

Evaluating the quality of Gaelic Education

Actions to raise standards, quality and equity in 3-18 Gaelic Education

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Introduction by His Majesty's Chief Inspector of Education

I am privileged to introduce this inspection report, which supports improvement in Gàidhlig Education. Its publication is timely aligning with the ambitions of new legislation, The [Scottish Languages Act 2025](#) and [Education \(Scotland\) Act 2025](#), both of which signal national commitment to the growth of Gàidhlig.

His Majesty's Inspectors of Education in Scotland (HMIE) report publicly on the quality of Gàidhlig Education. They evaluate the impact of national policy and guidance and make professional judgements about the quality of children's and young people's learning, fluency, attainment and achievement. HMIE identify what is working well and what needs to improve in Gàidhlig Education in Scotland. Our synthesis of inspection findings informs the professional advice shared with the teaching profession, Scottish Ministers and their officials to improve national policy and practice.

Teachers of Gàidhlig have an important and privileged role to deliver positive outcomes for children and young people. This is while also contributing to meeting targets to sustain and secure the future of the Gàidhlig language. During the period covered by this report, senior leaders, teachers and practitioners navigated exceptionally challenging circumstances, including recovering from the pandemic. This report recognises teachers' creativity and commitment in closing gaps in attainment and immersion, improving attendance, supporting health and wellbeing; and raising attainment, particularly those most impacted by the cost of living.

The Gàidhlig sector is optimistic and unrelentingly ambitious for the future of the Gaelic language. [Scotland's National Census 2022](#) showed that the speakers with some Gàidhlig in Scotland has increased from 87,000 to 130,000 between 2011 and 2022. The number of people who can speak Gàidhlig fluently is much lower - about 69,710 speakers nationwide, an increase of 21% from 2011. Beyond school, young people and adult learners are embracing new approaches such as technology to learn Gàidhlig. Educators' use of previous inspection findings has helped raise standards and expectations in immersion. This new report is designed to drive further improvements and strengthen the quality of Gàidhlig Medium and Learner Education.

Attainment remains positive in the senior phase for young people who continue with Gàidhlig. The Statutory Guidance on Gaelic Education, 2017 is resulting in useful changes, such as setting distinctive catchment areas for Gàidhlig Medium Education. Parents are clearer on placing arrangements when requesting Gàidhlig Medium Education. The Scottish Government's plans for Gàidhlig Education are raising expectations and visibility of Gàidhlig in education. The Scottish Government, in their response to Professor Kenneth Muir's report, ['Putting Learners at the Centre: Towards a Future Vision'](#), affirmed that Gàidhlig is a driver of change in education. The Scottish Government's announcements on a refocused Education Scotland, June 2024 confirms the national organisation's remit for improving the curriculum for Gàidhlig and English Medium Education. This clarifies a gap over time on who leads the curriculum for Gàidhlig Education. However, it remains unclear who will advance the strategy required to enact and extend curricular provision for Gàidhlig in Scotland. The new legislation, [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act 2024 a – UNCRC on children's rights](#) gives high priority to Indigenous languages and its speakers. The

inspectorate has strategic duties to integrate Gàidhlig within our work to assist in growing Gàidhlig in Scottish education. HM Inspectors are committed to fulfilling these legislative duties for Gàidhlig with rigour and consistency.

Despite progress, the Gàidhlig sector does remain fragile. Low uptake for curriculum courses in the senior phase, particularly for Gaelic (Learners) is critical. In areas where there is high demand for Gàidhlig Medium Education, strategic leaders in local authorities must be more proactive in ensuring sufficient places in Gàidhlig schools. Having too few places for Gàidhlig Medium Education restricts growth and continuity for learners as they move across 3-18 education. In other geographical areas, there is capacity to increase numbers in Gàidhlig Medium and Learner Education within existing resources. Barriers to growth of Gàidhlig, include budget pressures, education workforce recruitment challenges and negative societal attitudes by some towards showing linguistic respect to Gàidhlig. These are significant areas that must be addressed.

HM Inspectors give a clear message in this report on the importance of well-paced change for Gàidhlig. Collective and individual responsibility and accountability is required for ensuring that the education system makes a tangible difference to the survival of the language. This is our common purpose.

Background and methodology

Throughout this document, the term Gàidhlig Education refers to 3-18 education encompassing early learning and childcare, primary and secondary. The term Gàidhlig Education encompasses learning through Gàidhlig immersion and Gaelic (Learners)

This HMIE report analyses inspection findings for 3-18 Gàidhlig Medium and Learner Education for ages 3-18 in academic years 2022-23 and 2023-24. In total, 58 sgoiltean were inspected for Gàidhlig and/or Gaelic (Learners). This includes sgoiltean-àraich (early learning and childcare), bun-sgoiltean (primary school) and àrd-sgoiltean (secondary schools) comprising:

- all Gàidhlig sgoiltean (all Gàidhlig schools only deliver Gàidhlig Medium Education through immersion)
- sgoiltean in which Gàidhlig Medium Education is offered alongside English Medium Education, usually under the leadership of the same headteacher
- newly established Gàidhlig Medium Education provisions
- island, rural and urban sgoiltean, some of which are designated Gàidhlig Medium provisions by a local authority
- early learning and childcare shared inspections, some of which were carried out with the Care Inspectorate

HMIE inspect quality and improvement of education across Scotland's early learning and childcare settings, and sgoiltean using the quality indicators and the six-point scale, as set out in [‘How good is our school?’ \(fourth edition\)](#) and [‘Early learning and childcare quality indicators?’](#). The use of the [Advice on Gaelic Education \(2022\)](#) by HMIE ensures that inspections reflect the distinctive approaches within the Gàidhlig sector. HMIE possess a unique evidence base from inspections. This draws on HMIE observing learning and teaching first-hand across the country. To maximise the impact of this for learners of Gàidhlig, we deploy HMIE with expertise in Gàidhlig Education on our teams for inspections of the Gàidhlig sector. Professional dialogue with senior leaders, teachers and practitioners, based on establishments' own self-evaluation, helps HMIE to get the right balance between accountability and support. This

professional dialogue supports excellence and equity for all our learners of Gàidhlig.

HMIE conduct both full establishment and short model inspections to evaluate the standards and quality of Gàidhlig Education. This report draws on analysed inspection findings from the quality indicators below. The report is not intended to evaluate all aspects of the Gàidhlig sector.

- 1.3 Leadership of Change
- 2.1 Safeguarding
- 2.2 Curriculum theme: Learning Pathways
- 2.3 Learning, Teaching and Assessment
- 2.7 Partnerships
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

This strategic report supports individual and collective approaches to leadership of Gàidhlig across sgoiltean, local and national government and other curriculum partners. It draws on the distinctive findings on Gàidhlig within particular quality indicators. The report sets out inspection findings in themes within each quality indicator we inspect. To facilitate educators' use of the report for self-evaluation, each chapter presents an overview, followed by a closer look at findings and challenge questions. This format is intended to support leaders and managers of services for Gàidhlig Education focus on particular themes or the entire report, as they plan for continuous improvement and future priorities for Gàidhlig. Educators' use of the report to self-evaluate particular trails and themes will identify strengths and next steps against national standards. In so doing, educators'

continued use of the [Advice on Gaelic Education](#) links Gàidhlig to whole-system improvement through self-evaluation.

Executive summary of inspection findings

Strategic planning

The status of Gàidhlig is becoming stronger and more firmly established as distinct and important part of Scotland's education system. HM Inspection findings for Gàidhlig Medium Education are largely evidencing important strengths that are impacting positively on most children's and young people's quality experiences. This is not consistent across all education authorities. HM Inspectors' findings also show that educators should continue taking action to address areas for improvement, such as the secondary curriculum.

Gàidhlig Medium Education commenced in 1985. Its continued growth requires clear and specific national planning and resourcing separate to education through the medium of English. Challenges in staffing and recruitment persist; creative solutions and national support are needed to sustain immersion.

HM Inspectors' findings for Gaelic Learner Education are a cause for concern, with prompt and planned action required. In almost all inspections, HM Inspectors recommend that sgoiltean increase the numbers of children and young people learning Gàidhlig as an additional language in English Medium. HM Inspectors also recommend that children's and young people's progress is accelerated in Gaelic (Learners). Teachers should ensure that more children achieve Curriculum for Excellence (CfE) second level by the end of P7. Young people should continue with and commence Gaelic (Learners) at the secondary stages. The pace of national strategic and curriculum planning for Gaelic (Learners) is far too slow and fragmented. An overview and analysis of national

attainment data for Gaelic (Learners) is lacking. This is an important action needed to increase ambition and track progress in raising the number of speakers of Gàidhlig and sustaining the language. Senior leaders and teachers need systematic processes and professional learning to deliver the curriculum.

Sustainable curriculum

Almost all teachers of Gàidhlig are passionate and effective leaders in creating a sustainable future for the Gàidhlig language. Senior leaders' leadership of change for Gàidhlig Medium Education in bun-sgoiltean has important strengths, particularly when bespoke approaches are adopted to improving Gàidhlig. At sgoil-àraich and àrd-sgoiltean, while there are strengths, the curriculum lacks continuity and consistency across the country. As children and young people move from stage to stage, they perform well in Gàidhlig Medium Education. Senior leaders should ensure more young people benefit from having a qualification and/or award in oral and written literacy in Gàidhlig, and in curricular contexts. Personal achievements through partnerships, for example, cultural events and competitions are strong but learners' participation could be recognised with formal accreditation.

Central teams in local authorities who have a higher number of speakers and learners of Gàidhlig provide more substantial bespoke support for schools who offer Gàidhlig Medium Education. Local authorities do not consistently recognise that they have distinctive duties in supporting schools to improve their Gàidhlig provision, separate to that provided for English Medium Education.

