

HER MAJESTY'S INSPECTORATE OF EDUCATION (HMIE)

GAELIC LANGUAGE PLAN

This plan has been prepared under section 3 of the
Gaelic Language (Scotland) Act 2005



FOREWORD BY Bill Maxwell, HM Senior Chief Inspector

I am delighted that HMIE has been involved in and been able to contribute to Gaelic language developments over the years. This continuous involvement has resulted in the development of our Gaelic Language Plan. The plan confirms HMIE's support for Gaelic language, culture and education.

HMIE is committed to ensuring that learners of all ages can access Curriculum for Excellence both now and in the future through the medium of Gaelic. That means working with educators of Gaelic to develop successful, responsible and confident learners with a sense of engagement and belonging. HMIE uses inspection and shares good practice with a view to improving learning in schools and other settings. HMIE is also committed to developing the wider understanding of the Gaelic culture.

We will help staff responsible for Gaelic education to use self-evaluation to keep extending their professional thinking and practice and encourage staff to be reflective and have a commitment to their own development. We will assist this practice by providing guidance through key HMIE documents in Gaelic. These documents will be useful tools for Gaelic educators to use in self-evaluation for improvement.

I am grateful to Bòrd na Gàidhlig for its support to allow us to take forward these aspects. I am also delighted that we have been able to join with our colleagues in Learning and Teaching Scotland, and the Scottish Qualifications Authority to ensure that all three of our Gaelic Language Plans articulate and benefit Gaelic language developments.

Our Gaelic Language Plan will help us to raise the awareness of HMIE staff of Gaelic language and culture and of how HMIE promotes Gaelic language. This will enable us to underline the importance of Gaelic to Scotland's heritage, identity and culture.

I welcome all of these developments which will help deliver better Gaelic education for our learners and better professional learning for staff in schools and education authorities.

Bill Maxwell

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Summary

Overview

HMIE recognises that Gaelic is an integral part of Scotland's heritage, national identity and current cultural life. HMIE recognises that there is a need to ensure the sustainable development of Gaelic for the future and is committed to working with stakeholders and partners across the public and private sector to achieve this aspiration. In its work, HMIE will seek to:

- ***enhance the status of Gaelic;***
- ***promote the acquisition and learning of Gaelic; and***
- ***encourage the increased use of Gaelic.***

This document is HMIE's Gaelic Language Plan, prepared within the framework of the Gaelic Language (Scotland) Act 2005. It sets out how we will use Gaelic in carrying out our business, how we will enable the use of Gaelic when we interact with stakeholders and partners, and how we will promote the development of Gaelic. We recognise that the development of Gaelic Language Plans by public bodies such as HMIE is a key component of the 2005 Act. We recognise that our Gaelic Language Plan will help to formalise and communicate to staff, partners and stakeholders what our policy is in relation to Gaelic matters, and what Gaelic services they can expect to access through HMIE.

HMIE aims to build on current partnerships to support the work of our Gaelic Language Plan. To help achieve the targets in our Gaelic Language Plan, we will work closely with partners such as Learning and Teaching Scotland (LTS), Scottish Qualifications Authority (SQA), Scottish Funding Council (SFC); and local authorities.

HMIE's Gaelic Language Plan has been prepared in accordance with statutory criteria set out in the 2005 Act, and having regard to Bòrd na Gàidhlig's National Plan for Gaelic and Guidance on the Development of Gaelic Language Plans. HMIE is an Agency of the Scottish Government. As such, HMIE's plan complements the Scottish Government's Gaelic Language Plan.

Structure of the Gaelic Language Plan

The key components of our Gaelic Language Plan are:

Chapter I – Introduction

This chapter provides background information to the Gaelic Language (Scotland) Act 2005 and its main features. An overview is provided of the key statutory provisions relating to the preparation of Gaelic Language Plans under the 2005 Act. A brief overview of the structure of HMIE and its main areas of operation is also provided.

Chapter II – Core Service Delivery Commitments

This chapter sets out how HMIE will use, and enable the use of Gaelic in relation to its main business functions.

Chapter III – Policy/Implementation of the National Plan for Gaelic

This chapter sets out how HMIE will help implement the National Plan for Gaelic.

Chapter IV – Implementation, Monitoring and Review

This chapter sets out how the implementation of our Gaelic Language Plan will be taken forward, how implementation will be monitored, and how lessons from monitoring will be used in reviews to inform improvements.

CHAPTER I - INTRODUCTION

1.1 Overview of the Gaelic Language (Scotland) Act 2005 and the preparation of Gaelic Language Plans

The Gaelic Language (Scotland) Act 2005

The Gaelic Language (Scotland) Act 2005 was passed by the Scottish Parliament with a view to securing the status of the Gaelic language as an official language of Scotland commanding respect equal to that of English language.

One of the key features of the 2005 Act is the provision enabling Bòrd na Gàidhlig (the Scottish Government's principal Gaelic development body) to require public bodies, such as HMIE, to prepare Gaelic Language Plans. This provision was designed to ensure that the public sector in Scotland plays its part in creating a sustainable future for Gaelic by raising its status and profile and creating practical opportunities for its use.

The requirement to prepare a Gaelic Language Plan

The requirement for HMIE to prepare a Gaelic Language Plan was initiated by Bòrd na Gàidhlig issuing a formal notice to that effect under section 3 of the 2005 Act. HMIE was issued with a notice in **June 2008** and was asked to submit its Gaelic Language Plan to the Bòrd for approval during **2010**.

Key considerations when preparing a Gaelic Language Plan

The 2005 Act sets out a number of specific criteria which must be taken into account by bodies preparing Gaelic Language Plans. These are designed to ensure that Gaelic Language Plans which are prepared are comprehensive, consistent and appropriate to the particular circumstances of the body preparing it.

