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His Majesty's Inspectorate of Education in Scotland

Summarised inspection findings

Sgoil-Àraich Chondobhrait - Condorrat Nursery Class

North Lanarkshire Council

2 June 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using three quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

Bun-sgoil agus Sgoil-Àraich Chondobhrait – Condorrat Primary School and Nursery class is a designated bun-sgoil – primary and sgoil-àraich - nursery for English and Gàidhlig Medium Education located in Condorrat, Cumbernauld. The bun-sgoil serves the whole of North Lanarkshire Council. It receives placing requests from neighbouring education authorities. The English Medium bun-sgoil serves the local catchment area.

Bun-sgoil agus Sgoil-Àraich Chondobhrait – Condorrat Primary School Nursery Class has two playrooms, one through the medium of Gàidhlig and the other English. Both playrooms have direct access to an outdoor area each. The sgoil-àraich caters for children aged three to those not yet attending school. It is registered for 40 children at any one time. There are currently 26 children on the roll. The sgoil-àraich – nursery is a term-time provision. Children attend between the hours of 8.45 am and 2.45 pm Monday to Friday.

The headteacher at the bun-sgoil has overall responsibility for the sgoil-àraich. A part-time principal lead and part-time lead practitioner supports the headteacher. A principal lead advises within Sgoil-àraich Chondobhrait. Further staffing includes five early learning practitioners (ELP) and one support worker.

Children make use of part of the playroom for lunches.

Curriculum	**good**
This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. Curriculum is defined as the totality of all that is planned for children from ELC, through school and beyond. It emphasises that children are entitled to a curriculum underpinned by the principles of curriculum design and enriched through meaningful learning experiences indoors, outdoors and within the community. It recognises the need for all children to experience opportunities to develop the interests, knowledge, skills, and attributes they will need to adapt, thrive and achieve in today's world. This quality indicator also recognises the importance of the curriculum supporting progress in children's learning as they enter the setting and at key points of transition. The themes are: • curriculum rationale and design • continuity and progression in the curriculum • partnerships • skills for life and learning	

- In English Medium Education, staff provide a curriculum based on caring and nurturing relationships. Children's wellbeing and their interests are an important focus. Staff ensure children's needs are central to curriculum design and implementation. All staff are aware of children's rights and provide age- and stage-appropriate play-based experiences across the curriculum. Almost all children access confidently the different nursery areas as they explore and make choices indoors, outdoors and within the local community.

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- Children access a curriculum centred around their nursery values of 'urram - respect, ag obair còmhla - teamwork, eanchainn - fosgailte - growth mindset, àrach - nurture, a' faireachadh sàbhailte - feeling safe and coimhearsnachd toilichte – a happy community.' All staff uphold and model these values well in their daily interactions with children and families.

- All children have access to a range of experiences that support them meaningfully to receive their entitlement to a broad curriculum. In the playrooms, most children explore an increasing range of loose parts. They spend sustained periods of time within these spaces where they solve problems and develop their curiosity. For example, children are curious when in the construction area. Children benefit from the range of opportunities available to mark make across the play spaces.

- Staff continue to develop outdoor areas, where children explore and develop their problem-solving skills. They provide regular opportunities for all children to access their local community. For example, children visit the library where they explore stories together and the café where they learn about money. Staff should make further use of national guidance and evidence-based research to ensure they continually keep their curriculum under review. All staff should ensure that the curriculum provides an appropriate level of challenge and depth of learning for all children across the curriculum. Staff support children transition into the setting through a series of visits. They make use of a helpful 'All About Me' document to gather information and ensure an individualised approach for each child.

- Staff record children's learning experiences on a planning wall and within children's learning books. They are beginning to use this information to track coverage of experiences and outcomes across the curriculum. Staff should review curriculum planning to ensure it is thorough and leads to more in-depth coverage of the curriculum. Children's use of digital technologies is developing. Staff, supported by the headteacher, should introduce a wider range of digital technologies to enrich the curriculum.

- Staff provide positive opportunities for families to share in their children's learning through planned stay and play sessions. They ensure regular opportunities for families to be involved and comment on their child's progress. Staff work in partnership with families and value the contributions they make to enrich the curriculum. For example, parents' involvement in developing a polytunnel led to children's regular experiences of planting and growing from seeds. All staff value children's wider family networks and the contributions they make to children's learning. They provide opportunities for intergenerational relationships. Staff recognise the positive impact this can have on children's learning and development. For example, children benefit from the group, 'grandfriends.' Staff use a range of partnerships effectively to support delivering the curriculum. They should now continue to build on these partnerships to enrich further the curriculum and children's experiences.

- Most children are motivated as they play confidently alongside their friends. Children are curious and are supported well by staff to overcome any challenge they may face. All children care for their environment and learn about sustainability. Staff ensure regular opportunities for children to be responsible through 'helper' jobs where children set up snack, replenish art resources and risk assess their outdoor space.

