diversity and equality** based on their local context.

QI 3.1 What is improving?



- In the Gaelic sector, many secondary schools are using personal support time to have regular conversations with young people about their learning and progress. These conversations need to be specific to young people learning Gaelic, and through Gaelic.

QI 3.1 What are the challenges and areas for improvement?



- **Planning approaches** are not always reviewed regularly enough and children's and young people's views do not sufficiently inform planning.
- Improvements are required to further develop **children's and young people's understanding of diversity** so they are more able to challenge stereotypes and discrimination.

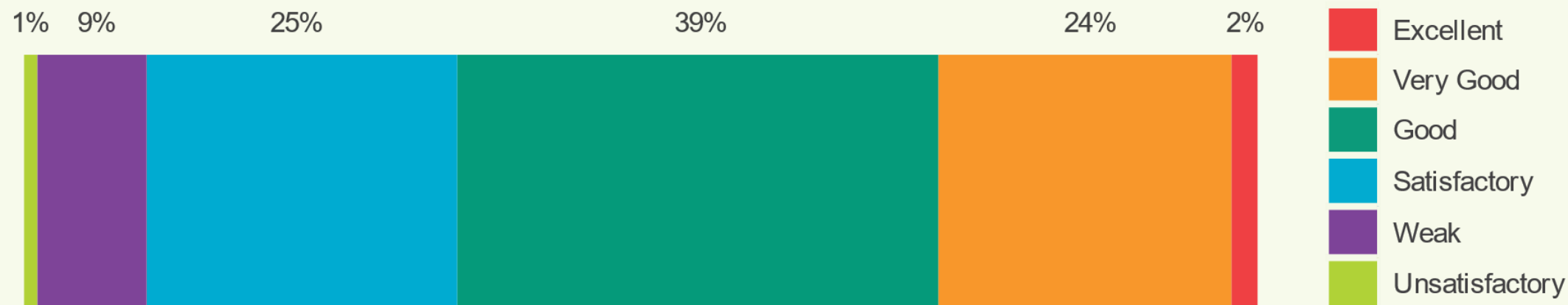
QI 3.1 What are the challenges and areas for improvement?



- Overall, educators are not yet making sufficient use of the Statutory Guidance on Gaelic Education, 2017. In some cases, the lack of resources impacts on headteachers' ability to implement this Guidance. On other occasions, the Guidance is not being considered as part of the school's arrangements for self-evaluation and improvement.

QI 3.1 Evaluations

Evaluations of 3.1 Ensuring wellbeing, equality and inclusion (2018-2019) 122 schools



QI 3.1 Challenge questions

- How effective are our approaches to **supporting children's and young people's wellbeing**?
- Is **evidence of progress in wellbeing** collected and evaluated to demonstrate impact on improving outcomes for **all learners**?



QI 3.1 Challenge questions



- How do we evidence progress in the wellbeing of learners **facing challenging circumstances**, those requiring additional support and those from **protected characteristic groups**?
- What do we do to support **care-experienced children and young people** to attain well?



QI 3.1 Challenge questions



- How well do we ensure that **planned strategies to support learners requiring additional support** are implemented across the school to enable children and young people to achieve and attain well?
- How well do we support children and young people to learn about all aspects of **equality and diversity** in a progressive and relevant way?



QI 3.2 Raising attainment and achievement



What is working
consistently well?



What is
improving?



What are the
challenges and areas
for improvement?



Challenge
questions

Evaluations



QI 3.2 What is working consistently well?



- Schools promote and celebrate children's and young people's achievements in and outwith school.
- Schools have gained confidence and knowledge in identifying the poverty-related attainment gap in their local context.

QI 3.2 What is working consistently well?



- Attainment in Gàidhlig in the senior phase is strong. Most young people entered for National Qualifications from SCQF level 5 to SCQF level 7 for Gàidhlig attained a pass at A-C.

QI 3.2 What is improving?



- Overall, in primary schools children's attainment in literacy and English and numeracy and mathematics, including the attainment of children with additional support needs is improving.

QI 3.2 What is improving?



- Schools continue to improve the reliability of their data on attainment of Curriculum for Excellence (CfE) levels in literacy and numeracy during the BGE.
- The percentage of young people attaining at SCQF level 4 or better in literacy and numeracy by the time of leaving school is improving.