(i) the extent to which the persons in relation to whom the authority's functions are exercisable use the Gaelic language, and the potential for developing the use of the Gaelic language in connection with the exercise of those functions

This consideration is designed to ensure that the Gaelic Language Plans prepared by public bodies take account both of the existing number of speakers within their area of operation, and their potential to develop the use of the language. Generally speaking, the expectation is that public bodies with significant numbers of Gaelic speakers within their area of operation will develop stronger Gaelic Language Plans.

(ii) statutory guidance on the preparation of Gaelic Language Plans published by Bòrd na Gàidhlig under section 8 of the 2005 Act

Bòrd na Gàidhlig has published statutory guidance under section 8 of the 2005 Act, which provides advice on how Gaelic Language Plans should be structured, and on the content which public authorities should consider including in their plans.

(iii) the National Plan for Gaelic

The National Plan for Gaelic is a statutory document produced by Bòrd na Gàidhlig under section 2 of the 2005 Act. The National Plan offers a holistic overview of Gaelic development needs, covering language acquisition, language usage, language status and language corpus issues. It sets out priorities for Gaelic development, and identifies bodies which can contribute to achieving them.

(iv) any representations made to the public body preparing its plan about how it uses Gaelic

This provision is designed to ensure that public bodies take into account the views of interested parties in the preparation of their Gaelic Language Plans. The principal means used by HMIE of obtaining these views will be consultation with an appropriate range of its partners and stakeholders using well-established liaison procedures.

(v) the principle of equal respect

The principle of equal respect was incorporated into the 2005 Act by the Scottish Parliament as a positive statement about the value and worth of Gaelic, in recognition of the fact that users of Gaelic aspire to use Gaelic as normally as possible in their lives, that there should be a generosity of spirit towards Gaelic across Scotland, and that the language should not suffer from any lack of respect either at an individual or corporate level. The Bòrd's guidance states that giving Gaelic equal respect does not automatically mean identical treatment for Gaelic and English, or that a particular level of Gaelic provision must be made available in all circumstances. Instead, it encourages public bodies to endeavour, whatever the particular linguistic landscape they face, to be supportive and generous to Gaelic development and to prepare their Gaelic Language Plans with a view to facilitating the use of Gaelic to the greatest extent that is appropriate to their individual circumstances.

1.2 Organisational overview and area of operation

HM Senior Chief Inspector							
	Directorate 1 & 2	Directorate 3/4	Directorate 5	Directorate 6	HR & Equalities	Futures	Corporate Services
	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	Director

	Early Education. Indep.schools, incl. grant-aided, Registration inspections, Integrated inspections of mainstream school care accomm, Indep and local authority school hostels	Primary education	Secondary schools EA all through schools	Colleges, Teacher Education, Prisons Education Welfare to Work Services	Local authorities DIs CLD VSE Psychological services School follow through IRVOL	Children's Services (Joint Inspections) Child Protection. EA day special schools Residential Special and secure		Administration for all programmes
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Responsibilities of Directorate: Cross-cutting		Health and wellbeing	Curriculum for Excellence Assess't/ Quals, Discipline, Gaelic, Citizenship	Vocational Education / Skills-related provision, Self-evaluation, Overarching framework	Leadership; Teachers' Agreement School and EA improvement , Good Practice including for JtE, Curriculum for Excellence implementation	Development of children's services inspections and self-evaluation, Safeguarding, care and welfare, vulnerable children, ASN appeals/tribunals SfP	Human Resources, Equality and Diversity,	Crosscutting Schools of Ambition, Future Learning, ICT, Research, Sustainable Development Education (link with SAR re sustainability in HMIE)	Communications, ICT; Corporate Planning, Risk Management, Business planning, Environmental, Finance, Collection and analysis of statistics, Facilities & Estates
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HM Senior Chief Inspector							
	Directorate 1 & 2	Directorate 3/4	Directorate 5	Directorate 6	HR & Equalities	Futures	Corporate Services
	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	Director

Responsibilities of Directorate: lead on liaison within Scottish Government	Universal Services for Children and Young People (for Early Years and childcare). Schools (Registrar of Independent Schools)	Schools Dir: Curriculum Schools – parental involvement SfL-health/nutrition	Schools, QAS	All LLD teams SG: Teachers SG: EAS QAS for Assessment Framework	SG – LD : Schools: People and Places Division – School Estates Team(Schools) : Teachers: Professional Development and Leadership: Teachers: Employment Relations Options and Partnerships: ELL Intelligence Unit: Educational Options LL – re CLD	PSI (ASN issues), All CYPSCD teams SG: Support for learning, LLD:MCMC, Health Care Policy and Strategy Directorate, Child and maternal health, Scrutiny Bodies Project - Health & Care	Analytical services for research Intelligence Unit for Futures work	Human Resources ISIS Procurement FOI Finance FES
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Responsibilities of Directorate: main external liaison	Care Commission, SCIS, SSSC, SPSO, OSCR	AHDS, SPTC, SPCA, SCC,	SLS, SQA, PAT, NASUWT, EIS	SFC, Scotland's Colleges, SDS, QAA, STEC, GTCS, SCQF	ADES, SOLACE, CLDMS, ASPEP, VSC, COSLA, VOCAL, L+T Scotland	SWIA, NHS QIS, Care Commission, Audit Scotland, HMIC, SHR ADES/COSLA (Children's services), ACPOS, ADSW, Voluntary Organisations, Children's Commissioner	Equality and Human Rights Commission (EHRC) Scottish Human Rights Commission (SHRC)	Catholic Education service, Church of Scotland
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HM Senior Chief Inspector							
	Directorate 1 & 2	Directorate 3/4	Directorate 5	Directorate 6	HR & Equalities	Futures	Corporate Services
	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	HM Chief Inspector	Director

Personal responsibilities for HMIE corporate developments and performance	Health and nutrition	HGIOS and C@C JtE Pt 3	Inspection and reporting, including post-Crerar action plan	International partnerships and relationships	'Safer and Stronger' government priority	Curriculum for Excellence, including enterprise	Educational futures	Best Value, Charter Mark
	HWL		Self-evaluation	Good practice policy including for JtE	Public Services and Scrutiny Review (PSR) Inclusion	Stakeholders	JtE (Developments and website)	Improving impact of HMIE: Public Value
			Educational statistics			'Healthier' government priority		'Greener' government priority
			'Fairer and Wealthier' government priority					Agency planning

.WHO ARE WE AND WHAT DO WE DO?

