

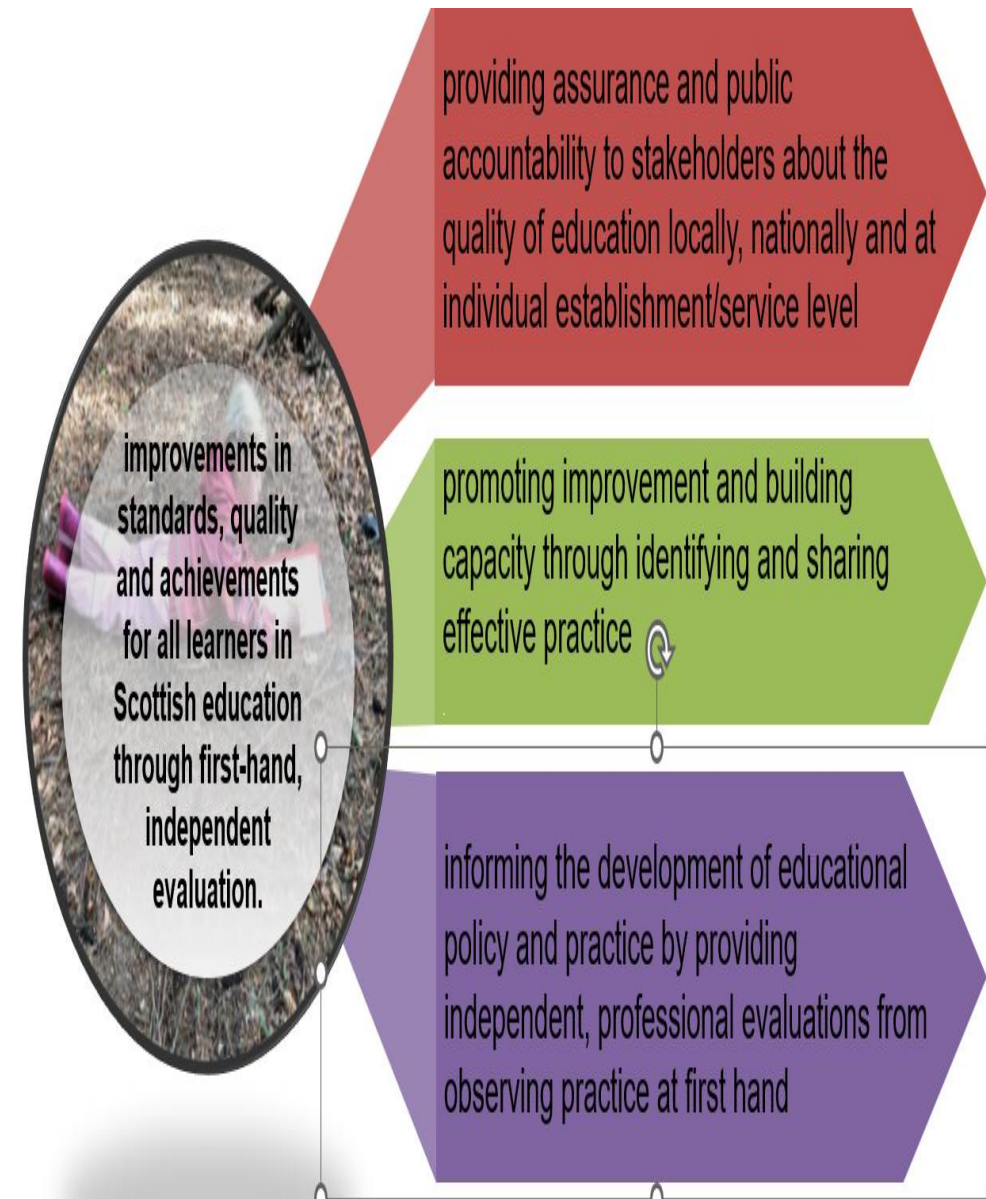
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His Majesty's Inspectors of Education

Gàidhlig Local Authority Network - GLAN

Planning for improvement using
inspection findings

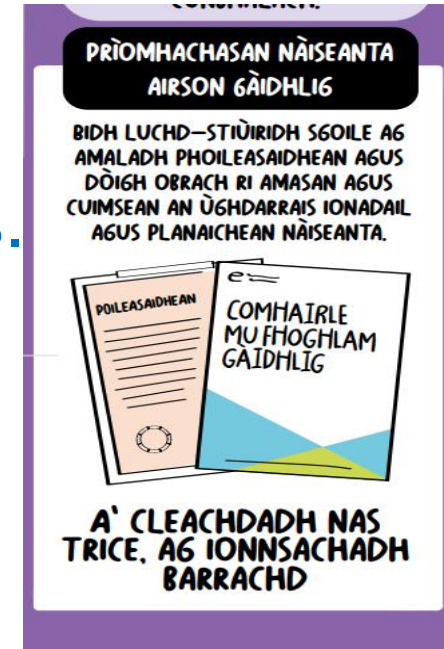
Joan Esson HM Inspector of Education
Lead inspector – Gàidhlig Sector
June 2024