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Learning, teaching and assessment	good

This quality indicator focuses on how children benefit from access to high quality spaces and well-established routines that help them feel secure and ready to engage. It explores how children are supported to build positive relationships, regulate their emotions, and purposefully participate in a wide range of motivating learning experiences. It demonstrates the importance of staff having a high level of skill supported by strong pedagogical leadership. This includes a clear understanding of pedagogy, the concept of play, how children learn, children's rights and children's behaviour.

It places value on high quality relationships, consistent expectations, and skilled interactions that enable children to sustain engagement, follow routines, and build independence in their learning. This indicator highlights the importance of observing and interacting sensitively with children to plan and assess their learning. It recognises the value of involving children fully in planning their learning indoors, outdoors and within the local community. This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure practitioners know all children very well as learners.

The themes are:

- children's learning and engagement
- interactions to support learning
- planning and assessment
- tracking and monitoring

- Children enjoy a warm, nurturing and supportive ethos within the nursery. All staff have developed positive relationships with children and families. They recognise and respond to children's emotional and developmental needs. Children feel safe, secure and confident within the environment. Children who recently started at the nursery have settled well. All children are motivated and engaged in their play and learning. Staff ably support children to develop their independence and make choices as they play. Staff provide a suitably wide range of play experiences to enable children to develop their curiosity and enquiry.

- All staff make good use of conversation to find out about children's interests, ideas and prior knowledge. They should continue to develop their use of high-quality interactions to extend children's learning and provide increased challenge in play. Staff ensure an appropriate balance between the time children spend choosing activities and time spent in adult-directed tasks. They should keep the organisation of group times towards the end of the session under review. This is to ensure children's needs and interests are met consistently. All staff engage well with children during lunchtimes and support them to develop their independence.

- Children enjoy accessing freely the enclosed outdoor areas to learn across a wide range of play opportunities. Staff should review the organisation of a few activities more regularly to ensure children's interest and challenge is maintained. Children help with growing and harvesting vegetables. Staff provide opportunities for children to take part in trips to the local park, library, shops and café. These regular experiences support children well to learn about their community. Most children use an interactive television and tablet with increasing confidence. They would benefit from improved access to a wider range of digital technologies, indoors and outdoors to support their learning more effectively.

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- Staff discuss regularly children's individual needs, which enables them to provide a range of learning experiences relevant to the interests of most children. They have very recently reviewed how they plan children's learning. Staff continue to develop their understanding of how to plan responsively, reflecting children's interests as they play. They should continue to build on these approaches, ensuring they focus clearly on developing children's voice.

- Staff record observations of children's learning and progress in learning books. These include photographs and comments. Children enjoy sharing their learning books with adults and each other. The staff team review children's development monthly and discuss further with senior leaders termly. Together they monitor and track children's progress. They use this information well to plan learning targets for individual children which are shared with parents. Senior leaders and practitioners should continue to develop these approaches to maximise progress for all children across the curriculum. This should include staff consistently detailing clear and measurable targets for all children.

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Wellbeing, inclusion and equality	good

This quality indicator highlights the importance of positive relationships and children's wellbeing. It recognises the importance of providing high quality, inclusive, and appropriate rights-based support.

These approaches result in improved outcomes for children's learning, wellbeing and participation. It takes full account of children who may require additional support to access and benefit fully from their entitlement to high quality ELC. This includes identifying and assessing their learning and wellbeing needs in a timely manner and providing personalised and targeted support.

This quality indicator recognises that strong, collaborative partnership working between those supporting children is essential. It highlights the importance of meaningful engagement with children and families to inform decisions about how children's needs should be met.

This quality indicator emphasises the important role senior leaders play in ensuring all staff have relevant and worthwhile professional learning to meet the diverse and sometimes complex needs of children.

The themes are:

- positive relationships and wellbeing
- universal support
- Identifying and assessing learning needs and targeted support
- inclusion and equality

- Staff have an ongoing focus on wellbeing, which is central to their work. All staff develop trusting, supportive relationships with children, families and each other. Staff make effective use of the national wellbeing indicators in a developmentally appropriate way with children. For example, staff have regular conversations about being healthy and safe as children make choices at snack and complete their outdoor safety checklist. Staff calmly help children to understand and manage their emotions. They use a feelings board to support children to identify the visual for their feelings and talk about these. Families provide helpful information when their child transitions into the setting. Staff use wellbeing targets as the starting point to build on what children can do and know. Staff review wellbeing targets as children settle into nursery.

- Staff monitor closely attendance to ensure that any barriers are addressed. Staff know their children and families well. They sensitively provide support when required to ensure all children receive their full entitlement of early learning and childcare.