As an executive agency of the Scottish Government, Her Majesty's Inspectorate of Education (HMIE) works independently and impartially whilst remaining directly accountable to Scottish Ministers for the standards of its work. This status safeguards the independence of inspection, review and reporting within the overall context of Scottish Ministers' strategic objectives for the Scottish education system. The work of HMIE is central to Ministers' ability to realise key policy objectives and to meet their statutory obligation to endeavour to secure improvement in education.

The supporting briefing to a 'Statement on Scrutiny Improvement' to the Scottish Parliament on 6 November 2008 provided the following description of the work we do:

"HMIE's vital role in maintaining the quality of Scottish education will continue. They will maintain their focus on raising educational standards, stimulating improvement and promoting self-evaluation to support the delivery of national and local outcomes. They will continue to work closely with the health and social services bodies to support the development and wellbeing of all children in Scotland."

By achieving these broad purposes, we will contribute to the success of the Scottish Government's overarching purpose and to the achievement of the Scottish Government's strategic priorities, its related national outcomes and indicators, and its commitments including support for Skills for Scotland and the adoption of *Curriculum for Excellence*.

Our work supports the delivery of national outcomes in relation to people in Scotland:

- *being educated, skilled and successful;*
- *becoming increasingly successful learners, confident individuals, effective contributors and responsible citizens;*
- *having better opportunities to succeed in life; and*
- *having successful local communities and high quality improving public services which are efficient and responsive to local people's needs.*

The HMIE directorate with responsibility for services for children has been providing strong support to safeguard and improve the life chances of young people and families at risk.

Through inspections, reviews and professional engagement, we provide independent assurance to service users, Scottish Ministers, service managers and to wider society about standards and quality in education and other services for children.

Our work is about much more than bringing weak establishments and services up to an acceptable standard, vital though that is. We help to improve the education system in a number of ways. We constantly seek out good practice. We work closely with a wide range of partner organisations to disseminate that good practice through our inspection reports, publications and website, and through mounting our own events and making contributions to those of other key bodies both nationally and locally. We build capacity to ensure that all users have the highest quality education and services for children. We provide independent, professional advice

drawn directly from first-hand evaluation evidence and knowledge of the education system as a whole. We actively develop and manage HMIE as a self-evaluative, flexible and innovative organisation which is committed to its own improvement.

HMIE works in partnership with others to support the achievement of national outcomes, including close working with Learning and Teaching Scotland, the Scottish Qualifications Authority, Skills Development Scotland and the Scottish Further and Higher Education Funding Council (SFC). HMIE will continue to work with health and social services bodies to support the development and wellbeing of all children and adult learners in Scotland.

HMIE has a broad staffing structure. This breadth, encompassing permanent, temporary and associated staff, reflects expertise from across Scottish education and is an important strength of the organisation. The staffing profile in HMIE includes:

- *HM Inspectors of Education*
- *inspectors of services for children*
- *health and nutrition inspectors*
- *assistant inspectors*
- *associate assessors drawn from schools, colleges, local authorities and other sectors*
- *corporate services staff*
- *lay members*
- *student review team members*
- *secondees from partner organisations.*

Our framework document sets out our roles and relationships in more detail.

HMIE has inspected Gaelic in 53 centres between April 2005 and March 2010. HMIE inspects Gaelic provision as part of its sample of schools across Scotland. When inspecting schools with Gaelic medium classes, the inspection team ensures that the Gaelic class is inspected at the same time and reported upon within the published report. Where there is Gaelic medium provision, the report will be published in Gaelic on HMIE's website. In order to ensure that we have the requisite expertise to inspect Gaelic language in any setting - pre-school, primary, secondary or college (where we use the term 'review') - HMIE deploys assistant inspectors (AIs) and associate assessors (AAs) in addition to HM Inspectors (HMIs). AAs and AIs are retired or practising teachers, deputies or headteachers who become full members of inspection teams. They undergo rigorous training for their inspection role and individually and together form a significant pool of expertise within their own schools and authorities. From time to time, HMIE will undertake specific tasks in relation to Gaelic-medium settings such as that which led to its most recent report – *Improving Achievement in Gaelic*, HMIE, 2005.

The total number of people recorded as being able to speak and/or read and/or write and/or understand Gaelic in the 2001 census was 92,400 (1.9% of the Scottish population). Of these, the total number of people who could speak Gaelic was 58,652 (1.15% of the Scottish population). While the number of Gaelic speakers declined overall in the last census, the number of people able to speak and also to read and write Gaelic increased between 1991 and 2001 reflecting a growth in

Gaelic literacy and growing numbers of Gaelic learners. The number of children aged 5-15 able to speak Gaelic also increased between 1991 and 2001. It is a priority for this Government to stabilise the number of Gaelic speakers at their 2001 levels by the 2021 census.