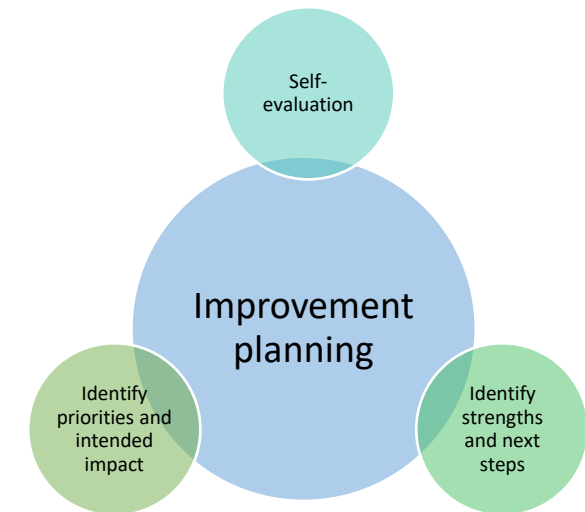
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HM Inspectors' update on 3-18 inspection findings in Gàidhlig Medium and Learner Education to support self-evaluation for improvement with:

- Key snapshots exemplifying what is going well, improving and areas to develop
- Sharing features of highly effective practice from inspections.



Local authority, schools and partners could use this presentation to evaluate their own practice and set priorities for improvement. Additionally, The Advice on Gaelic Education and Statutory Guidance on Gaelic Education help contextualise the inspection frameworks How good is our..? to the Gaelic sector.



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The following sketch notes and challenge questions are useful to evaluate practice and set priorities for improvement: [Ri fhaighinn /available in Gàidhlig and English.](#)

Whole-school data literacy



All staff are involved in the analysis of attainment data to identify gaps. They plan interventions and evaluate the impact of these interventions.

Professional learning focused on data literacy is helping to build capacity across the school in how to use data meaningfully. Through the introduction of regular department attainment meetings, all staff are supported to improve their data-driven decision-making. These meetings are also used to monitor progress of departments, subjects, classes and groups of young people.

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Key inspection snapshots -
sampling what is going well and
improving



improvements in
standards, quality
and achievements
for all learners in
Scottish education
through first-hand,
independent
evaluation.

providing assurance and public
accountability to stakeholders about the
quality of education locally, nationally and at
individual establishment/service level

promoting improvement and building
capacity through identifying and sharing
effective practice

informing the development of educational
policy and practice by providing
independent, professional evaluations from
observing practice at first hand

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Snapshots from inspections: 3-5 Sgoil-Àraich

Children make an important start to fluency in Gàidhlig by attending Sgoil-àraich. They benefit from positive, caring and warm relationships with practitioners. Children engage well with a range of total immersion play experiences indoors, outdoors and in the community.

Practitioners create a welcoming and friendly ethos and community for children to be totally immersed in Gàidhlig.



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Snapshots from inspections: 3-5 Sgoil-Àraich

Children are confident in joining their friends at P1 for some of their total immersion. Children sing in Gàidhlig with a visiting specialist tutor. They sing a range of songs connected to developing language, their local area, heritage and culture. This supports children's language development effectively. Practitioners should increase their use of songs with children to provide continuity with the curriculum delivered by the visiting tutor.



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Snapshots from inspections: 3-5 Sgoil-Àraich

Children in the sgoil-àraich use a few Gàidhlig words and phrases in routines and independently in their play. They name and use in communication items of food and drink in snack routines. Children learn vocabulary and communication on topics and interests, such as animals.

Children build their imagination and creativity through role-play. They retell aspects of stories. Children recognise their name on labels, with a few writing their names. Children should be encouraged to speak more Gàidhlig in everyday routines in which they are comfortable.



Snapshots from inspections: Bun-sgoil (primary) leadership and impact of immersion

Senior leaders have very effectively put in place key improvements to raise standards on a short- and long-term basis. In so doing, they have made very good use of information on attainment, progress and what matters to the local area. Senior leaders are well respected for well-judged, ambitious and clear leadership of learning, teaching and raising attainment.