- All children are valued and included by staff within the nursery. All staff demonstrate genuine interest in children's ideas and listen to them with patience and attention. All children are supported to make choices as they play. Most children engage in decision making, for example, where to go on their walks. Staff use their individual observations of children to set learning and development targets. Supported by the headteacher, staff should now ensure that these targets are consistently of a high quality and are sufficiently challenging. Children should be enabled to make the best possible progress across the curriculum with this more thorough approach to target setting.

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- Staff collaborate with parents and professional partners to identify barriers to learning experienced by children. Together, they ensure that the right support is in place at the right time. All staff ensure that assessment information is used effectively to produce detailed support plans for children who require these. Staff make good use of strategies and interventions suggested by professionals. These are used with children individually and within small groups. All staff have a clear understanding of their statutory duties. They keep up to date with national and local guidance. All staff understand their responsibilities to keep children safe and ensure the care and wellbeing needs of all children are met.

- Staff have developed an inclusive and respectful ethos, where everyone is treated with respect and care. They have a clear understanding of the socio-economic context of the setting and ensure sensitive support for families, when this is required. For example, families can make use of a uniform bank. Staff make referrals, when required, to the family engagement service. They value and support diversity within the nursery. Staff should continue to review the resources on offer to reflect different cultures and families, including Gàidhlig. This should ensure children gain a greater understanding of the diverse world in which they live.

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Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the setting and the education authority.

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Quality of provision of Gàidhlig Medium Education

Context

Sgoil-àraich Chondobhrait has been open for over 25 years as a total immersion provision. It is staffed by fluent speakers of Gàidhlig all the time. Some additional staff members are learning Gàidhlig. Fourteen children attend the sgoil-àraich. The headteacher is the strategic lead for the sgoil-àraich. A principal lead takes forward day-to-day leadership. A school-based principal teacher supports the leadership of aspects of immersion.

Curriculum

- The sgoil-àraich has the same curriculum rationale as the bun-sgoil - primary. This is based on values, a strong focus on health and wellbeing, and supporting learners. A Gàidhlig and English version of the curriculum rationale is available to read. Staff, supported by senior leaders, should now ensure the rationale encapsulates Gàidhlig language, culture and immersion, including as a responsibility for all. This is an important omission to the rationale to address swiftly.

- Staff in the sgoil-àraich explore and discuss relevant rights with children. They should now link and discuss rights connected to Indigenous languages and culture. By doing this, children will have more purpose to their learning of the Gàidhlig language and its culture.

- Staff have a responsive approach to the curriculum. They design experiences that follow children's interests and develop fluency. Staff involve children fully in planning contexts in the playroom and the outdoor environment. As a next step, staff should use national guidance on what progress looks like specific to literacy and Gàidhlig, as well as other curricular areas through Gàidhlig. This will strengthen staff's understanding of expected progress and ensure appropriate challenge for all learners. Staff should have more adult-led and intentional learning to assist children secure better progress.

- Staff place a strong value on outdoor and community learning as integral elements of the curriculum. Children benefit from well-planned experiences in the polytunnel and outdoor gym, and from regular outings to the library, café and local shops. These opportunities support children to develop networking and Gàidhlig language skills in meaningful and real-life situations. For example, children use money to purchase resources. Staff previously provided valuable opportunities for children to interact with fluent speakers through intergenerational storytelling and singing sessions. Reinstating these activities would deepen further children's language development. Children also engage positively in weekly singing sessions with a specialist Gàidhlig tutor. Staff have established links with other sgoiltean-àraich through 'Seachdain na Gàidhlig – World Gaelic Week' and 'Leugh le Linda – Read with Linda' video calls. These partnerships help children develop a positive sense of Gaelic community. Staff should now extend links with Gàidhlig partners to enhance further children's opportunities to hear and use Gàidhlig in a wider range of authentic contexts.

- Staff plan purposeful transition activities between the sgoil-àraich and the bun-sgoil. Children also connect with another designated sgoil-àraich for Gàidhlig Medium Education within the local authority as part of these transition experiences. Staff should now strengthen transition

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arrangements between the sgoil-àraich and the wider school to ensure greater coherence. They should make more effective use of the school's early level progression pathways to improve curricular continuity.

- Children develop their knowledge and understanding of the world in which they grow through experiences in the community. Children explore literacy through digital technology, listening to text on the tablet, and choosing books using digital codes. Staff consider and link children's learning to the four capacities of the curriculum through their learning journey. Children now require further reinforcement of the capacities through Gàidhlig as part of their transition process.

Learning, teaching and assessment

- Children in the sgoil-àraich enjoy a warm, caring, supportive and immersive environment. Children are happy, settled and confident. All children engage well in a range of motivating play, both indoors and outdoors where they can explore, experiment and develop curiosity. Staff provide valuable opportunities throughout the sgoil-àraich for children to develop literacy through well placed books and mark making materials. Children are developing their fine motor skills and interest in texts successfully as they use these as part of their role play.

