

HM Inspectors' Update and Professional Learning Resource Gaelic Local Authority Network GLAN

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For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

Aims

Provide an update on school and early learning and childcare inspections.

Discuss high level messages from national reports on community learning and development (CLD) and mathematics.

Provide an update on data for Curriculum for Excellence levels.





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Update on inspection

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Early learning and childcare



Advice on Gaelic Education

Key Messages

Settings should continue to use the [Advice on Gaelic Education – total immersion](#), with the new framework.

Total immersion and regular, quality interactions remain as key approaches in Gàidhlig (Gaelic) Medium Education. Children need to be immersed in Gàidhlig to be fluent in the language, and use it as a medium of learning.

School inspections

Specialist HM Inspectors and associate assessors are on our inspection teams for Gàidhlig. They evaluate through a Gàidhlig lens using our inspection frameworks and the [Advice on Gaelic Education](#).

A headteacher's briefing note explains how we inspect Gàidhlig:

[Arrangements for inspecting Gaelic Education](#)

HM Inspectors publish reports, in Gàidhlig and English, and summarised inspection findings on our website: [Inspection reports | Gaelic Sector](#)
[IN GLOW Gaelic](#) collates practice worthy of sharing.

Four key messages from inspection findings

HM Inspections are consistently evidencing that young people should experience coherent Gaelic (Learners) in P1-S3 and be presented for Gaelic (Learners) qualifications in the senior phase.

Teachers should continue to engage in moderation activities with colleagues from local schools, including for talking.

A helpful next step would be to develop a more strategic approach to having progression pathways for literacy and Gàidhlig and learning about Gàidhlig language and culture across the curriculum.

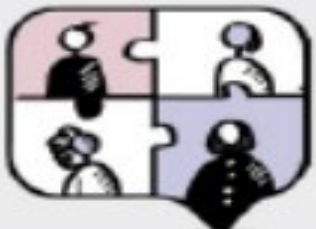
Leadership and achievement progression pathways should be delivered further. Accredited awards should be considered for such opportunities as the Mòd, An Deasbad Nàiseanta and FilmG.

We are reviewing our approaches to inspection

We are inviting stakeholder views on inspections of Gàidhlig, while balancing this with the purposes of inspection.

Please contact Joan.Esson@gov.scot

Stakeholder Engagement Approach





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Setting direction with two national reports

For Scotland's learners, with Scotland's educators
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Enhancing the quality of mathematics education in Scotland

A thematic report

HM Inspectors of education



A' neartachadh càileachd
foghlam matamataig ann an
Alba

Report available to read in Gàidhlig
and English



A few key findings on mathematics

Learners eagerly engage in learning mathematics through the medium of Gàidhlig, particularly when learning is challenging.

Staff are skilled at creating and providing an encouraging learning environments.

Almost all practitioners and teachers understand the importance of their role in building children's Gàidhlig language skills to enable them to explore and explain their thinking in mathematics.

A few key findings on mathematics

When available, support staff who speak Gàidhlig work well alongside learners, practitioners and teachers.

Children embed mathematics vocabulary with fluency. It would be helpful to introduce more strategies to record mathematics vocabulary as learners move through P1-S6.

Most schools work very well with Gàidhlig-specific businesses, organisations and partners.

A few key findings on Mathematics

Learners would benefit from regular problem-solving and open-ended challenges in Gàidhlig.

Learning resources are not always up to date, or available in Gàidhlig.

Learners often use digital apps, numeracy games and programmes in English. This diminishes young people's experiences of learning mathematics through Gàidhlig.

Practitioners, support staff and teachers are increasingly participating in professional learning focused on mathematics. Teachers request this professional learning is in Gàidhlig.

Recommendations

Recruit and retain qualified mathematics teachers, particularly in secondary and Gàidhlig Medium Education.

Provide ongoing, high-quality professional learning to deepen understanding of mathematical concepts and effective pedagogy through Gàidhlig.

Focus on improving the quality of learning and teaching to ensure that lessons are engaging and appropriately challenging.



Luachadh air ionnsachadh agus
leasachadh coimhearsnachd ann an
Alba: A' beachdachadh air an t-solar le
ùghdarrasan ionadail agus an com-
pàirtichean

Aithisg bho Luchd-sgrùdaidh an Rìgh airson Foghlam.



Evaluation of community
learning and development in
Scotland: Considering the
provision by local authorities
and their partners



CASE STUDIES

Highly effective practice
in the CLD sector

HM INSPECTORS



Report available to read in Gàidhlig and English

Some key findings

This new [report](#), [Evaluation of community, learning and development in Scotland](#) presents on how effective the leadership of the local authority and their community, learning and development (CLD) partners are in improving outcomes; and how well local authority and their CLD partners' performance demonstrates positive impact. The report is available in [Gàidhlig](#) and [English](#).