In the majority of cases, educators in sgoiltean design a vision, values and aims that directs Gàidhlig well. This needs to be a stronger feature of sgoiltean-

àraich and àrd-sgoiltean practice for improvement. Most sgoiltean use a range of effective approaches for improvement to ensure all educators, partners, learners, and other stakeholders are actively involved in ongoing self-evaluation activities. Parents need to have their views heard more in strategic planning.

Planning for continuous improvement

There is much potential for the different stakeholder layers of planning that support school education and associated partners to connect more effectively. This is to show more impact towards meeting national and local organisations' objectives for Gàidhlig, and that of local authorities.

Bòrd na Gàidhlig published the [National Gaelic Language Plan 2023-2028](#) detailing the actions needed to strengthen the Gàidhlig language in Scotland. The Plan underpins the Scottish Government's ambition to see an increase in the number of people speaking, learning, using and supporting Gàidhlig in Scotland and some of the support required to achieve this. School and local authority-based senior leaders' planning for improvement should be articulated further with this national policy and aims. Senior leaders require professional learning and support that consistently considers implications for Gàidhlig of policy. HM Inspectors should extend further their support to the local authority and sgoil sectors with more self-evaluation and quality frameworks that are bespoke to Gàidhlig Education.

How Gàidhlig is governed, resourced and funded varies significantly between local authorities and supporting national organisations. Gàidhlig and culture partners should continue to connect and contribute more effectively to developing learners' fluency and increasing the motivating contexts in which

learning takes place. Their uncertainty on funding restricts sustaining longer-term support for sgoiltean. Sgoiltean do not have equitable access to the benefits that Gàidhlig organisations add to the curriculum. Teachers need more direct access and influence on the resources that local and national organisations do and can create for learners of Gàidhlig.

In local authorities who have a higher number of speakers and learners of Gàidhlig, teachers have opportunities to meet, discuss and plan for Gàidhlig. Teachers in smaller local authorities collaborate and network with teachers of Gàidhlig in local authorities beyond their own. This enables teachers to meet, moderate standards and share experiences. Headteachers of Gàidhlig provisions and central teams would benefit from more networks and professional learning on Gàidhlig. This should help to increase knowledge of statutory duties.

In the most effective practice, central teams in local authorities give sgoiltean feedback on the distinctive features and pedagogy of Gàidhlig Medium Education. Senior leaders and teachers use a range of evaluative strategies, such as visiting classes, analysing learners' work and assessing their progress through focus groups. Teachers of Gàidhlig do not consistently get feedback on the specialist knowledge and skills of learning and teaching. Going forward, there is potential for local authorities and schools to collaborate, share and reciprocate expertise in Gàidhlig.

Senior leaders need better access to quality national and local data on performance and standards in Gàidhlig. They need more support in using this data to effect well-paced change that reduces barriers and plans for positive destinations.

Associate Assessors for the Gàidhlig sector who work with HM Inspectors use what they have learned from inspection well to support improvements in their own schools and local authorities. They share what they learn from being on inspection teams, within the terms of confidentiality, and from attending professional learning led by HM Inspectors. Associate Assessors deepen their knowledge on Gàidhlig and improve their skills in evaluating practice and identifying improvements from inspection. More of this type of quality professional learning should be made available to other teachers of Gàidhlig.

Learning and teaching

Teachers and partners plan a range of stimulating contexts within and beyond sgoil to develop children's and young people's fluency. This has been particularly important in reducing gaps in children's and young people's learning. In the best practice, children and young people use the language confidently, and enhance their vocabulary and grammar. Only a few children and young people use Gàidhlig unprompted for socialising in the sgoil and the community. Partners need to plan their work more as part of family and community-based learning.

At the àrd-sgoiltean, young people who do not experience strong immersion are less fluent. Their totality of the curriculum through Gàidhlig is not strong or consistent enough to impact enough on young people's fluency.

Most teachers are aware of the best strategies to use to support children and young people with their learning and development needs. These are captured well in additional support plans for children and young people. Additional adults in the classroom support children and young people learn Gàidhlig and meet additional support needs more effectively. An additional adult with the

teacher extends the range of pedagogy and richness of immersion that teachers use. Teachers of Gàidhlig need more professional advice on supporting learning needs in such areas as dyslexia and neurodiversity. They also need to be more aware of existing resources for supporting children's additional needs when learning through immersion.

Most sgoiltean have the support of partners in taking forward the totality of the curriculum across the four contexts of learning. HM Inspectors evaluated highly effective practice when senior leaders, teachers and partners worked together to get solutions to challenges. Partners, in supporting sgoiltean, need to plan with teachers to be taking forward progressive language learning. They should consider their impact in supporting children and young people speak Gàidhlig in the playground and other social areas of schools. This maximises their role in raising attainment in fluency. A few post-16 providers provide opportunities to learn through the medium of Gàidhlig and to develop further fluency in the language. A few provide foundation apprenticeships through the medium of Gàidhlig. More post-school further and higher education learning, including foundation and modern apprenticeships for Gàidhlig, should be developed to impact on bespoke education workforce planning and local community industries.

High-level recommendations

The following recommendations are designed to provide clear, practical guidance to support informed decision-making and sustained improvement.

What Scottish Government and all other stakeholders should do

- Ensure a leadership culture that promotes and respects Gàidhlig as an Indigenous language of Scotland and promotes its use and growth within inclusive, equitable and strategic approaches.
- Develop the curriculum and learner uptake for Gàidhlig Medium and Gaelic (Learners) at pace, with associated professional learning, resources and ongoing review and expansion as part of improving the curriculum. This should include developing a digital all Gàidhlig sgoil with a full curriculum offer for Gàidhlig Medium and Learner Education.
- Provide professional learning and resources for the education workforce to meet the additional learning and development needs of children and young people in Gàidhlig Medium Education.

What Scottish Government should do

- Continue to work collaboratively but at pace with the education workforce on the development of evidence-based legislation, strategy, policy and guidelines that supports high-quality Gàidhlig Medium and Learner Education. This should make clear who does what and by when. It would also be beneficial to have much better indicators of the pace of change.
- Devise improvement and strategic planning guidance to assist sgoiltean, local authorities and partners plan a sustainable future for the Gàidhlig language, with progress in meeting timely targets as part of the [National Improvement Framework](#) and the local authority benchmarking tool.
- Provide local, accessible and attractive high-quality initial teacher training pathways to increase and retain fluent, high-quality education. Work with local government partners to improve the recruitment and retention of

teachers for Gaelic (Learners) and Gàidhlig Medium Education through staffing allocations that safeguard sufficient staffing for Gàidhlig to deliver an immersion curriculum and learning Gàidhlig as an additional language at any time as young people move through the sgoil.

What local authorities should do

- Develop a planned, strong and outcome-focused school estate for Gàidhlig with strong total immersion experiences, Gaelic (Learners) and opportunity to use Gàidhlig for a range of purposes beyond sgoil.
- Ensure language, education and curriculum policy in cròileagan (the Gaelic term for playgroup, although this can be an early learning and childcare setting in some areas) sgoil-àraich, primary and àrd-sgoil provide progress and capitalise on the benefits of early learning in immersion practices. All children should have access to a sgoil-àraich as a crucial way of accelerating progress and raising attainment. This would address a current inequality in provision.
- Engage in Gàidhlig-specific self-evaluation that results in timely ongoing change, with educators receiving Gàidhlig-specific professional learning, dialogue and challenge.

What HM Inspectors of Education in Scotland should do

- Continue developing bespoke inspection frameworks and models, which are designed for Gàidhlig, rather than inspecting Gàidhlig solely as part of the English medium inspection framework.
- Inspect Gàidhlig bespoke to its Indigenous, immersion and additional language context across sgoil sector, initial training education, local authorities, further education, national centre of excellence for teaching

and Gàidhlig, community learning and development, and specific digital learning and initiatives.

- Develop a risk and intelligence-based approach to inspecting Gàidhlig in education.

What local and Gaelic organisations should do

- Systematically support the promotion of Gàidhlig at times of enrolment and as children and young people progress through sgoil.
- Support sgoiltean with delivering the 3-18 curriculum for Gàidhlig Medium and Learner Education resulting in strong fluency.

What initial teacher education providers should do

- Use the findings of this report to ensure that initial teacher education is delivering training to empower a high-quality education workforce for Gàidhlig Medium Education and Gaelic (Learners).
- Proactively increase recruitment of education workforce planning, with strategies and initiatives to link with young people's curriculum choices in the senior phase.
- Support a high-quality education workforce with career-long professional learning that fulfils the professional standards required by the General Teaching Council of Scotland and similar bodies.

What senior leaders and staff in schools should do

- Critically reflect on this report to accelerate progress in increasing the number of speakers of Gàidhlig leaving sgoil with high attainment, fluency and literacy skills in Gàidhlig.

- Continue to deepen understanding of how the curriculum includes important entitlements, such as Gàidhlig for immersion, as an additional language and as part of Scotland's identity, culture and diversity. It is important that the curriculum promotes inclusion, linguistic equity and ensures children's and young people's sense of belonging to the Gàidhlig community.
- Ensure that their curriculum offer for Gàidhlig is promoted and reviewed annually to ensure progressive high-quality learning.
- Ensure strong continuity in learning Gàidhlig across stages leading to qualifications and awards in each year of the senior phase with high attainment that exhibits the benefits of bilingualism.
- Ensure that personal and wider achievements are accredited using the Scottish Certification of Qualifications Framework.