The staff team's leadership of total immersion results in most children's confidence and fluency in using Gàidhlig. Teachers are skilled in using a range of immersion approaches that are delivered in high-quality fluency. They focus well on grammar and local dialect.

Snapshots from inspections: Bun-sgoil leadership and impact of immersion

Across the early level, children experience high-quality learning through play that is motivating, meaningful and develops children's creativity very well. This develops children's fluency in Gàidhlig across a range of total immersion situations.

Children are making good progress in literacy and numeracy through the medium of Gàidhlig, and as appropriate, English. Children are resilient and embrace change well. They participate with enthusiasm in learning activities to promote the local area's heritage, and Gàidhlig language and culture.

Snapshots from inspections: àrd-sgoil (secondary)

Young people in Gàidhlig Medium Education are confident speakers of the language through learning in school and when engaging with achievements and national events for Gàidhlig. They are supported well by specialists for Gàidhlig.

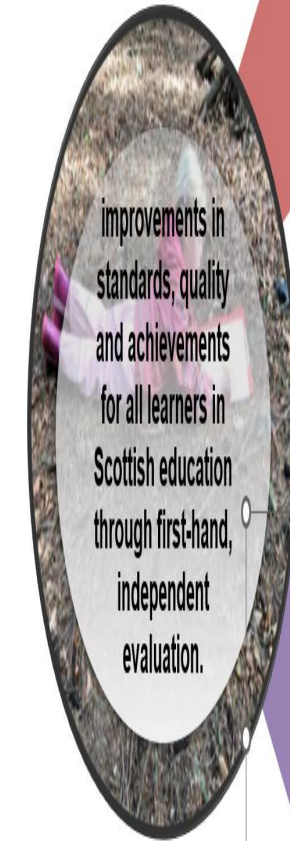
Staff are increasing their ambition for Gàidhlig and offer more learning and teaching through the medium of Gàidhlig. As a result, most young people as they continue in Gàidhlig Medium Education, by the time they leave school, are confident and successful speakers of Gàidhlig.



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Key inspection snapshots - sampling areas for improvement



improvements in
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Snapshots from inspections: Strategic planning

Senior leaders should plan strategically, and longer term, with the local authority to increase staffing, professional learning and the use of technology to continue to extend learning and immersion for Gàidhlig. This should include increasing the numbers undertaking qualifications and awards for Gaelic (Learners), Gàidhlig and through the medium of Gàidhlig.



Snapshots from inspections: Strategic planning

The local authority should continue to support staff as they improve Gàidhlig and implement their vision for change.

Young people should be encouraged further to continue with Gàidhlig Medium Education as they move from primary to secondary stages and through the senior phase to gain qualifications.

Staff should ensure that their handbook includes Gàidhlig, their designated catchment area for Gàidhlig and their actual curriculum offer.



Snapshots from inspections: Strategic planning

All staff across the school should play their part in developing a positive ethos for Gàidhlig that promotes equity and equality.

Teachers should continue to engage in strategic local and national moderation activities, including for listening and talking. Partners need to provide high-quality intensive immersion interventions as required to close gaps in fluency.



Snapshots from inspections: Raising attainment through pedagogy, including play

Staff should ensure that total immersion play has sufficient focus on adults leading activities where Gàidhlig is heard, used and encouraged on a very regular basis.

Build further on the strengths in learning and teaching to ensure high-quality experiences for all children across the sgoil. Children who are higher achieving should experience more challenging learning.



Snapshots from inspections: Raising attainment in Gaelic (Learners)

Children in English Medium need a more planned and progressive approach for Gaelic (Learners) as an additional language. This should build on their total immersion in Gàidhlig in sgoil-àraich. Children should have clear next steps for improvement.

Staff should continue to build on their use of Gàidhlig, fluency and professional learning as one way to raise children's attainment in Gaelic (Learners).



Snapshots from inspections: Raising attainment in Gaelic (Learners)

Presentations for Gaelic (Learners) at National five in 2022 and 2023 have declined. More young people should be presented for Gaelic (Learners) at National five and Higher. Young people should continue with Gaelic (Learners) throughout S1-3. Young people's attainment data in Gaelic (Learners) should be tracked and analysed at a strategic level. This should then be used to strengthen the curriculum offer and young people's outcomes.