CLD is integral to the education system in Scotland. It brings together youth work, adult learning, family learning, and community empowerment and development using one approach.

Gàidhlig does not feature consistently in CLD plans, nor are there consistent links in CLD plans with Gàidhlig Language Plans

The leadership of CLD in most local authorities is strong and effective.

Some key findings

Almost all community planning partnerships have a strategic role in planning CLD, and monitoring progress through regular reporting.

The way CLD is resourced and governed varies significantly between local authorities.

In recent years, local authorities have increasingly funded CLD staffing through short-term funding.

Overall, the capacity of CLD providers to fully understand and report on their collective impact is under-developed.

Local authority CLD staff and volunteers are increasingly working alongside partners, including schools, to provide targeted opportunities for those learners who require additional support.

Supporting system improvement

HM Inspectors have a quality and improvement framework for CLD that is available through the medium of Gàidhlig. There is some articulation with inspectors' professional Advice on Gaelic Education.

<https://education.gov.scot/inspection-and-review/inspection-frameworks/how-good-is-our-community-learning-and-development/>

Examples of highly-effective practice in CLD are available here:

<https://education.gov.scot/inspection-and-review/promoting-improvement-through-sharing-highly-effective-practice/community-learning-and-development/>

How good is our Community Learning and Development?

The resource is available in English and Gaelic, select from the options below to find out more.

How good is our CLD

Tools, case studies, performance outcomes, and further information relating to the delivery of community learning.

Ciamar a tha an ILC againn

Uidheaman a bhios gad chuideachadh gus am frèam-obrach seo a chur gu feum.

Some recommendations

Local authorities should work with their CLD partners to improve their collective use of data and shared self-evaluation to better monitor and report on CLD outcomes.

Community planning partnerships should ensure that the reporting of CLD enables them to understand the progress being made against CLD plans and how CLD is contributing to wider priorities. This will support them to fulfil their strategic role in the planning, governance and leadership of CLD.

CLD partnerships need to better involve young people, adult learners, community organisations and local representatives in CLD planning. In particular, they should ensure that CLD participants have a greater influence and become partners in decision-making about CLD planning at strategic level.



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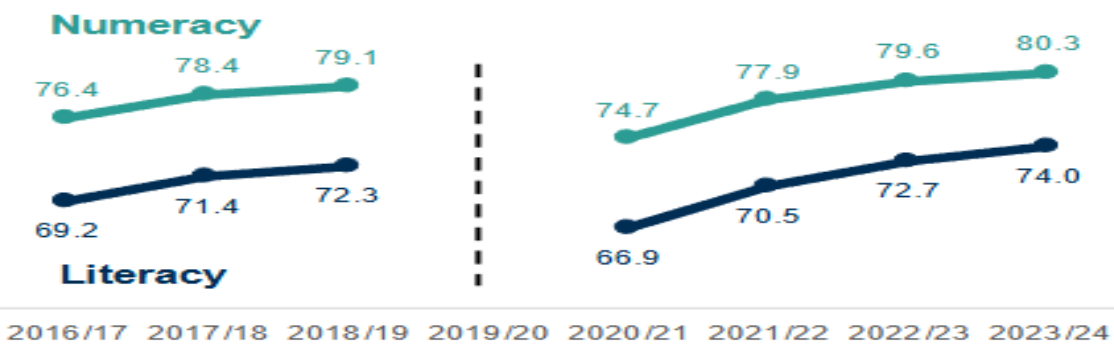
Updates available on Scottish Government's website

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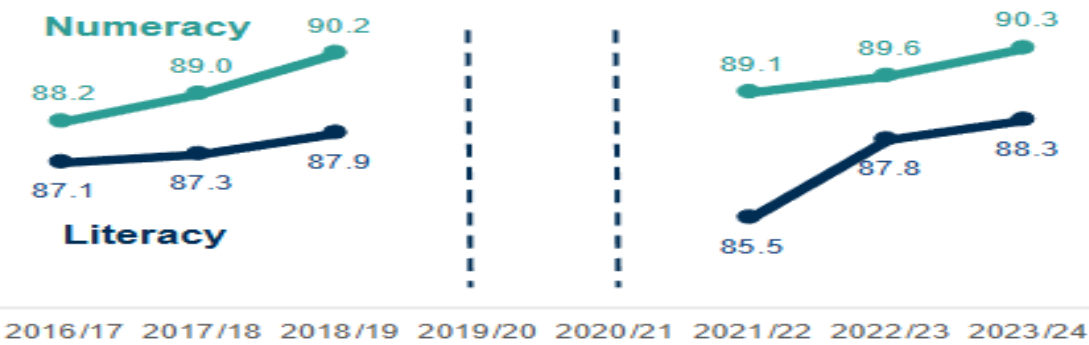
Curriculum for Excellence data

More Curriculum for Excellence data is available to support monitoring and tracking of learners' performance in Numeracy and mathematics and literacy and English, as relevant to immersion.