Gaelic speakers are spread throughout Scotland. Of the Gaelic speakers identified in the 2001 census, just over half lived in the Highland counties (the Highland Council, Argyll & Bute Council and Comhairle nan Eilean Siar areas) and just under half in the Lowland areas. Gaelic is spoken by a majority of people in the Comhairle nan Eilean Siar area and in the parish of Kilmuir in the Isle of Skye within the Highland Council area. Only just over a quarter of speakers live in localities where Gaelic speakers form a majority. There is a high degree of urbanisation within the Gaelic community with large concentrations of Gaelic speakers living in Greater Glasgow, Edinburgh, Inverness and Aberdeen. For example, 11211 Gaelic speakers, or 19% of all Gaelic speakers, live in Greater Glasgow according to the 2001 census.

Across Scotland, 14 local authorities make provision for Gaelic medium education. Provision comprises 17 secondary schools, 62 primary schools and 60 nurseries/*cròileagain*. Six colleges provide Gaelic teaching or Gaelic-medium education and again HMIE reviews these as part of its inspection sample of colleges across Scotland. Nationally, there are around 2,600 primary and secondary school children in Gaelic-medium education (GME) at present, with a further some 850 children in Gaelic-medium nurseries. Within English-medium education, between 2,500 and 3,000 learners study Gaelic as a secondary subject each year between S1 and S6¹. Many children in English-medium primary schools take part in the Gaelic Language in the Primary School scheme each year: around 6,000 children in the 2008/2009 session².

1.3 Overview of HMIE's support for Gaelic development

HMIE will work to carry out the targets of its Gaelic Language Plan with rigour. HMIE has recently appointed an additional Gaelic-speaking inspector to inspect schools and to carry out Gaelic-related tasks. HMIE makes good use of a Gaelic-speaking team of two HM Inspectors, an Assistant Inspector and Associate Assessors who are trained to inspect in educational centres including pre-school. This team will be deployed to inspect Gaelic in educational centres. In the course of the inspection process, Gaelic will normally be the language of communication except in circumstances where individuals may indicate otherwise, or do not speak Gaelic.

Currently school reports are published in Gaelic and English in pre-school establishments, primary and secondary schools where Gaelic is taught as a subject and in colleges as appropriate where Gaelic provision exists. Details on Gaelic provision is included in reports, with more information relayed in the Record of Inspection Findings. References to Gaelic in reports are integrated into the body of

¹ Professor AG Boyd Robertson, Director, Sabhal Mòr Ostaig

² Bòrd na Gàidhlig

the text. HMIE's quality assurance process will continue to review how Gaelic is reported and that it is fair to the language.

HMIE has organised conferences for teachers of Gaelic and published reports such as *Improving Achievement in Gaelic*, 2005. With key education partners, HMIE will jointly host a conference every two years or so to provide a platform for discussion of Gaelic educational developments.

With funding from Bòrd na Gàidhlig, HMIE published a range of documentation related to *The Journey to Excellence* including: leaflets; posters; *How good is our school? Third Edition*; *Child at the Centre, Second edition*; and *The Journey to Excellence Parts 1, 2 and 4*. Further documentation relating to *Curriculum for Excellence* will be translated into Gaelic.

HMIE has produced a series of short film clips of good classroom practice in Gaelic. This has been added to *The Journey to Excellence* website.

CHAPTER II - CORE COMMITMENTS

HMIE is committed to the promotion of high standards and the sharing of best practice as part of its core business. Section 1 of this plan sets out HMIE's commitment to the development of Gaelic within its core business.

SECTION 1

1. Giving assurance and bringing about improvement in standards and quality through inspection and review.

Current Practice

HMIE is consolidating and further improving its approaches to inspection and review to make sure that they focus on outcomes while having maximum impact with minimum intrusion. We will seek in our evaluative work to complement the related activities of other bodies, in particular education authorities and educational development bodies including Bòrd na Gàidhlig. We will adjust our practice to further increase the impact of inspections and reviews in securing improvement. We will continue to provide evaluative support to establishments and services which need this to improve their outcomes. The production of resources in self-evaluation, best practice, excellence and improvement planning will help us achieve these ends for Gaelic language, education and culture.

Key areas of development	When?	Who?
Identification of best practice.	Continuous	Chief Inspector, Lead inspectors for secondary and primary education, and National Specialist for Gaelic

2. Building capacity for improvement

Nationally and internationally, we seek good practice. We work closely with a wide range of organisations to disseminate good practice and build the capacity of establishments and authorities to provide education and services for children and adult learners of the highest quality for all users. Filming best practice in Gaelic-provision and showcasing this on the Journey To Excellence online resource will help us achieve that aim. We will empower establishments and services to aim for excellence, using self-evaluation to improve education. We will use our self-evaluation frameworks, for example *How good is our school?* to promote better self-evaluation in establishments and services. Translations of key documents relating to self-evaluation, planning for improvement and best practice will enable Gaelic teachers to engage in high level professional discussions and improvements in these areas.

Key areas of development	When?	Who?
Filming best practice and translating key documents.	2 years	Chief Inspector with Gaelic remit

3. Giving professional, evidence-based advice

We support informed policy development by providing independent, professional advice drawn directly from first-hand evaluation evidence and knowledge of the

education system as a whole. We will provide advice to organisations responsible for the quality of education and services for children. We will continue to contribute to national developments in education and services for children by drawing on our comprehensive knowledge and understanding of provision and outcomes across the system. HMIE’s work and ongoing partnerships relating to Gaelic education (including a planned task on Gaelic issues) will contribute to achieving this priority.

Key areas of development	When?	Who?
Undertaking key tasks and providing advice.	Continuous	Chief Inspector and National Specialist with Gaelic remit

4. Securing our own continuous improvement

We actively develop and manage HMIE as a self-evaluative, flexible and innovative organisation which is committed to its own improvement. We support the national outcome of public services which are high quality, continually improving, efficient and responsive to local people’s needs. We will continue and extend our approaches to self-evaluation of our own work. As an integral part of these approaches in line with the government agenda of efficient and shared services, we will continuously gather feedback on our work, and focus on best value. Through the activities described later in this plan, we will ensure that we continue to develop as an organisation that is in tune with its stakeholders and their issues, and contributes to the development of Gaelic language, education and culture in Scotland and beyond.