Snapshots from inspections: Raising outcomes in personal achievements

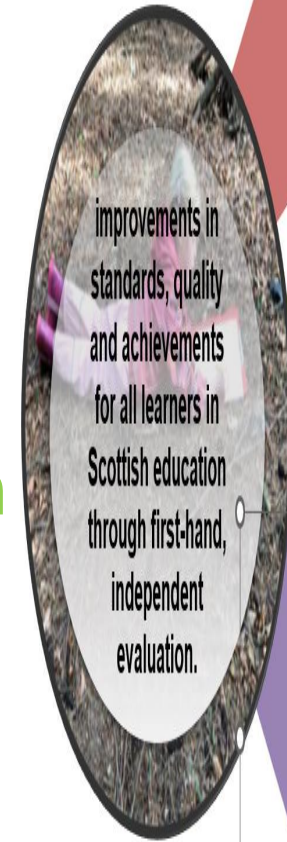
A helpful next step would be to develop a more strategic approach to leadership and achievement progression pathways, including further use of recognised or accredited awards for such opportunities at the Mòd, An Deasbad Nàiseanta and FilmG. Leadership opportunities for learners, across the broad general education, could also be developed further.



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Sharing features of highly-effective practice from inspection findings on strategic curriculum making



improvements in standards, quality and achievements for all learners in Scottish education through first-hand, independent evaluation.

providing assurance and public accountability to stakeholders about the quality of education locally, nationally and at individual establishment/service level

promoting improvement and building capacity through identifying and sharing effective practice

informing the development of educational policy and practice by providing independent, professional evaluations from observing practice at first hand

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The school has successfully designated a promoted post to taking forward Gàidhlig Medium Education across all aspects of the curriculum.

Staff evaluate regularly their curriculum and set a strategic direction for the curriculum.

Most teachers teach in more than one subject, as well as take forward opportunities for personal achievements. This is gradually increasing the proportion of the curriculum available through Gàidhlig.

The young people at the senior stages are establishing themselves as Tosgairean – Ambassadors to create immersion opportunities for their younger peers.

Young people develop their knowledge, skills, understanding and fluency through subjects and projects.

Young people also develop their knowledge, skills, understanding and fluency through working with partners such as BBC Alba, Comann na Gàidhlig (CNAG), as well as local businesses.

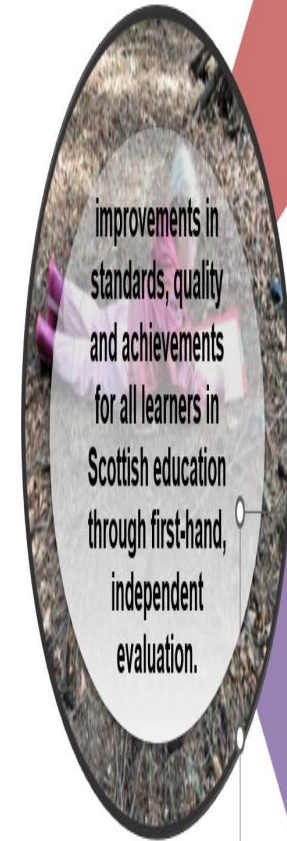
Young people develop a sense of identity and belonging to a community for Gàidhlig through working with the local partners and networks. They become more resilient in handling equality and diversity.

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Sharing features of highly-effective practice from inspection findings on strengthening immersion through achievements



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Children have planned experiences and opportunities to develop their fluency and Gàidhlig language skills in whole-school projects.

Projects integrate music, culture, performing arts, drama and language to develop children's strong sense of identity with Gàidhlig. Children participate successfully in local and national Mòd competitions.

Teachers give a positive focus to grammar, idiom and local dialect.



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Children use digital technology well to support learning and access the curriculum. Children across the school have had valuable opportunities to apply their skills through creating animations and participating in an international competition.

Children apply their digital skills with independence, for example, when creating podcasts for the school website. These podcasts are produced in Gàidhlig and English.