What children and young people should do

- Ensure that they engage with all opportunities to learn Gàidhlig and about its culture in and beyond sgoil.
- Ensure they have their voice heard and actioned, and that they give back to the sgoil to support peers, including in their use of Gàidhlig for socialising.
- Contribute to the survival and sustainability of the Gàidhlig language as an identity in itself and as part of their education, in their use of Gàidhlig for socialising, in the community and through learning for sustainability.
- Develop a lifelong passion for Gàidhlig and a clear understanding of rights as Indigenous speakers of Gàidhlig.

How effective is our leadership and approach to improving Gaelic?

This section sets out inspection findings on leadership practice and approaches to improvement.

Overview of inspection findings in leadership and approach to improving Gàidhlig

HM Inspectors mainly evaluated leadership of change in sgoiltean as having strengths. There are too many inconsistencies across sgoiltean and sectors. Further improvements are required where children's and young people's experiences are diminished and year on year change is not planned.

How vision, values and aims support Gàidhlig

In successful practice, the agreed vision, values and aims articulate well to Gàidhlig as a language, medium, associated culture and community. Most staff have a clear understanding of the social, cultural and economic context of their communities, of which Gàidhlig is part. Too often at àrd-sgoil, the vision, values and aims need to connect more explicitly to Gàidhlig and national priorities.

Staff's collaboration and leadership in Gàidhlig

Almost all specialist staff for Gàidhlig across stages aim for the highest possible standards. In leading change, specialist staff for Gàidhlig are passionate ambassadors for Gàidhlig. The specialist staff team have a shared purpose to support children's and young people's fluency, progress and attainment. They collaborate well with each other in taking forward improvements.

Children, young people, staff and parents are enthusiastic about learning and using Gàidhlig for most of the time in sgoil. This has a positive impact on creating a culture and environment that is conducive to achieving outcomes for immersion and Gàidhlig Medium Education.

Barriers to improving Gàidhlig

There remains some indifference towards Gàidhlig in some sgoiltean, which specialists of the language find a barrier to change. All staff need an improved understanding of linguistic equalities.

Strategic planning for continuous improvement Gàidhlig Medium and Learner Education

In most cases, senior leaders' strategic planning for improvement and reporting on standards is clear at the primary stages. At sgoil-àraich and àrd-sgoil, the distinctive features of Gàidhlig Medium Education are not captured consistently well enough at a strategic, whole-school level. Senior leaders' evaluation of Gàidhlig is not yet of a consistently high quality in Standards and Quality Reports. As a result, this slows the pace of change and improvement in such areas as developing an immersion curriculum.

Senior leaders across 3-18 education retain a much-needed strong emphasis on raising attainment in Gàidhlig. This is particularly important for children and young people most affected by poverty and gaps in learning from the pandemic COVID-19 and absences. In àrd-sgoiltean, raising attainment is restricted to within literacy and Gàidhlig as a subject within CfE rather than how the entire curriculum supports increased knowledge, skills and fluency. As young people move through secondary stages, there are too few opportunities to develop

literacy and numeracy skills across the curriculum, as well as subjects through Gàidhlig.

In a minority of cases, Gàidhlig Medium Education is not available in sgoil-àraich. As a result, parents do not benefit from the free 1140 early learning and childcare hours through Gàidhlig. Where this is the case, local authorities are not strategically planning well enough for continuity in learning or raising attainment. Children's total immersion in Gàidhlig has gaps in learning at a crucial formative stage in their total immersion.

Senior leaders who are newly establishing Gàidhlig Medium Education are putting strong systems in place to embed this new option of education. Senior leaders revisit the sgoil's strategic direction and the curriculum to plan for children's bespoke learning, diversity and inclusion for Gàidhlig. Overall, the pace of developing new Gàidhlig Medium Education provision across Scotland is too slow. There are particular challenges to attracting educators to rural areas. As a result, children's and young people's learning of Gàidhlig is too often interrupted or stopped.

Senior leaders' clear planning for Gaelic (Learners) across stages results in children and young people enjoying learning the language in a few schools. At the primary stages, a majority of teachers need to be more ambitious in what children can achieve. Teachers should increase their use of national Benchmarks for Gaelic (Learners) across stages. At the secondary stages, senior leaders' more thorough planning of Gaelic (Learners) in the curriculum and its promotion is needed to increase uptake for Gaelic (Learners). Far more schools in Scotland should be offering Gaelic (Learners), including through digital approaches, such as e-Sgoil.

Effective self-evaluation for impact

The majority of senior leaders who use bespoke frameworks, such as the [Advice on Gaelic Education](#), increase impact and equity for learners in Gàidhlig Medium Education. They also make good use of data and national objectives for Gàidhlig.

Teachers are very positive about masters' level learning on immersion. They have rich dialogue with peers and tutors to support professional development. Senior leaders and staff's continued professional dialogue, learning and self-evaluation needs to be more explicitly focused on Gàidhlig to impact more on quality of practice.

Recruitment of staff for Gàidhlig Medium Education

In successful practices, senior leaders and local authorities have collaborated very well to adopt creative ways to recruit staff for Gàidhlig Medium Education. HM Inspectors found very few emerging practices impacting on recruitment from foundation and modern apprenticeships in education and childcare. Senior leaders in local authorities could make better use of technology, partners and the local community to address the ongoing challenges from teaching and senior leadership vacancies. Scottish Government and Gàidhlig organisations need to offer continued support and solutions.

Developing leadership skills in children and young people

In a majority of sgoiltean, children and young people had their views listened to, with decisions informed. Many children and young people are on pupil councils and other groups. These groups should deal routinely with improving

Gàidhlig as well as general aspects of the sgoil. There is much potential for linking children and young people to community groups.

A majority of schools developed children and young people's leadership skills through national events such as the John Muir Award, Film G and 'An Deasbad Nàiseanta'. Staff did not always provide a planned, progressive experience leading to these events. They could make more use of accreditation to recognise young people's leadership skills from taking part in these events.

The young leaders' programme works well as a way of developing skills, giving opportunities for making decisions and creating immersion opportunities for younger peers. Children, young people and parents could contribute more consistently to improving their experiences of Gàidhlig Medium and Learner Education.

Inspection findings in leadership and improving Gaelic

Creating the conditions for continuous improvement

A majority of headteachers establish a culture of collegiate collaboration, where staff feel valued and confident that their evaluations matter.

Headteachers involve staff, children and young people, parents and partners effectively in quality assuring the Gàidhlig aspects of the sgoil through a bespoke lens. An increasing number of staff are improving how they gather evidence for self-evaluation that is based on Gàidhlig-specific resources. When this is done well over time, there is clear impact on quality and standards. In small sgoiltean, staff are very proactive in seeking links with other establishments to foster a culture of improvement.

Across a minority of 3-18 sgoiltean, staff use well, on a whole-sgoil basis, the [GTCS Professional Standards](#) that are bespoke to Gàidhlig. The standards that relate to Gàidhlig need to be used more widely as core competencies and responsibilities for all staff. This should encourage staff in English Medium Education to enable more children and young people to learn Gàidhlig and about Gàidhlig as an Indigenous language of Scotland. Children and young people should also continue to develop informed attitudes, understanding and connections to Gàidhlig culture, heritage, economic and bilingual benefits, music and sustainability.

In a majority of sgoiltean, headteachers are allocating regular opportunities for staff to take forward professional dialogue, learning and review focused explicitly on Gàidhlig. In the most effective practice, this is agreed as part of educators' collegiate activity time, for which clear objectives are set. This is impacting positively on increasing staff confidence in leading change and on the quality of learning and teaching in these sgoiltean.

In a few cases, headteachers who are not speakers of the language learn Gàidhlig, along with a few members of staff. This enables headteachers to use their acquiring Gàidhlig for socialising and in the daily business of the sgoil. In a minority of sgoiltean, newly appointed headteachers need to access professional learning on Gàidhlig Education more swiftly after taking up post. This will enable them to better understand their role for Gàidhlig. Headteachers for whom Gàidhlig Medium Education is new would also benefit from bespoke national leadership programmes.

In a few cases, senior leaders and local authorities have collaborated very well to adopt creative ways to recruit staff for Gàidhlig Medium Education. This

includes using full-time contracts rather than part-time, creating promoted posts, such as principal teachers to lead Gàidhlig Medium Education, foundation apprenticeships and assistance with housing. In too many 3-18 sgoiltean, teaching and senior leadership vacancies present significant challenges and interruptions to children's and young people's learning through the medium of Gàidhlig. In some of these cases, more use could be made of technology, incentive schemes to attract teachers and by developing planned roles for partners. Teachers can harness further the skills and expertise of the local speakers of Gàidhlig in the community.

In a minority of sgoiltean, a 3-18 Gàidhlig provision can serve the whole local authority or extend across a few catchment areas for English Medium Education. Often, these sgoiltean could be more assertive in their strategic planning and promotion of Gàidhlig, as done when sgoiltean have a specialist academy, such as for music and sport.

Planning for continuous improvement

In most cases, sgoil improvement plans have a focus on Gàidhlig. These projects are monitored and evaluated to ensure they lead to improved outcomes for children and young people. Most staff feel consulted on what should be prioritised for improvement. In the most effective planning, local authorities' templates for improvement planning connect Gàidhlig to the national improvement framework, their Gàidhlig Language Plan and local authorities' priorities. This helps staff to collaborate well on improvements.

Senior leaders need increased access to quality national data and measurable objectives on Gàidhlig. For example, more of the CfE data collected on young people's attainment is starting to be made available nationally. The data in

Insight, the professional benchmarking tool for analysing attainment data in the secondary senior phase, could be articulated further to Gàidhlig Medium Education. This should give a clear picture of young people's positive destinations after school to support effective planning of future improvement priorities. At times, there needs to be a more concentrated, sustained emphasis on improvement projects so that changes are tangible and not symbolic.

