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Parent/Carer  
Glendale Gaelic Primary School

Dear Parent/Carer

## INSPECTION REPORT: GLENDALE GAELIC SCHOOL

As you may be aware, Glendale Gaelic Primary School was inspected by Education Scotland in January 2023 as part of the national inspection programme. At the end of the inspection, Education Scotland asked Glasgow City Council for a progress report in relation to the school's work one year after the inspection visit. Following which, they would decide whether they would have any further activity or involvement with the school. An action plan was prepared by the school, and Glasgow City Council was asked to oversee and report on progress. After further discussion with staff from Education Scotland they are content with the progress made by the school and have intimated that they will not be undertaking any further visits in relation to the inspection of January 2023.

Three main areas for improvement were identified and discussed with Education Scotland, the school's senior leadership team and education services. In the period of this progress report there has been a change of leadership, with two acting Head Teachers taking a role in leading, directing and enabling the school's improvement journey at different times. Progress made in relation to each of the three recommendations in the action plan is as follows:

- 1. The headteacher and staff should continue to strategically plan the curriculum based on total immersion, equity, and raising children's attainment and fluency in Gaelic. Staff should continue to seek ways of involving partners in children's learning to close further gaps in fluency because of the pandemic.**

Significant improvements in the planning and delivery of the curriculum based on immersion of Gaelic throughout the school have been secured. Staff have been involved in visits out with the school to work in collaboration with other Gaelic speaking staff and, as a result, have improved their own Gaelic immersion and pedagogical practice. Freàam Canan materials, to support fluency in Gaelic, are now being used throughout the school resulting in more effective teaching and learning opportunities, many through song. Reading buddies have been introduced again. Pupils involved report that they have improved their Gaelic literacy skills and feel more confident in applying these skills during whole class lessons. Overall, the consistency of the pupil experience across classes has been improved.

The school continues to seek wider curricular opportunities which support Gaelic language and culture – this includes working with Celtic Connections, Local Secondary Schools, and Parents and carers. Furthermore, the school has established project-based partnerships with the Burrell Collection and BBC Scotland, to support learners in enhancing Gaelic vocabulary beyond the classroom and in providing a relevant context for developing their Gaelic language skills.

**2. The headteacher and staff should build on their most effective practices in total immersion. This should result in children having consistent experiences in total immersion, and learning, teaching and assessment through Gaelic in meaningful contexts.**

By further engaging in moderation planning and assessment opportunities with other GME schools, class teachers demonstrate an improved approach to planning and delivering lessons. Pupil's engagement has been strengthened with more positive feedback from pupils about their learning experiences. Staff peer observation within and out with the school provide staff with the opportunity for reflecting on their practice. The updated school immersion policy gives direction in expectations of language immersion and in standards of teaching. Staff are more consistent in their delivery across the stages and also use well-planned opportunities to share their practices and resources. The school's approaches to reporting to parents and carers have been reviewed. Parents have welcomed the improved level of communication and enhanced relationships that have emerged. The work of school pupil committees has been strengthened. Pupils report that they feel more connected to their learning. Almost all report they feel safe and happy in their environment and that their views are acted upon.

The Teaching team have engaged in a yearlong project with The University of Strathclyde, focussing on immersion within the classroom and the wider school. Professional learning for teachers has focussed on developing pedagogy as well as context. This will continue for the remainder of this session, after which the partnership will evolve and look to create a resource which will support other GME schools with immersion and further promote partnership working between GME schools and across various sectors.

**3. The headteacher and staff should develop further arrangements for evaluating and improving the school. These should be more closely linked to immersion and Gaelic Medium Education.**

A recording system to track and monitor learning across each year group has been updated and improved. Staff report they now have easy access to pupil progress information and can use this to better identify next steps in learning. The leadership team has developed an appropriate School Improvement Plan, which rightly focuses on the immersion of Gaelic language and Quality Assurance. School leaders feel confident in holding 'support and challenge' professional dialogue sessions with staff related to learning in their classrooms. Improved planning and moderation procedures are now in place and these have helped to upskill staff and promote more effective learning and teaching opportunities in Gaelic.

Overall, Glendale Gaelic has made good progress in addressing the main areas for improvement. Education Services will therefore not provide any further report in connection with the inspection of January 2023 but will continue to monitor and support the establishment as part of our commitment to continuous improvement and ensuring the highest quality of education for all.

Yours sincerely



**DOUGLAS HUTCHISON**  
Executive Director of Education

cc Donnie Macleod, Head of Service  
Andrea Reid, Senior Education Officer  
Mairi Baker, Quality Improvement Officer  
Headteacher, St Francis' Primary School