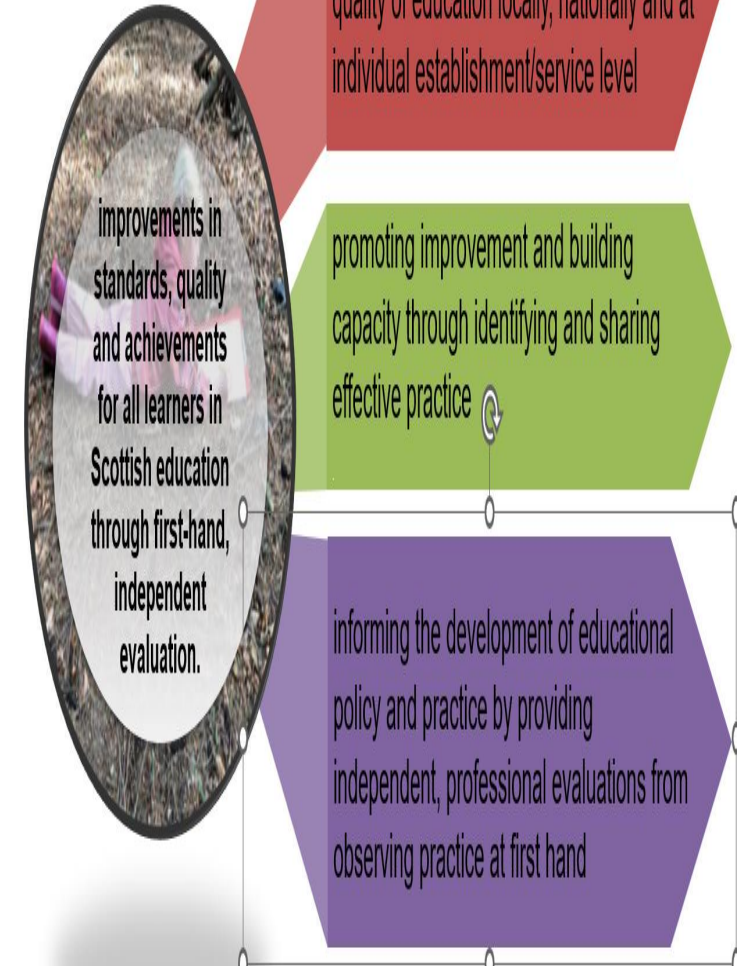


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Sharing features of highly-effective practice from inspection findings on setting vision



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The headteacher and practitioners have taken forward important steps to implement a 'Gaelic First' policy.

The headteacher is collaborating with the school community to design a curriculum that promotes what is important to the island.

The headteacher has worked with all stakeholders to talk about individuals' identity, as well as children's identity for Gàidhlig and the local area. This is driving the strategic direction of 'Gaelic First' in the sgoil-àraich.



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Practitioners are dutiful in speaking Gàidhlig to achieve total immersion for children. They do so in a caring, nurturing and safe atmosphere. Children are comfortable and confident to be immersed in Gàidhlig.

Apprenticeship programmes support recruitment of practitioners who speak Gàidhlig.

Teachers of Gàidhlig Medium Education at the early level have a weekly time in the sgoil-àraich. This has positive impact on transition and for children's continuity with Gàidhlig Medium Education in bun-sgoil.



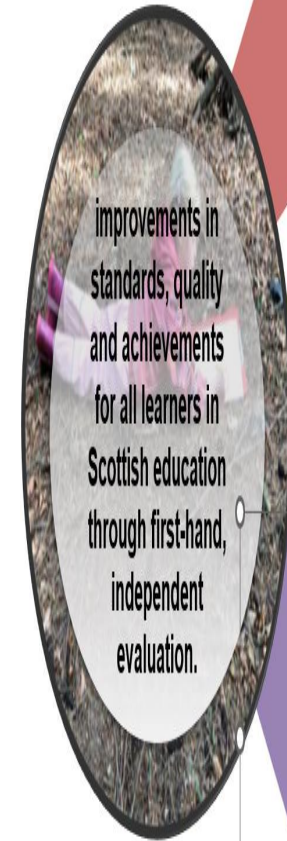
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Some concluding professional advice on building capacity



providing assurance and public accountability to stakeholders about the quality of education locally, nationally and at individual establishment/service level

promoting improvement and building capacity through identifying and sharing effective practice

informing the development of educational policy and practice by providing independent, professional evaluations from observing practice at first hand

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United Nations Convention on the Rights of the Child (UNCRC)

UNCRC is law from 16 July 2024.

More here:
<https://ow.ly/i9zM50RXzry>

 Education Scotland
Foghlam Alba

Don't forget!

United Nations Convention on the Rights of the Child (UNCRC)

16 July 2024

Resources



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HM Inspectors report on how well schools are taking forward UNCRC, for example:

“The school has achieved national recognition for their work in promoting the rights of the child. As yet, children do not know the vocabulary for UNCRC to talk about their rights through the medium of Gaelic. Children need to be more aware of their rights as learners of an indigenous language.” (Article 30)

HM Inspectors’ submission and evidence for the Scottish Languages Bill also highlighted our support for UNCRC.

More information

[Gaelic Sector | HM Chief Inspector reports and guidance | Inspection and review | Education Scotland](#)

[IN GLOW Gaelic](#) an area for collaboration and collates practice worthy of sharing

[Advice on Gaelic Education | Resources | Education Scotland](#)

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