QI 3.2 What is improving?



- Almost all primary and secondary schools are now tracking the attainment of children and young people in literacy and numeracy during the BGE.
- Staff in almost all schools continue to increase their confidence in the use and analysis of data to plan for improvements and put in place targeted interventions.

QI 3.2 What is improving?



- Emerging evidence indicates that these targeted interventions are leading to improved outcomes for children and young people with barriers to their learning.
- This includes improved attainment in literacy and numeracy and progress in health and wellbeing.

QI 3.2 What are the challenges and areas for improvement?



- Most schools do not yet have reliable data on children's and young people's progress and achievement of CfE levels across other curriculum areas across the BGE.
- Tracking attainment across the curriculum during the BGE remains an area requiring further work.

QI 3.2 What are the challenges and areas for improvement?



- The development of approaches to tracking of the skills that are being gained would help learners take increasing responsibility for ensuring they continue to add value to their achievements.

QI 3.2 What are the challenges and areas for improvement?

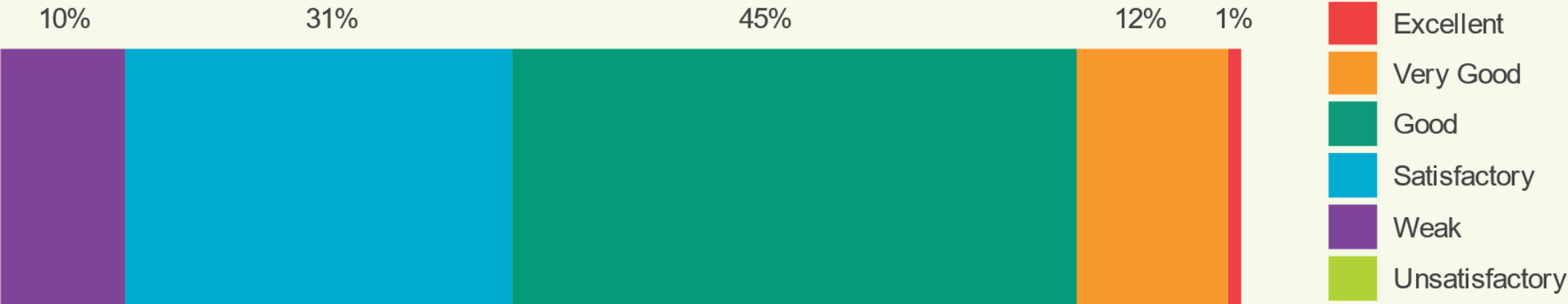


- Too few young people are doing National Qualifications and awards through the medium of Gaelic, and in Gaelic (Learners) and Gàidhlig.
- Generally at the secondary stages, headteachers are not tracking young people in GME as a group of learners. As such, they are not confidently able to speak about whether young people are making the best possible progress.
- Schools are not aware of trends for Gaelic destinations.

QI 3.2 Evaluations



Evaluations of 3.2 Raising attainment and achievement (2018-2019)
252 schools



QI 3.2 Challenge questions

- What are our approaches to raising attainment and closing the poverty-related attainment gap **across all areas of the curriculum?**
- How **valid and reliable** are teachers' judgements about learners' progress and achievement of CfE levels across **all areas of the curriculum?**



QI 3.2 Challenge questions

- How effective are approaches to **monitoring and tracking** of progress and attainment **over time** across **all areas of the curriculum** to:
 - analyse trends;
 - identify any under attainment; and
 - put in place appropriate interventions to support improvements?



QI 3.2 Challenge questions

- How well are we developing staff confidence and skills in the **use of data** to identify and implement approaches to raise attainment for all learners?
- How effective are our **strategies and interventions** to reduce the impact of any barriers to learning and **to raise attainment** of learners requiring additional support or those from protected characteristic groups?



QI 3.2 Challenge questions

- How do we ensure that all learners in Gaelic Medium Education leave school with qualifications and awards in and for Gaelic achieved in each year of the senior phase?
- How effective are our **strategies and interventions** to reduce the impact of any barriers to learning and **to raise attainment** of learners requiring additional support or those from protected characteristic groups?