- Staff model high-quality Gàidhlig and ensure total immersion experiences in the sgoil-àraich. Children benefit from regular language routines, for example, they rehearse days of the week, weather phrases, feelings, greetings and songs. This is progressing children's fluency in Gàidhlig language. Throughout the playroom, staff make well-considered commentaries when interacting with children to extend imaginative play. Staff ensure they are providing constant access to Gàidhlig. As a result, children's Gàidhlig language is developing at a steady pace. Senior leaders and staff should continue developing their playroom immersion pedagogy using the Advice on Gaelic Education, 2022. This should improve further the quality of planned group sessions throughout the day to increase the pace and quality of children's language acquisition. Staff plan for Gàidhlig language acquisition monthly, using a Core Language document and a topic-based Gàidhlig immersion plan. This should be extended to ensure all play activities have planned language targets. The Core Language document and Gàidhlig Immersion Plan should be merged and extended to create a progressive language framework. Staff should ensure further challenge for those children who make faster progress in Gàidhlig language, both as they play and in group sessions. This will enhance further and enrich immersion.

- Staff's observations capture children's developing fluency in Gàidhlig. They are beginning to support responsive experiences to develop language further. Staff should now assess and analyse the observations of children's language acquisition more strategically to plan richer learning experiences. Senior leaders should now support staff to develop further approaches to intentional planning, using progression pathways and a progressive language framework. This will ensure children continue to access a broad, balanced and meaningful early education through Gàidhlig.

- Staff use experiences and outcomes to track children's progress in literacy, numeracy and mathematics, and health and wellbeing. Senior leaders should ensure that progress is articulated further to total immersion through Gàidhlig. This should include checking children's understanding and use of Gàidhlig language in a more thorough and systematic way across early level.

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- Staff have made valuable links with other sgoiltean-àraich. They should develop further opportunities to moderate at early level to plan and assess a shared standard of Gàidhlig.

Wellbeing, equality and inclusion

- Children and parents enjoy positive relationships with staff in the sgoil-àraich. Staff promote very well the importance of children's learning of Gàidhlig being underpinned by positive relationships. Children are trusted and nurtured. Parents are very positive and appreciative of how staff support children's wellbeing and develop their fluency in Gàidhlig. Staff provide parents with very helpful learning resources. As a result, parents are increasing their use of Gàidhlig at home with children. This approach supports parents to learn Gàidhlig alongside their children.

- Children are supported well in the sgoil-àraich. Children enjoy learning about safety and how to keep themselves safe. They do this through using toys and having conversations with staff. Children build resilience and learn how to keep safe by assessing risks in their outdoor environment before they play. Children are starting to use national wellbeing indicators. This is beginning to increase children's awareness of all that supports their wellbeing in an age-appropriate way.

- Children are calm as they move freely between play activities. They are learning that how they feel and act will influence others. Children develop specific vocabulary in Gàidhlig to describe how they feel. Children connect how their skills in literacy through Gàidhlig aids their wellbeing. Staff use children's daily checks on their wellbeing to provide necessary assistance. Children reflect on their wellbeing by reviewing their learning journals. They enjoy looking at these learning journals and talking about them. Children connect learning to what happens at home through parents' valuable contributions to their child's learning journals. Parents assist children in agreeing a health and wellbeing target.

- Children respond well to established routines and take increasing responsibility for themselves and their learning. Children are encouraged to develop independence in their play and routines, including dressing and preparing snack. They take their turn to wash their hands and serve their own lunch, for example. Staff should consider ways to develop further routines at lunch time that facilitate set phrases and grammar in Gàidhlig.

- Children requiring targeted support are helped and included very well. Staff collaborate effectively with parents and agencies. This ensures that the right assistance is in place at the right time. Families are involved in planning for development needs and appropriate next steps. Children are making progress against their targets in a nurturing environment.

- Staff value and support equality and diversity within the sgoil-àraich. They should increase their use of the Statutory Guidance on Gaelic Education, 2017 to ascertain how well they do this. Senior leaders and staff value the importance of total immersion. They ensure that they maintain total immersion as much as possible, should there be any changes in how the sgoil-àraich is staffed. Staff in the playroom through English have all engaged in professional learning of Gàidhlig. This is an important strength in how all children can hear, use and be included in Gàidhlig, while respecting total immersion. A few staff are learning Gàidhlig. They should be offered more accelerated ways of learning the language so they can impact more on high-quality immersion.

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- Children in the English medium setting are developing a weekly phrase in Gàidhlig. This is beginning to support children in English and Gàidhlig Medium speak Gàidhlig to each other. Senior leaders should consider further progression with Gaelic language and culture across the early level.

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Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.

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