At the àrd-sgoiltean, almost all specialist staff for Gàidhlig lead change well in delivering Gàidhlig and Gaelic (Learners) as subjects within curricular areas. They articulate a realistic vision for strategically improving Gàidhlig within their settings. Their further empowerment is often restricted by a lack of strategic planning processes for Gàidhlig. In most àrd-sgoiltean, senior leaders need to give clearer strategic direction to improving well-paced continuous improvement that recognises the importance of revitalising the Gàidhlig language. Senior leaders need to plan more thoroughly to increase uptake for Gaelic (Learners) across stages. Declines in uptake for Gaelic (Learners) is a critical pattern in too many sgoiltean. National and Gàidhlig organisations need to support sgoiltean with a promotion strategy and campaigns, so young people are aware of the benefits of learning the language.

In sgoiltean with Gàidhlig and English Medium Education, senior leaders need to increase their testing of change to be clear of the impact of change on immersion. In most sgoiltean, senior leaders and staff should capture their approaches to immersion and Gaelic (Learners) in a policy and detail how this relates to all areas across the sgoil. This will guide staff in ensuring high standards in Gàidhlig Medium and Learner Education.

Leadership for raising attainment

The needs of children and young people in Gàidhlig Medium Education are considered well in how senior leaders use pupil equity funding. In a minority of cases, specific grants for Gàidhlig have been targeted to fund staffing to support interventions for those children requiring support with their fluency in Gàidhlig. Senior leaders and partners should continue to plan for groups of children who did not benefit from total immersion at sgoiltean-àraich due to the pandemic, and young people across the broad general education who did not have regular access to Gàidhlig during the pandemic.

Leadership of the curriculum in Gàidhlig Medium and Learner Education

In most 3-18 sgoiltean, senior leaders and staff should be empowered further to influence change or impact significantly on the leadership of the curriculum. At the primary stages, senior leaders and staff should make more use of Gàidhlig language and culture as a context of the curriculum. At the secondary stages, senior leaders should develop a clear strategy to increase the proportion of the curriculum available through Gàidhlig.

The pace of delivering the secondary curriculum, through Gàidhlig and for Gàidhlig as a second language remains very slow over time. There is a lack of ownership of who and how senior leaders in sgoiltean are supported in addressing this significant priority. In some cases, senior leaders are not utilising qualified teachers who are fluent in Gàidhlig in contributing towards the curriculum for Gàidhlig. To enable headteachers at the secondary stages to be empowered in leading the curriculum for the Gàidhlig sector, they would benefit from regular professional learning on the design of a Gàidhlig Medium Education curriculum. This includes making more use of CfE to the benefit of

learners in the Gàidhlig sector. Some headteachers are still to harness and transfer the creativity they show in designing the curriculum for English Medium to Gàidhlig Medium Education. They should engage further with how the Scottish Credit and Qualifications Framework (SCQF) can apply to Gàidhlig Medium Education, including for short courses and awards.

Senior leaders across 3-18 sgoiltean should increase the pace of learning and teaching of Gàidhlig as an additional language for children and young people in English Medium – Gaelic (Learners). Learning through technology and digital platforms should be promoted further to ensure continuity into the senior phase.

Across almost all 3-18 sgoiltean, children, young people, staff and parents show a strong commitment to learning and using Gàidhlig. This impacts on the culture and immersion environment in sgoiltean for Gàidhlig Medium Education.

One local authority is implementing a ‘Gaelic First Policy’ whereby there is a presumption that all children will attend sgoil-àraich and continue with Gàidhlig Medium Education into primary. This increases enrolment, although not yet as a consistent pattern. Senior leaders could usefully promote Gàidhlig Medium Education more in the lead-up to times of enrolments. They should ensure that relevant websites and sgoil handbooks contain details of the benefits of Gàidhlig Medium Education, bilingualism and curriculum offers.

In a minority of sgoiltean, senior leaders make positive progress in newly establishing Gàidhlig Medium Education. In so doing, local authorities take forward parental requests for Gàidhlig Medium Education as part of the Education (Scotland) Act 2016. In a few 3-18 sgoiltean, local authorities

established a catchment area specific to Gàidhlig Medium Education. This clarified for parents how and where they could access Gàidhlig Medium Education. In a few sgoiltean-àraich and bun-sgoiltean, staff and partners have worked very well together to develop and increase uptake of children registering for Gàidhlig Medium Education. These increases should be used to plan long-term for the curriculum at the secondary stages.

Gàidhlig ambassadors: Emerging practice in leadership improvement

Across most bun-sgoiltean and àrd-sgoiltean, most children and young people contribute effectively to the life of the sgoil and wider community. This is often through leadership roles including sustainability, promotion of children's rights, reading and writing buddies, digital leaders and pupil librarians. Through these roles, children's and young people's views are sought, listened to and acted on. As a result, children and young people who access these opportunities develop their confidence, social skills, and leadership skills well. Senior leaders and staff should continue to ensure that all children and young people are supported to lead change and improvement across the sgoil in an impactful way.

Questions to support continuous improvement in leadership and approach to improving Gaelic

- How clear are the staff team on why the Gàidhlig language needs to be sustained, and how well is our sgoil's planning for improvement impacting sufficiently on creating a sustainable future for Gàidhlig?
- How well does the sgoil's vision, values and aims guide the strategic direction and pace of change for Gàidhlig?
- How well does strategic planning encompass national and local planning priorities for Gàidhlig?

- How well does the sgoil's self-evaluation draw on a wide range of data and evidence and lead to identified priorities for both Gàidhlig Medium and Learner Education?
- What positive impact have you achieved to date for Gàidhlig Medium and Learner Education, and what do you intend to achieve in the coming year?

How effective is the quality of immersion and education?

The section presents inspection findings on learning, teaching and immersion, focusing on how effective practice supports children's and young people's progress and attainment.

Overview of inspection findings on immersion and education

Across all 3-18 sgoiltean, the climate for learning through immersion is a major strength in bun-sgoil. More needs to be done at sgoil-àraich and àrd-sgoil. Staff, children and young people benefit from very positive, nurturing and caring relationships. This provides an important basis for taking forward total immersion approaches for Gàidhlig Medium Education.

Creating the culture for learning and immersion

Almost all children and young people are articulate, enthusiastic and confident in their immersion and learning. They demonstrate value-based attitudes very well. Children and young people are immensely proud of their ability to speak two languages.

Children and young people have a generic awareness of the [UN Convention on the Rights of the Child \(UNCRC\)](#). Children and young people need to have an

improved knowledge of their rights to their identity as learners of an Indigenous language.

Quality of teaching, immersion and assessment

In all Gàidhlig sgoiltean, the culture and environment for total immersion is strong. This is when staffed by suitably qualified and fluent staff. Children, young people and staff's high expectations in the consistent use of Gàidhlig creates strong immersion experiences.

In sgoiltean where children and young people learn in classes alongside English Medium, children's and young people's immersion experiences have more interruption and dilution from English. In these situations, Gàidhlig also takes longer to embed for socialising and creating a culture for immersion.

Across all 3-18 sgoiltean, almost all staff develop and use creative learning approaches.

In sgoiltean-àraich, practitioners provide a wide range of engaging learning experiences outdoors. This is supporting children's fluency in Gàidhlig, as well as imaginative, problem-solving and social skills. At primary and secondary stages, learning outdoors is often led by partners to provide intensive total immersion experiences. Teachers should continue to plan jointly with partners to have regular and meaningful learning outdoors.

In almost a quarter of sgoiltean-àraich and bun-sgoiltean, inspectors asked staff to develop further approaches to play-based learning through total immersion. Staff need to be clearer on the adult's role in play-based learning through total immersion. Adults need clear advice on how high-quality and regular

interactions with children are integral to total immersion for raising standards of fluency.

Across stages, staff increasingly use digital technology to enhance learning and enrich children's and young people's experiences. However, too many, software applications and digital games are not available in Gàidhlig. Staff, children and young people's use of English language versions dilute immersion experiences.

More of children's and young people's learning could be delivered using national digital platforms to increase the proportion of the curriculum taught through Gàidhlig. This would be particularly useful at the secondary stages, and to fill education workforce absence and vacancy gaps at primary.

Staff who reflect on their practice and use research continue to develop approaches to delivering high-quality immersion, learning and teaching. They place increased focus on building on prior learning, additional support needs and delivering challenging learning. Too often, these effective approaches are not detailed in the sgòil's policy for immersion, learning, teaching and assessment. This reduces impact when self-evaluating learning, teaching and assessment.

Across all stages, most teachers increasingly use a range of formative and summative assessment strategies and methods. This identifies children's and young people's progress, next steps and attainment

Planning Gàidhlig-specific critical learning

Across all stages, only a majority of practitioners' and teachers' planning is clear on critical learning about Gàidhlig culture, heritage, economic and bilingual benefits, music and learning for sustainability. Learners' fluency

in Gàidhlig, as well as their knowledge, skills and understanding of why they learn Gàidhlig would be strengthened by having these Gàidhlig-related contexts better integrated into the curriculum.

Teachers and practitioners need to use more of their ability to make decisions and choices on the contexts in which they take forward the curriculum goals for Gàidhlig Education.

Tracking and monitoring progress and fluency, with better use of data

In the majority of sgoiltean, teachers and practitioners have strong processes in place to record and monitor children's and young people's progress, fluency and attainment.

Teachers should track that all children and young people remain in Gàidhlig Medium and Gaelic Learner Education for the totality of 3-18 learning and education. Currently, too many children and young people do not remain on Gàidhlig pathways at transitions, with the result they lose confidence and fluency in Gàidhlig.

Teachers and partners should encourage further children and young people to learn Gàidhlig in and beyond sgoil, leading to qualifications. Children and young people are too often not aware of how they access activities to learn and use Gàidhlig beyond school. More needs to be done to develop children's and young people's understanding of their role as lifelong learners and contributors to sustaining Gàidhlig.

