



Follow-through Inspection Report

Glasgow Gaelic Primary School

January 2006

The Inspection

Her Majesty's Inspectorate for Education (HMIE) published a report on standards and quality at the Glasgow Gaelic School in May 2004 following their inspection of the school in January of the same year.

Working with the school, the Education Authority prepared an action plan indicating how the main points for action, identified in the report, would be achieved.

This current report contains details of the progress the school has made towards achieving these targets and also outlines some significant developments undertaken since the original inspection. It should be noted that following the decision of the City of Glasgow Council to open a 3-18 Gaelic Medium school in the city the Bunsgoil Ghàidhlig Ghlaschu formally closed in August 2005 and the Sgoil Ghàidhlig Ghlaschu (3-18) was set up at the same time. This report details actions undertaken by the Bunsgoil and its successor An Sgoil Ghàidhlig which is temporarily housed in the former Bunsgoil site whilst new refurbished accommodation is developed. The new Sgoil Ghàidhlig will be housed in its new accommodation from August 2006.

Continuous Improvement

The school has actioned a range of developments to improve teaching and learning.

Amongst these is a range of developments undertaken to develop language skills. The new Gaelic phonics programme "Facal agus Fuaim" has been adopted, materials issued to parents in English and a parents' workshop delivered. Specific consideration has thus been given to supporting pupils whose home language is not Gaelic (approximately 70% of school roll).

New English Language reading resources have been acquired and the Glasgow New Horizons materials adopted in the upper stages. Tutor support from the Educational Improvement Service was provided to assist teachers in implementing the programme. Pupils have experienced new teaching methods and are becoming more involved in their own learning as part of this process.

Primary Seven pupils have participated in the FLAT project, which seeks to ensure skills in reading and writing in Gaelic are also developed to ensure pupils are participative learners who review their own work and identify key areas for improvement.

The deployment and remits of Pupil Support Assistants (PSA) have been reviewed. Support has been focussed on support for Talking and Listening through the medium of Gaelic. Pupils are benefiting from greater focus in the remit of PSA's.

Newly available BBC Mathematics resources have been deployed to specifically support Mental Maths in Gaelic and PSA's have been deployed to support practical maths experiences. Again their focus has been on supporting Talking and Listening skills during these lessons.

The school has acquired a range of new ICT resources and arranged training to support resource use. Pupils now can access a digital camera in each class and are benefiting from the increase in the number of Smart-boards.

Pupils have deployed resources such as Powerpoint to create presentations and are

integrating ICT into the curriculum in both Gaelic and English. Pupils participated in the BT Awards Programme for 2004-05.

Teaching staff have participated in training about how different pupils learn. As a result, teachers have increased the opportunities for pupils to take responsibility for their own learning. For example, teachers were regularly sharing with pupils what they were expected to learn. The Head Teacher and Senior Staff have monitored these developments during class room visits.

A new programme for the teaching of Art and Design has been introduced across all stages and pupils are now benefiting from a more sequenced programme than hitherto.

The Sgoil Ghàidhlig Ghlaschu continues to ensure pupils have a wide range of opportunities to participate in Gaelic language cultural events. The staff team prepares and presents pupils for a wide range of Gaelic language events at which pupils perform. This includes Am Mòd Nàiseanta, Mòd Ionadail Ghlaschu and the Fèis Oigridh (Dràma) Ghlaschu. Using skills developed as part of the cultural programme in the school, pupils performed and recorded a song in Gaelic for the SAM charity CD supporting the victims of the Chernobyl disaster.

Pan-Celtic links are being strengthened as the school develops links with schools in Ireland. Pupils are participating in a pen pal scheme operated with Gaelscoileanna in Cork and Killarney. Pupils write letters to each other in English and in Irish or Scottish Gaelic, extending their skills in writing in the two languages whilst also developing citizenship skills as part of the process.

Progress Towards the Main Points For Action

The initial report identified four main points for action. This section evaluates the progress the school has made in each of these key areas and outlines the consequent improvements which have benefited pupils within the school.

Main point for action 1 Address the Accommodation issues highlighted in the Report.

The school and Authority have made very good progress towards meeting this recommendation.

The fundamental development for the establishment is the relocation to the new combined Pre-5, Primary and Secondary provision on the site of the former Woodside Secondary. A major refurbishment programme of the Woodside Campus has been undertaken by the City of Glasgow with considerable financial support from the Scottish Executive. The new provision provides a greatly expanded suite of facilities to ensure that the increasing demand for Gaelic Medium provision in the city is delivered in an appropriate complex.

Following the inspection, a number of developments were successfully implemented at the former Bunsgoil site. A programme of well attended lunch time clubs was created to reduce congestion in the playground space. Playground supervision teams were reorganised to maximise the available number of adults working with children at break times. New systems have been developed using playground tokens to ensure entry into the building, after break times, is safer and more orderly.

Following a further roll increase in the session 2005-06 the clubs were discontinued to ensure even wider adult supervision and support in the playground with the additional use of the nearby Millennium Park as an extension facility for football. Basketballs and hoops were introduced to provide an appropriate activity within the Ashley Street Playground.