Key areas of development	When?	Who?
Develop the capacity of the organisation in supporting Gaelic language development.	Continuous	Chief Inspector with Gaelic remit

SECTION 2

In its statutory Guidance on the Development of Gaelic Language Plans, Bòrd na Gàidhlig identifies one of the key aspects to normalising the use of Gaelic to be in creating the conditions for its use in public life.

The Bòrd has identified four core areas of service delivery that it wishes all public bodies to address when preparing their Gaelic Language Plans. These are:

- Identity:*
 - corporate identity*
 - signs*

- Communications:*
 - reception*
 - telephone*
 - mail and e-mail*
 - forms*
 - public meetings*
 - complaints procedures*

- Publications:*
 - public relations and media*
 - printed material*
 - websites*
 - exhibitions*

Staffing: *training*
 language learning
 recruitment
 advertising

HMIE recognises that each of these four corporate functions can play an important role in raising the profile and visibility of Gaelic, and of creating practical opportunities for Gaelic speakers and learners. Section 2 of our Gaelic Language Plan sets out in turn what Gaelic provision will be made in relation to each of the functions.

We have had regard to the statutory requirements laid out in the Gaelic Language (Scotland) Act 2005, and to the Bòrd’s Guidance on the development of Gaelic Language Plans. The Guidance states that, in general terms, the expectation is that in those geographical locations in which the percentages or numbers of Gaelic speakers is greater, the scope of the Gaelic Language Plan will be wider and the level of commitments in it will be stronger. HMIE operates across all areas of Scotland and, as such, will adopt the same level of provision to apply to all of our areas of operation.

This section sets out the minimum level of Gaelic language provision which we commit to providing in the five-year lifetime of the plan.

2.1 – Identity

The presence of Gaelic in the corporate identity and signs of a public authority can greatly enhance the visibility of the language, and makes an important statement by a public authority about how Gaelic is valued and how it will be given recognition. Developing the use of Gaelic through signs can also enrich the vocabulary of Gaelic users and contribute to the development of the language.

HMIE recognises the importance of creating widespread awareness of the use of Gaelic and of promoting a positive image of it.

Corporate Identity

Current Practice	<i>HMIE’s strapline is presented in Gaelic on the HMIE website and on many public presentation slides. HMIE uses Gaelic banners at internal and external conferences such as the Scottish Learning Festival. HMIE currently does not have a written policy underpinning the use of Gaelic in its corporate identity.</i>
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Key areas of development		When?	Who?
	HMIE will construct a written policy for Gaelic in its corporate identity.	Two years	National Specialist
	We will continue to move towards the use of the bilingual version of the HMIE logo in	Two years	Lead - Business Management and

	letterheads, envelopes, compliment slips, business cards and acknowledgement cards.		Communications Team
Signs (internal and external)			
Current practice	<i>HMIE has no external or internal bilingual signage. HMIE does not have an agreed policy for the use of Gaelic on signage.</i>		
Key areas of development		When?	Who?
	We will phase in the use of bilingual signage on external facings of our buildings.	One Year	National Specialist with Finance Team
	We will increase the internal use of bilingual signage to include: <ul style="list-style-type: none"> • Welcome notices • Direction notices • Door nameplates 	One Year	National Specialist with Business Management and Communications team and Finance Team

2.2 – Communications

The use of Gaelic at the initial point of contact that members of the public have with a public authority increases the visible and audible presence of the language, and contributes to the sense that the use of Gaelic is possible and welcome. In addition to raising the profile of the language, it also creates opportunities for its practical use and encourages members of the public to use Gaelic in subsequent dealings with public bodies.

The use of Gaelic in interactions with public bodies by mail, email and by telephone is important in creating practical opportunities for the use of the language, and in contributing to the sense that its use is possible and welcome. The presence of Gaelic in a wide range of Gaelic forms, or in bilingual forms, can also greatly enhance the visibility and prestige of the language. The preparation of Gaelic versions of forms, applications and similar documents, can also assist in expanding the range of Gaelic terminology and the awareness of the Gaelic-speaking public of such terminology, helping the development of the language itself.

HMIE recognises the importance of creating opportunities for the practical use of Gaelic in a wide range of everyday situations and is committed to increasing its level of provision in this area.

Reception

Current practice	<i>HMIE does not make any Gaelic provision in reception areas at present.</i>
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Key areas of development		When?	Who?
	We have introduced Gaelic awareness training for key front-of-house staff including key phrases and appropriate use.	One year	HMIE, LTS and SQA Partnership

	Reception staff will have access to a Gaelic-speaking member of staff to assist with Gaelic enquiries.	Helpline to be set up over two years	Head of corporate services
Telephone			
Current practice	<i>HMIE does not at present make any provision for handling telephone calls in Gaelic.</i>		
Key areas of development		When?	Who?
	We aim to promote the use of basic Gaelic with staff and to enable access to a Gaelic speaking officer when required.	Training for staff in HMIE, LTS and SQA over two years	Clì Gàidhlig
Mail and email:			
Current practice	<i>HMIE does not currently have an agreed policy with procedures on how to respond to Gaelic mail and e-mail.</i>		
Key areas of development		When?	Who?
	We will aim to reply in Gaelic to members of the public who write to HMIE in Gaelic.	Two years	Business Management and Communications Team
	HMIE will establish a database of those individuals or organisations who prefer to receive communications in Gaelic. A judicious and practical approach will be used by HMI in use of Gaelic communication. We will endeavour to initiate appropriate correspondence in Gaelic.	Two years	National Specialist with Business Management and Communications Team
	We will make automatically generated electronic content (such as e-mail disclaimers) bilingual in Gaelic and English.	Two years	Business Management and Communications Team
	We will provide a Gaelic translation of corporate e-mail disclaimer.	One year	Business Management and Communications Team
	We will create a strap-line and use it in outgoing e-mails to	Two years	National Specialist with