Across all stages, almost all teachers' tracking of children's and young people's progress in learning should include how well learners show the cognitive and linguistic benefits of bilingualism. This is through their attainment, and in out of

sgoil achievements. To assist with this, sgoiltean require more comprehensive data on all aspects of Gàidhlig Education from Scottish Government's collations of data.

At sgoil-àraich and bun-sgoil, practitioners and teachers need to have a clearer picture of children's progress across all areas of the curriculum, beyond literacy and numeracy.

Most senior leaders at the àrd-sgoil stages should ensure they are more informed of young people's progress in Gàidhlig Medium Education. They should use this data to plan the curriculum.

Across all sectors, most teachers continue to look inwards and outwards when developing consistent and thorough approaches to moderation activities. These agree and discuss national standards of achievement. Teachers and practitioners should continue to review the national Benchmarks bespoke to literacy and Gàidhlig as part of their planning of assessment and in their moderation activities.

At 3-12 stages, most teachers and practitioners need to discuss further and share their expectations of standards in understanding, listening and talking Gàidhlig. This will assist them in making evidence-based professional judgements about attainment. At the senior stages, most teachers have a sound understanding of standards.

Raising expectations of children's and young people's progress, fluency and attainment in Gaelic (Learners)

Across all sgoiltean, senior leaders and staff should track more meaningfully children's and young people's progress and achievements in Gaelic (Learners).

This increased focus and information would help staff to support children and young people make more accelerated progress in meeting national expectations in CfE and senior phase levels for Gaelic (Learners). Uptake for sustained learning in Gaelic (Learners) is critically too low in Scottish schools.

A closer look at inspection findings for immersion and education

Creating the climate for learning and immersion

Across 3-18 sgoiltean, almost all children and young people are motivated and engage well in learning activities that are varied, enjoyable and suitably challenging for most of the time. In most sgoiltean-àraich and bun-sgoiltean, children have adult role models who are fluent speakers of Gàidhlig to maintain explanations, questioning and commentary in total immersion.

Children and young people as leaders of immersion

In a majority of 3-18 sgoiltean, children and young people take responsibility for their own learning and development of fluency in Gàidhlig. In the most effective practice, teachers empower children and young people to lead their own learning and work collaboratively with others in sgoil and the community. This helps children and young people make connections in their learning and develop knowledge and skills for life-long learning in the community and at work. Children and young people need to apply their rights as speakers of an Indigenous language and be familiar with the specialist language to take this forward in Gàidhlig.

Effective total immersion at sgoil-àraich

In sgoil-àraich, practitioners set up a range of exciting and meaningful contexts to develop children's curiosity and learning through total immersion play. Practitioners' regular interaction with children is essential to build fluency. As a result, children engage well with their play and are motivated and stimulated by these contexts. This is while developing their fluency in Gàidhlig. As a next step, practitioners' clearer planning should include details of the language and context within which children are to be immersed. It would also be helpful to identify the significant learning to be observed when assessing children.

Learning and immersion in bun-sgoiltean and àrd-sgoiltean, including play and digital learning

For the majority of time, teachers and practitioners across the early level of CfE demonstrate strong leadership of total immersion play. In the best examples, staff provide highly effective commentaries and songs in Gàidhlig, while building phrases through prompting, rephrasing and acting. This includes while learning indoors, outdoors and in role-play.

In most bun-sgoil and àrd-sgoil lessons, teachers provide children and young people with clear explanations and instructions. Teachers share effectively the purpose of learning with children and young people. Teachers could make more useful links to grammar and learners' personalised targets when planning learning. Across all stages, teachers and practitioners use questioning well to help children and young people demonstrate their knowledge, skills and understanding. In a majority of sgoiltean, teachers should consider how they develop children's and young people's more skilled higher-order thinking. This is as children and young people become more fluent in the language.

Across 3-18, for most of the time, teachers and practitioners make effective use of digital technologies to enhance learning and enrich children's and young people's experiences. In a few sgoiltean, staff experience challenges with internet connectivity, often disrupting learning. Children and young people take part successfully in national competitions where they create short films through the medium of Gàidhlig. Children and young people use tablets for redrafting writing, researching and to access digital resources created by teachers. A substantial number of teachers retain effective digital practice from the pandemic. These teachers make resources available online for learners and their parents to access. Children and young people value the additional learning, personalisation and flexibility this gives them in making progress.

In the majority of sgoiltean, staff for additional support for learning enable improved quality of total immersion and increased interactions in multi-stage and multi-ability classes. In effective practice, additional support for learning staff is deployed to support and protect total immersion. For example, they work with younger children to develop their early fluency in Gàidhlig language, while older children engage in literacy and English work.

Partners' working with teachers and practitioners to improve fluency and raise attainment

The majority of partners collaborate well with sgoiltean. They add value to children's and young people's fluency, as well as knowledge, skills and understanding. In the most effective practice, partners plan with teachers and are conversant in expected standards. Partners are aware of children's and young people's targets for improvements. They deliver support interventions for children and young people, as well as a wide range of new learning in the

curriculum. Partners work closely with teachers to reflect on the difference they are making to children's and young people's learning.

Reducing barriers to quality immersion

Factors remain that prevent children and young people from receiving quality immersion through Gàidhlig. These are staff shortages; recruitment difficulties and teachers' non-contact time not being covered by specialist teachers of Gàidhlig. More of children's and young people's immersion learning could be maximised through national learning offers for Gàidhlig using digital technology. A few educators still have unhelpful perceptions of what can and cannot be delivered through Gàidhlig in the curriculum. HM Inspectors' evidence illustrates that the totality of the curriculum can be delivered through Gàidhlig when resourced to do so.

Assessment, feedback and moderation

Most teachers provide children and young people with high-quality verbal and written feedback on learning. Children and young people should be supported to develop an accurate understanding of their progress and attainment, and fluency in Gàidhlig. They should be clear on what and how they need to improve, including advice on grammar.

Staff in the majority of 3-18 sgoiltean use an increasing range of formative and summative assessments and methods well for a variety of purposes. Teachers and senior leaders use the information from assessment to plan for children's and young people's further progress and attainment. In effective practice at sgoil-àraich, staff develop Gàidhlig language assessments and monitor children's progress and fluency carefully. These assessments are used regularly

to measure the progress children make initially in listening, understanding and then in talking across early and first levels. They support staff to identify areas of improvement and inform professional judgements. Senior leaders would benefit from having more comparative national attainment data to support their work in raising attainment for children and young people. This would also assist staff in evaluating how well children and young people attain equal competence in attainment by the end of P7 and beyond with their peers in English Medium.

In bun-sgoiltean and àrd-sgoiltean, staff work collaboratively with colleagues from across their local authority to share practice in teaching, learning, assessment and moderation. This is developing a shared standard of expectations in relation to Gàidhlig immersion approaches. Across sgoil-àraich, practitioners' engagement in regular, effective quality assurance and moderation activities within and beyond sgoiltean is more limited and an area for development. Overall, across all 3-18 sgoiltean, senior leaders and staff should continue to look inwards and outwards, developing a consistently thorough approach to moderation activities across an increasing range of the curriculum.

Planning learning, teaching, immersion and assessment

In most bun-sgoiltean and àrd-sgoiltean, staff have a clearer understanding of the distinctive pedagogy for Gàidhlig Medium Education. As a result, teachers now plan the majority of lessons and tasks more appropriately for immersion. In the majority of bun-sgoiltean, teachers' long- and medium-term planning is linked well to CfE experiences and outcomes. Increasingly, these plans include helpful progression frameworks specific to Gàidhlig. In a few sgoiltean,

teachers share detailed medium-term planning with parents. This provides a helpful overview of what children are learning and how parents can support and reinforce learning at home. Across all sgoiltean, senior leaders and staff should continue to ensure learning pathways that are bespoke to Gàidhlig and reflect the sgoil's unique local and Gàidhlig context. Children's learning of Gàidhlig language should be embedded further within culture, social and economic interesting contexts.

In most bun-sgoiltean and àrd-sgoiltean, senior leaders and staff check, monitor and meet to review children's progress for literacy (English and Gàidhlig), numeracy and health and wellbeing effectively throughout the sgoil year. In a minority of cases, authority-wide tracking systems do not enable all children's and young people's literacy skills to be checked through Gàidhlig and English. Too often, teachers' expectations could be higher of what bilingual children and young people in Gàidhlig Medium Education are capable.

In the majority of 3-18 sgoiltean, senior leaders lead professional learning using the [Advice on Gaelic Education](#). Senior leaders should ensure that ongoing professional learning is focusing on total immersion to include total immersion play, early literacy development, teaching reading, writing and the importance of regular, high-quality interactions in Gàidhlig. Senior leaders should support staff in promoting the learning of Gàidhlig and Gaelic (Learners) available at their school.

Questions to support continuous improvement in immersion and education

- How well do we celebrate the benefits of bilingualism and our contributions to sustaining the Gàidhlig language in our sgoil?
- How effectively are we enabling children and young people to be totally immersed through high-quality Gàidhlig and experiences, and what are the important features of effective practice in our sgoil?
- How well are we enabling learners to be totally immersed in Gàidhlig, while developing the four capacities across the four contexts of learning of CfE to develop strong fluency, as well as making well-paced progress?
- How confident are we that all learners experience activities which are immersive, matched to their next steps in learning, differentiated, active and provide effective support and challenge?
- How well do our questioning strategies challenge learners in their experiences and enable higher order thinking skills?
- How well do we use the community and spaces to deliver high-quality immersion and education?
- How well do we make use of resources and approaches, including digital technologies, to embed Gàidhlig in its context? How do other teachers/subjects support this through their selection of Gàidhlig-related activities, learning and resources?
- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning, teaching, immersion and play?
- How do we know how well our recording, analysing, and use of assessment information is identifying development needs for individual learners and specific groups?