For P1, P4 and P7 pupils combined, the proportion achieving the expected levels in literacy and numeracy in 2023-24 are the highest to date.



For S3 pupils, the proportions achieving Third Level or better in literacy and numeracy are also the highest to date.

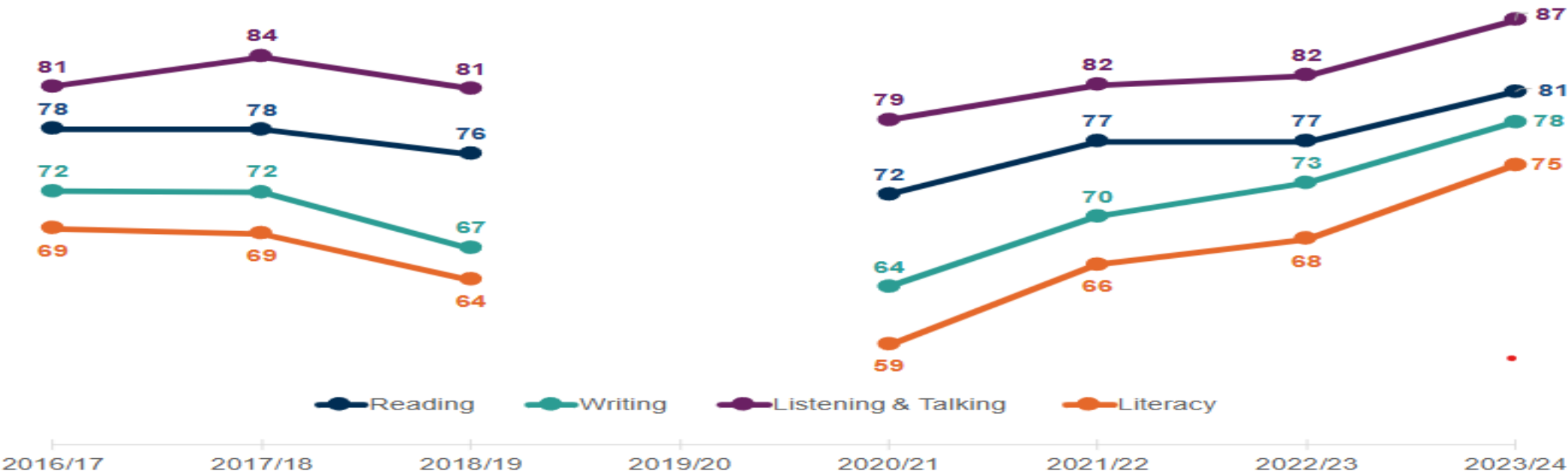


1,598 pupils at Primary stages and 380 S3 pupils are included in the Achievement of CfE Levels data are in Gaelic medium schools/classes.

The proportions of pupils achieving expected levels in Gàidhlig at primary stages were higher in 2023-24 than in any previous year across all organisers.

Chart 11: Primary attainment in Gàidhlig increased over the latest year for all organisers

Percentage of primary pupils achieving expected CfE levels in Gàidhlig, 2016-17 to 2023-24



At S3, 84 per cent of pupils achieving third level or better in literacy in 2023-24. This is down from 96 per cent in 2022-23. With a small number of pupils, figures vary considerably from year to year.

A higher proportion of P7 pupils based in Gàidhlig Medium schools and classes achieved expected levels in English literacy and numeracy organisers than pupils as a whole.

P7 pupils receiving Gàidhlig Medium Education performed better than the average by six percentage points across the literacy organisers and by five percentage points in numeracy.

Similarly, the proportion of S3 pupils based in Gàidhlig Medium schools and classes achieving third level or better was between six and eight percentage points higher than the proportions for all pupils across each of the English literacy and numeracy organisers.

For S3 pupils achieving fourth level, the pattern was reversed with pupils receiving Gàidhlig Medium education less likely to achieve fourth level than pupils as a whole.

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

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