	publicise Gaelic services in Gaelic.		Business Management and Communications Team
Documentation ie Forms etc			
Current practice	<p><i>HMIE provides inspection questionnaires and reports in Gaelic where appropriate.</i></p> <p><i>HMIE does not currently make explicit provision for the use of Gaelic in core documentation but has accepted Gaelic submissions on an individual basis.</i></p>		
Key areas of development		When?	Who?
	HMIE will increase the use and visibility of Gaelic in its most commonly used core documentation.	One Year	National Specialist with Business Management and Communications Team
	HMIE will publicise the completion of any documentation in Gaelic.	One Year	Business Management and Communications Team
Complaints Procedure			
Current practice	<i>HMIE does not have a Gaelic edition of its complaints procedures at present.</i>		
Key areas of development		When?	Who?
	A Gaelic translation of our complaints procedure will be made available online and in print.	One Year	Business Management and Communications Team

2.3 – Publications

The use of Gaelic in a range of printed material can assist Gaelic development in a variety of ways. It helps increase the visibility of the language, it enhances Gaelic's status by being used in high profile publications, and it can help develop new, and enhance existing, terminology. The use of Gaelic in the media helps demonstrate HMIE's commitment to making important information available through the medium of Gaelic, as well as enhancing the visibility and status of the language. As more people access information about HMIE through our website, making provision there for the use of Gaelic can significantly enhance the status and visibility of the language.

HMIE is committed to increasing the use of Gaelic in these areas where the subject

matter is of most interest to the general public or relates specifically to Gaelic issues.			
Public Relations and Media:			
Current practice	<i>HMIE produce approximately 870 press releases a year. None of these is produced in Gaelic.</i>		
Key areas of development		When?	Who?
	Gaelic will have a higher profile in HMIE advertising and marketing campaigns.	Two years	Human Resources
	Bilingual press releases related to Gaelic or to schools with Gaelic education	One year	Administration Managers
Printed Material			
Current practice	<i>HMIE has a bilingual approach to the publication of all reports on Gaelic. In addition, HMIE has identified a number of core documents that it is translating into Gaelic for access on the website. Examples include: How good is our school? Third edition.</i>		
Key areas of development		When?	Who?
	We will increase the number of core documents, such as the consultation on the HMIE Gaelic Language Plan, which are produced bilingually.	Three years	Chief Inspector with Gaelic remit
Websites			
Current practice	<i>HMIE's website does not yet have content in Gaelic.</i>		
Key areas of development		When?	Who?
	We will place our Gaelic Language Plan on our website.	Six Months	Business Management and Communications Team
	We will develop a Gaelic section on our website with links to other Gaelic web pages as appropriate.	Four years	National Specialist with Business Management and Communications Team
	We will indicate on the website when there is a Gaelic edition	Six Months	Business Management

	of a published report.		and Communications Team
Conferences and exhibitions			
Current practice	<i>HMIE uses promotional material in Gaelic at conferences. HMIE has led several conferences for Gaelic practitioners to develop and share best practice. HMIE good practice conferences include Gaelic good practice and issue where appropriate.</i>		
Key areas of development		When?	Who?
	Gaelic greetings to be used at all conferences	One year	Lead presenters
	Organise regular Gaelic conferences (eg with LTS, SQA)	Every two years (approx)	National specialist, HMI, HMI Assistant Inspector and Associate Assessors for Gaelic

2. 4 – Staffing

In order to deliver services through the medium of Gaelic, it is necessary to develop the requisite job skills and language skills of staff. The provision of language learning for staff helps promote adult Gaelic learning, and in promoting Gaelic as a useful skill in the workplace. The identification of jobs in which Gaelic is an essential or desirable skill will contribute greatly to the status of the language, and in identifying it as a positive skill to acquire. The use of Gaelic in advertising helps recognise that Gaelic should be used in public life and that Gaelic speakers have an important role to play within a public authority. Whether the ability to speak Gaelic is essential or desirable, what is important is that authorities need to ensure that Gaelic is a genuine occupational requirement and to adopt and apply objective criteria to ensure appointments are made in each case on a fair and consistent basis, and reflect the identified skills needs of the post.

HMIE recognises the importance of recognising Gaelic as an important job skill and of identifying situations in which its use is essential or desirable. HMIE also recognises the importance of enabling staff to develop their Gaelic skills where they wish to do so.

Training

Current practice	<i>HMIE has started to offer training on Gaelic issues for staff.</i>		
Key areas of development		When?	Who?
	We will provide a programme of Gaelic awareness training for all key front-of-house staff.	One Year	Clì Gàidhlig

	We will organise Gaelic awareness-raising sessions for staff, and make Scottish Government material available on-line.	Two years	Clì Gàidhlig
	We will develop guidance notes for all staff on our Gaelic Language Plan and new policies/procedures as they are developed, which will be, published on a Gaelic section of the HMIE intranet.	Three years	National Specialist
Language Learning			
Current practice	<i>There has been some Gaelic learning in HMIE. This has largely consisted of supporting personal study, the inclusion of Gaelic in learning at work days and some provision for learners.</i>		
Key areas of development		When?	Who?
	Gaelic classes will be offered to staff in HMIE through the Scottish Government's arrangements for lifelong learning to undertake private study. Courses are funded by the Scottish Government and take place during work time.	Three years	Human Resources
	The Scottish Government will undertake a Gaelic linguistic skills survey to find out how many of our staff have Gaelic language ability and to what standard.	One Year	Human Resources
	We will raise the profile of Gaelic at corporate staff development days.	Two years	Human Resources with Business Management and Communications Team Awareness-raising Sessions
	We will enable staff who already speak Gaelic to develop their competence and literacy.	Two Years	Human Resources Clì Gàidhlig
Advertising and Recruitment			
Current	<i>HMIE, in line with Scottish Government policy, does not make</i>		