How good is the quality of our curriculum learning pathways for Gaelic Education?

This section presents inspection findings on the strengths and areas for development within curriculum learning pathways.

Overview of inspection findings for curriculum learning pathways

Staff at the bun-sgoiltean are pivotal in establishing immersion pathways across all 3-18 sgoiltean. Pathways for 3-5 immersion are not established consistently. At àrd-sgoiltean, there is important work to take forward to retain young people in Gàidhlig Medium Education, while enhancing their fluency. Pathways for Gaelic (Learners) are fragile and need revitalised.

Creating relevant curriculum pathways

Senior leaders and staff demonstrate an improving understanding of the benefits of creating curriculum learning pathways through effective total immersion and immersion approaches. In effective practice, senior leaders develop learning pathways so that children and young people develop strong fluency in Gàidhlig and interest in the language's culture, music, traditions and contemporary features.

The majority of teachers at bun-sgoil stages plan a wide range of quality learning across the curriculum, and in the local and Gàidhlig community. Children are building fluency, knowledge and skills over time in Gàidhlig through opportunities for achievement, attainment, rich real-life based experiences and links to the world of work.

Children and young people at bun-sgoil and àrd-sgoil experience an increasing range of opportunities for achievements through the medium of Gàidhlig.

More use needs to be made of awards and qualifications through Gàidhlig, where appropriate.

Most sgoiltean have well established curriculum progression frameworks for literacy and Gàidhlig, literacy and English, numeracy and health and wellbeing. In effective practice, staff implement a bespoke oral language programme to introduce, reinforce and consolidate Gàidhlig language structures, idioms and grammar.

Staff should increase their collaboration and autonomy in developing learning contexts and cross curricular themes that matter to Gàidhlig and immersion.

In almost all bun-sgoiltean and àrd-sgoiltean, staff report that children and young people receive their full entitlement to two hours of physical education each week. The national collection of this data does not make it clear whether this is delivered through Gàidhlig or English.

In almost all English Medium Education bun-sgoiltean, there is critical potential for more children and young people to learn Gàidhlig and important knowledge about Gàidhlig. This is as their first or second additional language leading to a national qualification in the senior phase.

Secondary curriculum pathways for Gàidhlig Medium and Gaelic Learner Education

In àrd-sgoiltean, more senior leaders and staff need to develop a rationale and approach for developing curriculum learning pathways for Gàidhlig, Gàidhlig Medium and Gaelic (Learners). This should increase the teaching time allocated to literacy, numeracy and health and wellbeing as a responsibility of all across 3-15 education into the senior phase.

Teachers should be encouraged to make more use of subjects, interdisciplinary learning (IDL) and foundation apprenticeship courses to add to the proportion of the curriculum that is delivered through Gàidhlig.

Young people in Gàidhlig Medium Education are not always able to take an additional language in S1-3. This mitigates against the benefits of bilingualism. Partners for Gàidhlig can usefully assist more with learning pathways.

Across both Gaelic Learner and Gàidhlig Medium Education, the number of young people taking up courses that lead to qualifications and awards is of ongoing grave concern for Scotland. This is having a detrimental impact on creating a fluent workforce as part of a cycle of sustainable language survival. The design of the secondary curriculum remains underdeveloped nationally. Newer curriculum design features, such as foundation apprenticeships are not created specific enough to closing gaps in workforce planning for the Gàidhlig sector, including teaching.

Enhancing pathways with partners

In strong examples of practice, children and young people benefit significantly from collaborating with partners who are very fluent in Gàidhlig. This in turn enhances their attainment and fluency in Gàidhlig. However, sgoiltean and partners are often not yet measuring and maximising the extent to which partners impact on children's and young people's attainment and fluency.

Partnerships build children's and young people's awareness of Gàidhlig locally and nationally. In effective practice, teachers increase children's and young people's knowledge of employment opportunities. Teachers share career information with young people and promote attending Gàidhlig-specific career

fairs. As a result, children and young people have a stronger understanding of how bilingualism and a wide range of skills are important to their future lives, the local and national economy and Gàidhlig community.

Children and young people need to be clearer on how to independently access Gàidhlig-specific clubs, activities and networks out with sgoil as a way of taking responsibility for enriching their fluency.

Taking a closer look at inspection findings for curriculum learning pathways and partnerships

Improving àrd-sgoil pathways

Almost all àrd-sgoiltean need to increase planning for Gàidhlig Medium Education. This is as a continuum of learning with young people's achievements recognised with qualifications and awards into the senior phase. The time allocated to literacy and Gàidhlig in S1-3 varies too much across sgoiltean. Senior leaders in school and community partners need to manage the curriculum and plan for an increase in the number of learners progressing to study Gàidhlig and through Gàidhlig, and Gaelic (Learners) in 3-15 education and the senior phase. By maximising existing resources, and by encouraging all qualified teachers to teach in Gàidhlig Medium and Learner Education, more efforts need to be made by senior leaders and partners to increase continuity with subject teaching leading to a qualification.

Children and young people who have gaps in their learning across curriculum areas and subjects through Gàidhlig should continue to be supported to maintain and extend their specialist vocabulary in these areas.

Resourcing the curriculum

Across almost all sgoiltean, teachers having a range of resources to deliver the curriculum remains a high priority. This includes resources for digital, additional support needs, equality and diversity, and texts to teach reading and mathematics through Gàidhlig. Translations of resources directly from English miss important learning and contextual objectives. There are far fewer modern and appealing resources in Gàidhlig than English to engage children and young people in reading and listening to texts for enjoyment and in developing independence in their learning. Children and young people's access to library services through Gàidhlig is not close to being equitable to that available for their peers in English medium. Teachers should fully inform decisions on resourcing priorities and have access to translators for making local resources available.

Parents as curriculum partners

Children and young people's Gàidhlig experiences are enhanced by partnerships. These include partnerships with the local community, and national, local and Gàidhlig groups.

In the most effective practice, staff have raised the profile of Gàidhlig in the community through effective partnerships and intergenerational links. In some cases, technology is used well for this purpose. There is scope to improve opportunities for children and parents/carers to learn together. Most parents/carers are advised of the online support for homework, [Gaelic4Parents](#) and associated online resources. Staff should continue sharing timely information with families on bilingualism, immersion and the benefits of learning Gàidhlig. Across all sgoiltean, teachers should

continue to maximise and promote parents' use of other available online resources for Gàidhlig.

Impact of the 2017 Statutory Guidance on Gaelic Education

In a majority of 3-18 sgoiltean, senior leaders need to increase their knowledge and use of the [statutory guidance on sgoiltean education](#).

This includes improving strategic approaches to immersion education to maximise the time children and young people learn through sgoiltean.

Specialist subject teaching and covering for teachers'/practitioners' non-contact time is too often through the medium of English and as such, dilutes immersion experiences.

Questions to support continuous improvement in curriculum learning pathways and partnerships

- How well do our progression pathways develop learners' knowledge, skills and understanding in Gàidhlig Medium and Learner Education?
- How effectively do our progression pathways support the development of associated culture and identity in Gàidhlig Medium and Learner Education?
- What are the next steps for improving progression pathways in Gàidhlig Medium and Learner Education?
- How well do children and young people in Gàidhlig Medium Education receive their entitlement to a broad general education, with progression to awards and qualifications in the senior phase?
- How well do children and young people in Gàidhlig Medium Education engage with national and local competitions and events?

What awards and qualifications are used to recognise their successes, as appropriate?

- To what extent does our staff team have a shared understanding of how interdisciplinary learning and technology can be used to promote Gàidhlig Medium Education?
- How well does our curriculum develop children's and young people's knowledge and learning of Gàidhlig and Scots, and associated cultures to secure sustainable futures for the languages?
- How well does our school identify, engage and review effectively with Gàidhlig partners to maximise curriculum experiences to benefit learners' fluency?
- How well do we promote Gàidhlig at times of enrolments and transitions? What are our successful strategies?
- How well do we enable parents/carers and families and the local community to contribute to the life of the sgoil and be involved in sgoil improvement of Gàidhlig?
- How effectively do we support parents/carers to participate in, contribute to and understand their child's learning?
- How effectively do we communicate about progress, attainment and achievement?
- Is our Parent Council representative of all the parents and carers in the sgoil and their social, economic, language and cultural backgrounds?
Is there an appropriate proportion of Gàidhlig and non-Gàidhlig speakers? If not, what are we doing to address this?
- How well do we consider and promote legislative requirements for Gàidhlig within our sgoil?

How good are we at improving learner outcomes for wellbeing, equality and inclusion?

This section presents inspection findings on how effectively practice supports children's and young peoples wellbeing, promotes equality and inclusion, and improves outcomes for all learners.

Overview of inspection findings for improving learner outcomes for wellbeing, equality and inclusion

Children's and young people's wellbeing is central to approaches for Gàidhlig Education. Almost all children and young people are safe, secure and content in their learning. They gain much from well-planned support for their learning. Additional adult support in the learning space, who are fluent in Gàidhlig and suitably qualified, impacts very positively on learning and progress. Overall, meeting learners' additional support needs for Gàidhlig Education, and understanding how equalities legislation impacts on Gàidhlig, should remain a focus of research, resourcing, professional learning and strategic planning.

Creating a healthy and active culture that supports immersion

For almost all of the time, staff, children and young people benefit from mutually very positive relationships in Gàidhlig Medium Education. As a result, children and young people feel listened to and valued.

Staff are responsive to children's and young people's wellbeing needs in almost all 3-18 sgoiltean. As a result, in most sgoiltean, children and young people feel happy and settled.