The staff team participated in a training session around the City of Glasgow Accessibility Strategy which has further raised the expertise of the team in developing best practice in developing school policies around the use of a site.

The provision of the new school site with large classrooms, gymnasium, library and general purpose provision and greatly enhanced playground space will ensure the school is able to demonstrate effectively major improvements in the school's accommodation from August 2006. School staff have played an important role in the planning of the new site. The Head Teacher has input into an extensive range of meetings and site visits to ensure that the views of staff, children and parents are fed into the processes.

Main point for action 2 To make sure that responsibilities for pupils' care and welfare in activities not run by the school were more clearly defined.

The school has made very good progress towards meeting this recommendation.

The Head Teacher reviewed provision and established consistent practice in this area. Clarity was established regarding cultural after school activities operated under the auspices of the Sgoil Ghàidhlig. This ensured parents were fully aware of activities operated by community groups and those by the school.

The provision of School Noticeboards, "Dè tha dol" (Newsletter) and the School Handbook have been reviewed to ensure information for parents is clear and appropriate. The content of the P1 Induction Day has been reviewed to ensure that opportunities such as the Sradagan clubs are well publicised amongst the parent body.

Procedures for organising school outings have been reviewed and appropriate risk assessment processes are being employed to ensure the health and safety of pupils and staff.

Furthermore a new system has been established to share appropriate pastoral care information amongst relevant staff. The Pastoral Care Records are maintained to ensure that information is readily available.

Main point for action 3 To improve the approaches for identifying and supporting pupil's specific learning needs.

The school has made good progress towards meeting this recommendation.

Initially teaching staff undertook training to develop best practice in support for learning. This included study visits to another school, support from the Network Learning Support Team and the reorganisation of referral and recording systems.

Target setting for particular pupils has been revised and the new pro-forma enables the teaching team to track more effectively pupil needs.

The Pupil Support Assistants (PSA's) have also undertaken additional training including in ICT and in Health Education. The annual professional review has included agreed training developments for each support staff member in support for learning issues. PSA's have also been afforded the opportunity to work across different stages to help develop their skills across curricular areas and stages.

Pupils have benefited from a more cohesive support system in the school. Class teachers, support teachers, pupil support assistants and the Senior Management Team have more defined roles in the tracking and monitoring systems which support pupils' various learning needs.

Additional training has been undertaken by teachers in Support for Learning issues and this programme will continue in the forthcoming session.

The school will continue to develop expertise in support for learning in next session's development plan. This will include a focus on the requirements of the Additional Support for Learning Act and the Disability Discrimination Act.

Main point for action 4 To develop a focussed approach to evaluating the work of the school.

The school has made very good progress towards meeting this recommendation.

The school has embarked on a major audit of practice and provision involving staff, parents and pupils. The school is using this information in constructing the development plan for the session 2006-07.

New monitoring systems have been put into place ensuring that Senior Management expertise and support directly impacts on classroom practice.

Teachers receive written feedback on planning as a consequence of monitoring visits. The school team now has an expanding database of good practice which enables the team to share expertise and experience more efficiently. The team agreed on particular focus issues for feedback including comment on assessment strategies and practices being employed in the class.

Pupils are benefiting from the revised system as teaching methods are reviewed on a collegiate basis with best practice being spread around the team. Teachers are becoming more reflective on their teaching as part of the monitoring process and pupils are benefiting from lesson programmes which are more considered and appropriate for particular pupil groups.

The new management structure for the Sgoil Ghàidhlig has been in post from January 2006. This includes an overall Head Teacher for the entire establishment and a Depute Head Teacher (Primary) and Depute Head Teacher (Secondary). The new senior structure provides the team with additional management support which will progressively impact on the team's effectiveness in evaluating its own work.

Conclusion and Next Steps

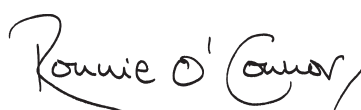
The Sgoil Ghàidhlig Ghlaschu is the first 3-18 Gaelic Medium school to be set up. A new site is currently being developed for opening in August 2006 with Pre-5, Primary and Secondary teams delivering a complex and wide ranging curriculum through the medium of Gaelic.

Best practice in bilingual education continues to be a key focus for the establishment, and study opportunities have been undertaken in both Scotland and Ireland.

The new Senior Management Team and structure is now in place and an expanded secondary team is progressively being created with eight new secondary teachers already appointed.

The school has already begun considering opportunities for cross-sectoral approaches to benefit pupils. The development of the new Sgoil Ghàidhlig provides an excellent opportunity to establish effective transition arrangements and curricular intervention across the sectors. This would include the potential for secondary and primary teachers to work on projects in either sector.

The Authority is responding to the increasing demand for Gaelic Medium education in the city in an innovative way. The former Bunsgoil Ghàidhlig and its successor the Sgoil Ghàidhlig have overall made very good progress towards accomplishing the points for action in the HMIE report. The newly appointed Senior Management Team and the greatly expanded teaching team are highly motivated to build on this success and ensure Gaelic Medium Education continues to be a successful aspect of provision in Glasgow.



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