practice	<i>provision for Gaelic or bilingual advertising for staff at present. All recruitment to HMIE is carried out in accordance with the Scottish Government/Civil Service rules on fair and open competition. This means that the best person is chosen for the vacancy. If the ability to speak Gaelic is a genuine occupational requirement then the candidate's linguistic ability is taken into account.</i>		
Key areas of development		When?	Who?
	We will complete the induction of a new Gaelic-speaking inspector.	Immediate	HMIE
	We will establish a formal policy of bilingually advertising Gaelic-essential, or Gaelic-desirable, posts using the new bilingual corporate identity.	Two years	Human Resources

CHAPTER 3 - Commitments to the National Plan for Gaelic

Overview of the National Plan

One of the key features of the Gaelic Language (Scotland) Act 2005 is the duty placed on Bòrd na Gàidhlig to prepare a National Plan for Gaelic. The purpose of developing a National Plan was to ensure that there would be a comprehensive and widely understood overview of what actions are needed to ensure a sustainable future for Gaelic, and which bodies should take those actions. The ultimate goal of the National Plan is to stabilise and then grow the number of Gaelic speakers in Scotland.

The Bòrd's National Plan identifies four interlinking aspects of language development which need to be addressed, and within them sets out a number of priority action areas. HMIE will support and promote activity relevant to acquisition, use, status and corpus of Gaelic.

Language Acquisition

Increasing the number of Gaelic speakers by ensuring the language is passed on and by securing effective opportunities for learning Gaelic, through:

- increasing the use of Gaelic in rich contexts and experiences
- increasing the use and transmission of Gaelic in the home
- increasing the number of children acquiring Gaelic in school
- increasing the uptake and availability of Gaelic-medium and Gaelic Learners education
- increasing the number of adult Gaelic learners progressing to fluency
- identifying best practice and sharing it.

Language Usage

Encouraging greater use of Gaelic, providing opportunities to use the language, and promoting access to Gaelic forms of expression, through:

- increasing the use of Gaelic in communities
- increasing the use of Gaelic in tertiary education and places of work
- increasing the presence of Gaelic in the media
- increasing the promotion of Gaelic in the arts
- increasing the profile of Gaelic in the tourism, heritage and recreation sectors.

Language Status

Increasing the visibility and audibility of Gaelic, enhancing its recognition and creating a positive image for it in Scottish public life, through:

- increasing the number of bodies preparing statutory Gaelic Language Plans
- increasing the profile and prestige of Gaelic
- increasing the visibility and recognition of Gaelic.

Language Corpus

Strengthening the relevance and consistency of Gaelic and promoting research into the language, through:

- increasing the attention given to the relevance and consistency of the Gaelic language
- increasing the attention given to the quality and accessibility of Gaelic translations (encompassing the use of GOC)
- increasing the availability of accurate research information
- providing updates on the progress of Gaelic.

HMIE is committed to playing its part to ensure that the National Plan is implemented, and in this section we set out how we will do so.

Overview of HMIE's support for Gaelic

HMIE will work to carry out the targets of its Gaelic language plan with rigour.

Gaelic is an integral part of the work of HMIE.

HMIE makes maximum use of its existing Gaelic-speaking team including HM Inspectors, several Associate Assessors and an Assistant Inspector to inspect nursery classes, primary schools, secondary schools and further education colleges and to carry out Gaelic-related tasks. HMIE has appointed an additional Gaelic-speaking inspector. During inspections, HMI identify with schools how well they are doing and what they could do better in relation to:

- children's learning and achievement
- staff working with others to support children's learning
- staff and children/young people being actively involved in improving their school community
- the school having a clear sense of direction.

Currently school reports are published in English and Gaelic in pre-school establishments, primary and secondary schools where Gaelic is taught as a subject and in colleges as appropriate where Gaelic provision exists.

HMIE has organised conferences for Gaelic medium teachers and has published reports such as *Improving Achievement in Gaelic*, HMIE, 2005. With funding from Bòrd na Gàidhlig, HMIE has published a range of documentation related to *The Journey to Excellence (JTE)* including: leaflets; posters; *How good is our school? Third Edition*; *Child at the Centre, Second edition*; and *The Journey to Excellence Parts 1, 2 and 4*. Further documentation relating to *Curriculum for Excellence* will be translated into Gaelic. HMIE has produced a series of short film clips of good practice in the Gaelic-medium classroom to be added to the *Journey To Excellence* website. These publications will facilitate the use of Gaelic communication by teachers as they engage in self-evaluation and also by HMIs and Associate Assessors as they undertake inspections, promote professional development and advance improvement.

HMIE follows its Safeguarding policy to protect those at risk.

CHAPTER III/IV – IMPLEMENTATION AND MONITORING

Timetable

This Gaelic Language Plan formally takes immediate effect and will remain in force for a period of five-years from the date of this plan or until a new plan has been put in place.

In Chapter II – Core Commitments we have set out the individual target dates for when we expect to implement specific commitments.

Publicising the Plan

HMIE's Gaelic Language Plan will be published bilingually on our website. In addition, we shall:

- issue a bilingual press release announcing the plan;
- make bilingual copies of the plan available in our public offices/ reception areas;
- make the plan known to employees via staff development events and the HMIE intranet;
- make the plan known to other organisations and third parties as deemed appropriate by HMI
- distribute copies of the plan to interested bodies; and
- make copies available on request.

Administrative arrangements for implementation

This plan is the policy of HMIE and has been endorsed by the Senior Management Group and the Management Board.