Teachers are successful in creating a culture that is conducive to immersion. In almost all cases, staff are clear on the acceptable occasional use of English to promote urgent health and safety while retaining total immersion.

In most sgoiltean, children and young people have a well-developed understanding of the importance of maintaining a healthy and active lifestyle. In line with effective total immersion practice, children and young people talk about their wellbeing and feelings through the medium of Gàidhlig. In most cases, they use wellbeing indicators effectively.

Having the right support for the child in Gàidhlig

In most sgoiltean, staff have a good understanding of their responsibilities in relation to [‘Getting it Right for Every Child’](#). Staff use professional learning relating to wellbeing, inclusion and equality to improve outcomes for learners in most sgoiltean.

Across 3-18 sgoiltean, most children and young people who require additional support for their learning have appropriate plans, strategies and a range of targeted interventions. Teachers having an additional adult in the room to support Gàidhlig language, learning and development is closing gaps in children’s and young people’s learning. Additionally, teachers having an additional fluent speaker of Gàidhlig in the learning space increases the range of language pedagogy that can be used.

In a few cases, senior leaders should make more effort to meet children’s and young people’s additional support needs through the medium of Gàidhlig. All efforts should be made to retain children and young people with additional support needs within Gàidhlig Medium Education. Teachers across 3-18 should

continue to plan the use of additional learning, nurturing spaces and assistive technology, including voice technology to support immersion. Nationally, ongoing research, assessments, resources and professional learning specific to Gàidhlig Medium Education is essential.

In a minority of sgoiltean, teachers need continued guidance and access to agencies in supporting children, young people and their families with specific and complex additional support. This support is required to be very specific to the context of Gàidhlig Medium Education.

Promoting equality, diversity and inclusion

Children and young people benefit from broad and relevant personal, social, health and wellbeing programmes. These tend to be translations of programmes for English Medium. Going forward, these programmes should be created specific to Gàidhlig Medium Education. Programmes should deal with matters relating to knowledge, skills and understanding for Gàidhlig.

Most senior leaders are reviewing the positive relationships policies and procedures for their sgoil at this time. They should continue to involve all children, staff, and parents in the development of these policies, to reflect the unique context of Gàidhlig Medium Education.

In almost all sgoiltean, children and young people have opportunities to learn about multi-faith issues, discrimination and prejudice. Overall, senior leaders need to be more aware of how Gàidhlig contributes to equality, diversity and inclusion when planning the curriculum. Children and young people need to be aware of how to deal with Gàidhlig not being considered appropriately from an equality, diversity and inclusion perspective.

Teachers in Gàidhlig Medium Education gain very positive outcomes when making effective use of the [statutory guidance for Gàidhlig education](#).

Educators should continue making sufficient use of this guidance.

Taking a closer look at inspection findings for improving learner outcomes for wellbeing, equality and inclusion

Achieving equity for Gàidhlig language, culture and heritage

In most 3-18 sgoiltean, staff take forward well a rights-based and values approaches to promoting positive relationships. Many sgoiltean are awarded external national recognition for their work on children's rights. In these sgoiltean, a minority of children and young people do not consistently understand the connection between rights-based approaches and achieving equity for the Gàidhlig language, culture and heritage.

In most sgoiltean, senior leaders and staff increase the visibility of Gàidhlig language and culture in the sgoil environment and curriculum. This helps all children and young people to connect with this aspect of their sgoil's context. Staff should ensure that all children and young people across their sgoil have an understanding of the Gàidhlig language, the culture and benefits of Gàidhlig, and are supported to lead change and improvement. This should strengthen children's and young people's awareness of their rights as those who are learning an official language of Scotland.

In a minority of sgoiltean, senior leaders and staff should develop a strategic overview of equality, inclusion and diversity to ensure that it is taught in a planned and progressive way. In sgoiltean that offer Gàidhlig with English Medium, all children and young people should have opportunities to learn some Gàidhlig and of its culture. This helps to foster positive attitudes, and

supports inclusion and diversity within the sgoil. Staff are not consistently clear of the role of Gàidhlig in equalities legislation. This results in Gàidhlig not being consistently part of sgoiltean policies and practices on equalities and equity. Currently there are limited age-appropriate resources available to promote diversity and equality themes in Gàidhlig for children in sgoil-àraich and beyond.

Meeting statutory duties for wellbeing and inclusion

Overall, most senior leaders and staff meet their statutory duties well in relation to wellbeing and inclusion. This includes meeting the additional support needs of children and young people. In most sgoiltean, children and young people who experience challenges and barriers to their learning benefit from supportive environments. In the majority of sgoiltean, the strategic deployment of additional support staff is having a positive impact on the quality of total immersion. This approach enables more frequent and meaningful interactions in multi-stage classes, resulting in improved learner engagement and accelerated progress in fluency. The intended impact is greater equity of experience and continuity in immersion across all stages.

In a few cases, senior leaders are not accessing speech and language support for children and young people through Gàidhlig, including support that is available digitally.

Across almost all sgoiltean-àraich, children benefit from appropriate ratios, with staff who are fluent speakers of Gàidhlig. This helps to facilitate very good modelling of language and supports children's learning through total immersion. Most of these sgoiltean make positive progress in taking forward the [statutory guidance on Gàidhlig Education](#). They provide 1140 hours of

childcare and total immersion learning and play through the medium of Gàidhlig.

In a majority of sgoiltean, children and young people's talking and writing skills were impacted by the pandemic. Staff demonstrate that gaps in children's and young people's learning are reducing as a result of well-planned improvement priorities on literacy and raising attainment. Sgoiltean who use the national digital platform, [e-Sgoil's 'Misneachd'](#) programme report an increase in children's confidence and improved language skills. It reports an increase in children's confidence and improved language skills.

In a few sgoiltean, the headteacher's creative and strategic approach to deploying very effectively pupil support staff has sustained children's Gàidhlig fluency at times of staff vacancies. Pupil support staff work across CfE early and first levels, both in the sgoil-àraich and at the primary stages. These combined roles and working across both stages are impacting positively on children's learning experiences and progress.

Equality, inclusion and diversity

In sgoiltean that offer Gàidhlig with English Medium, all children and young people should have opportunities to learn some Gàidhlig and of its culture. This helps to foster positive attitudes, and supports inclusion and diversity within the sgoil. Staff are not consistently clear of the role of Gàidhlig in equalities legislation. This results in Gàidhlig not being consistently part of policies and practices on equalities and equity.

Questions to support continuous improvement in improving learner outcomes in wellbeing, equality and inclusion

- How well do all our staff know and understand Getting it right for every child (GIRFEC), the wellbeing indicators, and the United Nations Convention on the Rights of the Child within the context of Gàidhlig Medium Education?
- Children and young people listened to and involved in making decisions about their wellbeing, their lives and their future?
- How well do we ensure that all our staff undertake regular professional learning around legislation, statutory requirements, and codes of practice and relate these to the unique context of Gàidhlig ?
Can we be sure that all staff guidance is fully relevant and up to date?
- How well do we use technologies to support, learning, development and communication to increase outcomes for children and young people?
- How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?
- How effectively are inclusive learning environments established across our whole sgoil and how do we know?
- How well does our sgoil celebrate diversity?
- How well does our sgoil ensure that the curriculum is designed to eliminate discrimination, including to Gàidhlig ?

How good are we at ensuring the best learner outcomes in raising attainment and achievements?

This section presents inspection findings on how effectively practice supports learners' progress, attainment and achievements across different stages of learning.

Overview of inspection findings for ensuring the best learner outcomes in raising attainment and achievements?

Most children and young people's progress, attainment and achievements are positive. However, there are too many young people leaving Gàidhlig Medium Education at transition points who do not have awards and qualifications through the medium of Gàidhlig.

Interrogating data on Gàidhlig and Gaelic (Learners)

Senior leaders need better access to attainment data to know how well children and young people are attaining in literacy and Gàidhlig, Gaelic (Learners) and Gàidhlig Medium subjects. Senior leaders' access to quality data should enable them to see how well they are performing within their local authority, national and against their virtual Gàidhlig comparator.

Children's progress in sgoiltean-àraich

Overall, in sgoiltean àraich, children are making good progress in acquiring fluency in Gàidhlig communication and early language skills. Children quickly understand a range of Gàidhlig used in play contexts and for real purposes, such as grèim bidhe - snack time. Children develop well their understanding and use of Gàidhlig in group activities that focus on singing, telling rhymes and stories, and role-play. There is improving practice in children's use of Gàidhlig when practitioners are clear on their important role for high-quality, regular interactions.

In the most effective practice, children's progress in early numeracy and mathematics through immersion in Gàidhlig is good. Children apply their

knowledge of number when talking about cost from role-plays in shops and cafès. Most children develop well their mathematical language.

In sgoiltean where 1140 hours of childcare and high-quality total immersion learning is provided, through the medium of Gàidhlig, children's progress in learning is accelerated. This gives children a positive start to their fluency and early level of CfE subjects and curriculum areas. Too many children still do not benefit from a sgoil-àraich experience with immersion and Gàidhlig.

Children and young people's progress and attainment in the broad general education

Across stages, most children and young people make good progress in talking Gàidhlig. This is following successful interventions to reduce gaps in their learning from the pandemic. Practitioners' and teachers' focus on improving literacy skills is impacting positively on the majority of children's and young people's reading and writing in Gàidhlig and English. Children and young people who leave Gàidhlig Medium Education, or reduce their time using and learning in the language, dilute their fluency. Their entitlement is a 3-18 immersion experience.

Overall, children make good progress from their prior levels of attainment in literacy and numeracy at the primary stages. Overall, children's progress in literacy and English is good or very good. HM Inspectors evaluated most bun-sgoiltean as satisfactory on raising attainment and achievement. A minority were evaluated good or very good. Teachers and partners should continue planning to extend children and young people's fluency. They should have a comprehensive overview of how well children attain across curricular areas.

Staff in the majority of 3-18 sgoiltean need to continue raising particular aspects of children and young people's attainment. At bun-sgoil, teachers need to focus on improving children's writing in Gàidhlig. Teachers should also aim for children to achieve equal fluency and literacy in both Gàidhlig and English by the end of P7, while reaching expected levels of attainment across the curriculum.

Children's and young people's progress, fluency and attainment in 3-15 Gaelic (Learners)

There is no national overview of children's and young people's attainment in the broad general education for Gaelic (Learners). Given how fragile Gàidhlig is in the curriculum, this is an urgent area to address. All children and young people's learning of Gàidhlig is important in arresting Gàidhlig's decline. Senior leaders need to promote children's and young people's uptake of Gaelic (Learners) and know how well they are progressing.

Young people's progress, fluency and attainment in the senior phase

In the senior phase, young people attain well in National Qualifications for Gàidhlig and Gaelic (Learners). More young people need to achieve qualifications across the senior phase and continue into sustained positive destinations related to Gàidhlig beyond sgoil. Too many children who commence Gàidhlig Medium Education do not continue through the full 3-18 experience and leave with no qualification to recognise their fluency and achievements.

Understanding standards and moderation

Staff continue to work together to develop a shared understanding of CfE standards and expectations, supported by use of the national Benchmarks. This is strengthening staff's understanding of how well children and young people progress against national standards. Teachers now need to increase their participation in shared moderation activities focusing on listening and talking in Gàidhlig. This would support increasing children's and young people's fluency in the language. Children and young people who are not following formal courses and qualifications still need to be part of a continuum for achieving fluency. These children and young people still need to have targets for supporting their fluency.

Children and young people's personal achievements

Staff routinely recognise and celebrate children's and young people's achievements in Gàidhlig well. Increasingly, they monitor children's and young people's achievements in a number of different areas to ensure equality, equity and inclusion in children and young people's participation.

Children and young people make valuable contributions to their local community. They reflect thoughtfully on their own strengths and where they can improve further. Children and young people should be supported further by staff to understand more clearly the resulting skills and capacities they develop as a result of their achievements. There is much capacity for young people's achievements to be recognised formally with accreditation.

Taking a closer look at inspection findings for best learner outcomes in raising attainment and achievements

Closing gaps in fluency, progress and attainment to increase equity

Most children and young people make good progress in reducing gaps in their learning from the Covid-19 pandemic. Teachers have a renewed understanding of how high-quality total immersion results in children's strong fluency. There are groups of learners moving through the system who have missed out on some of the benefits of total immersion at the early stages. In effective practice, teachers continue to use assessment well to target gaps and specific fundings to improve fluency. Partners have usefully supported reducing gaps in fluency and progress. In rural areas, teachers understand well how poverty and hardship manifests for learners. In a minority of 3-18 sgoiltean, senior leaders' approaches to raising attainment require to be much more strategic. Senior leaders and staff should ensure a well-planned, dynamic, immersion curriculum with progressive programmes of work. Children and young people's learning should be more individualised to assist them to develop their fluency and skills at a more accelerated pace.

Raising ambition for Gaelic (Learners)

In English Medium, children's and young people's progress in Gaelic (Learners) needs to be assessed and tracked more thoroughly and routinely. By the end of P7, many more children should be completing the second level of CfE. Children and young people should be encouraged to develop their lifelong learning of the language. This is while engaging with critical learning of Gàidhlig's culture, heritage and how to sustain the language.

Developing fluency through personal achievements

Across 3-18, staff routinely recognise and celebrate children's achievements in creative ways. Children and young people have opportunities to achieve and use Gàidhlig through a range of partnerships. These include partnerships with national Gaelic organisations such as:

- [Spòrs Gàidhlig \(sport\)](#)
- [e-Sgoil](#)
- [Fèisean nan Gàidheal](#)
- [Fèis Rois](#)
- [Film G](#)
- [Celtic Connections](#)
- [Comunn na Gàidhlig](#)
- [Mòds](#)
- [An Deasbad Nàiseanta](#)

Children and young people gain much from national and local opportunities to promote achievements, immersion and networking.

Overall, children and young would benefit from a wider range of opportunities to apply their literacy and Gàidhlig, literacy and English, and numeracy and mathematics skills across contexts and curriculum areas. This becomes even more apparent as young people move through the secondary stages.

Questions to support continuous improvement for ensuring the best learner outcomes in raising attainment and achievements

- How well are all our staff taking responsibility for evidencing, and as appropriate, accrediting literacy, numeracy, and health and well-being through Gàidhlig across the curriculum?
- How well do we ensure that planned strategies to support learners requiring additional support enable children and young people to achieve and attain well?
- How well does our curriculum for Gàidhlig Medium Education support raising children's and young people's levels of attainment?
- How effective is our use of evidence and data to prioritise improvements to reduce any attainment gaps, including the poverty-related attainment gap or gaps related to additional support needs or protected characteristics?
- How clear are our strategies for raising attainment in Gàidhlig and are they having intended impact?
- How effective is our use of evidence and data to prioritise improvements to reduce any attainment gaps, including the poverty-related attainment gap or gaps related to additional support needs or protected characteristics?
- How clear are our strategies for raising attainment in Gàidhlig and are they having intended impact?
- How successful are we in achieving year on year improvements in children and young people's attainment and literacy in Gàidhlig and through Gàidhlig?
- How effectively are we assisting young people to attain the highest possible qualifications and awards from Gàidhlig Medium Education and in Gaelic (Learners)?

Appendix 1 – Definition of terms

Definition of terms related to Gàidhlig as used in this report.

Term	Definition
Advice on Gaelic Education	HM Inspectors produced the Advice on Gaelic Education to give professional advice and share analysed inspection findings on matters relating to Gàidhlig Medium and Learner Education. In particular, it has set expectations for immersion approaches and self-evaluation. HM Inspectors use the Advice on Gaelic Education with quality improvement frameworks to evaluate the distinctive features of Gàidhlig Education.
Bòrd na Gàidhlig	The main statutory body charged with the responsibility of securing the future of Gàidhlig.
Comann nam Pàrant	Organisation to support parents with Gàidhlig Medium Education.
Cròileagan	Playgroup provision through the medium of Gàidhlig.
Gaelic (Learners)	In English Medium Education, the programme for young people to learn Gàidhlig is referred to as Gaelic (Learners).
Gaelic Learner Education	Children may learn Gàidhlig as a second language in English medium schools, often alongside another European language. In primary, this is referred to as Gaelic Language Learning. The equivalent in secondary programme is referred to as Gaelic (Learners). When referring to both the provision in primary and secondary this report uses Gaelic Learner Education.

Gàidhlig Medium Education	In Gàidhlig Medium Education, all education takes place through the medium of Gàidhlig. This begins with a total Gàidhlig immersion phase until P4 and is followed by an immersion phase. The aim of Gàidhlig Medium Education is to enable children and young people to be bilingual and have equal fluency in both Gàidhlig and English. Young people who are fluent in Gàidhlig study literacy and Gàidhlig in S1-3 and Gàidhlig in the senior phase, along with other curricular contexts.
Immersion - Total immersion and Immersion	Immersion in Gàidhlig Medium Education has two stages – Total immersion in the Gàidhlig language to the beginning of P4, and thereafter an immersion phase. In immersion phase, Gàidhlig remains the language of learning, teaching, assessment and socialising. The major difference to total immersion phase is that English language is taught formally. This is through the medium of Gàidhlig. Children and young people are totally immersed in the language with emphasis on receptive skills and then productive skills. By the end of P7, children's attainment in English language will be broadly similar to that of children in English Medium Education. Immersion should continue into secondary with schools providing progression from primary by delivering curriculum areas and subjects through the medium of Gàidhlig. This is alongside other curricular contexts. Immersion in Gàidhlig language quickly results in children's fluency to enable them to access the whole curriculum through the medium of Gàidhlig. Teachers choose pedagogy to develop

	children's receptive skills initially where they hear and interact with Gàidhlig constantly. This is followed by productive skills. Learning through immersion is supported, promoted and strengthened with a language rich environment where Gàidhlig is heard and seen. Children and young people engage in Gàidhlig cultural and other language related activities to set Gàidhlig within context. Children and young people should engage in activities through the medium of Gàidhlig beyond the sgoil to extend and deepen their fluency. For more information, please see advice written by HM Inspectors, Advice on Gaelic Education.
Immersion pedagogy	Teachers choose immersion pedagogy to develop children's receptive skills initially where they hear and interact with Gàidhlig constantly. This is followed by receptive skills. Immersion pedagogies include: • Play, the Gàidhlig Medium way, with regular interaction to support learning the Gàidhlig language. • Teachers and other adults modelling and using high quality fluent Gàidhlig. • Using communicative language teaching (drama, songs, rhymes, storytelling, games, creative and problem-solving tasks) • Integrating language, literacy and numeracy in the curriculum through immersion within the four contexts of the curriculum. • Task-based learning where learners complete tasks and projects while hearing and using Gàidhlig.

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| | <ul style="list-style-type: none">• Responding to physical movement to reinforce language learning. This encourages collaboration, critical thinking and applying language in real-life situations.• Scaffolding to help understanding through the use of visual aids, acting, emphasis to help learners build confidence and fluency.• Interactive and co-operative learning with a focus on discussion, modelling of language, paired and group activities. |
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Learning through immersion is supported, promoted and strengthened with a language-rich environment and culture where Gàidhlig is heard and seen in and beyond the sgoil. For more information, please see advice written HM Inspectors, Advice on Gaelic Education

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