Overall Responsibility

The Senior Chief Inspector will be responsible ultimately for ensuring that HMIE delivers the commitments set out in this plan. Responsibility has been allocated to a Chief Inspector and day-to-day business to a National Specialist HMI.

Resourcing the plan

HMIE is responsible for arranging to meet the costs of implementing its Gaelic Language Plan with support from Bòrd na Gàidhlig for some projects and resource development.

Monitoring of Implementation

HMIE is committed to using the findings from its monitoring to make improvements.

In monitoring implementation of the HMIE Gaelic Language Plan, we will focus on the following areas in particular:

- the implementation of specific core commitments in Chapter II; and
- the contribution being made towards implementation of the National Plan for Gaelic as set out in Chapter II.

The overall monitoring of the plan will be the responsibility of the Chief Inspector with a remit for Gaelic.

The Chief Inspector with responsibility for HR will monitor recruitment, performance and staff training.

The Head of Corporate Services will monitor the use of Gaelic in telecommunications, greetings, and interactions with the public and staff.

The Business Management and Communications Team Manager will monitor the use of Gaelic in reports, straplines and other documentation.

All of the above should be monitored continuously.

Review

The Chief Inspector with responsibility for Gaelic will use the findings from monitoring to review and improve implementation.

These reviews should take place at least once per year.

Should any review result in significant, exceptional and necessary changes to planned implementation, HMIE will submit the relevant review to Bòrd na Gàidhlig for approval.

Contact details

The senior officer with operational responsibility for overseeing preparation, delivery and monitoring of the HMIE Language Plan is:

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HM Chief Inspector of Education
Directorates 3/4
Denholm House
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EH54 6GA

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Queries about the day-to-day operation of the plan should be addressed to:
Email: enquiries@hmie.gsi.gov.uk

Appendix 1 Numbers and information about Gaelic

Gaelic-medium Nursery Provision : Enrolment, 2009-10.

Nursery School	Council Area	Total
Aberdeen: Gilcomstoun	ACC	5
Acharacle	THC	8
Airidhintuim	CNES	7
Airdrie	NLC	11
Back: Loch a Tuath	CNES	28
Balallan	CNES	5
Ballachulish	THC	7
Barvas	CNES	9
Bishopbriggs: Meadowburn	EDC	16
Bowmore, Islay	A&BC	15
Breascleite	CNES	12
Broadford	THC	8
Castlebay	CNES	13
Condorrat	NLC	18
Cothrom Òg, South Uist	CNES	12
Daliburgh: Southend	CNES	17
Dingwall	THC	51
Dunoon: Sandbank	A&BC	12
Dunskellar	CNES	5
Dunvegan	THC	1
East Kilbride: Mount Cameron	SLC	17
Edinburgh: Tollcross	ECC	55
Forfar: Whitehills	AC	3
Fort William RC	THC	16
Gairloch	THC	7
Glasgow: Lyoncross	GCC	11
Glasgow: Rowena	GCC	40
Glasgow: Seudan Beaga	GCC	7
Glasgow: Sgoil Ghàidhlig Ghlaschu	GCC	60
Greenock: Highlanders Academy	IC	9
Inverness: BSGI	THC	61
lochdar	CNES	23
Kilmarnock: Onthank	EAC	12
Kilmuir	THC	10
Laxdale	CNES	23

Gaelic-medium Nursery Provision : Enrolment, 2009-10 (continued)

Nursery School	Council Area	Total
Leverburgh	CNES	7
Mallaig	THC	10
Nairn	THC	13
Ness	CNES	17
Newtonmore	THC	3
Oban: Rockfield	A&BC	7
Plockton	THC	2
Point: Croileagan an Rubha	CNES	8
Portree	THC	24
Roy Bridge	THC	6
Salen	A&BC	11
Saoghal Beag, North Uist	CNES	17
Sleat	THC	18
Staffin	THC	5
Stornoway	CNES	20
Strath of Appin	A&BC	2
Tain: Craighill	THC	9
Tarbert	CNES	13
Thurso	THC	23
Tiree	A&BC	18
Uig, Lewis	CNES	4
Ullapool	THC	4
West Side, Lewis	CNES	12
Total	58	867

Gaelic-medium Education in Primary School : Pupil Numbers, 2009-2010.

School	Council Area	P1	P2	P3	P4	P5	P6	P7	Total
Aberdeen: Gilcomstoun	ACC	5	7	5	3	5	2	6	33
Acharacle	THC	2	4	0	3	5	5	0	19
Aird, Lewis	CNES	4	0	5	2	2	3	4	20
Airidhantuim, Lewis	CNES	3	2	4	0	1	2	4	16
Back, Lewis	CNES	10	10	6	8	7	9	8	58
Balallan	CNES	2	0	1	1	0	1	1	6
Balivanich, Benbecula	CNES	2	3	8	1	5	4	4	27
Barvas, Lewis	CNES	0	2	4	0	2	6	1	15
Bernera, Lewis	CNES	0	0	0	1	0	1	0	2
Bishopbriggs: Meadowburn	EDC	8	5	5	11	5	9	8	51
Bonar Bridge	THC	0	3	1	3	1	2	1	11
Bowmore, Islay	A&BC	3	1	0	1	1	4	2	12
Breascleite, Lewis	CNES	6	3	5	3	1	3	1	22
Broadford, Skye	THC	12	9	7	2	9	5	4	48
Carinish, North Uist	CNES	0	5	2	3	0	1	1	12
Carloway, Lewis	CNES	1	0	1	0	1	1	0	4
Castlebay, Barra	CNES	3	4	5	3	5	6	3	29
Condorrat	NLC	30	19	21	12	17	11	15	125
Daliburgh, South Uist	CNES	9	9	7	5	7	4	3	44
Dingwall	THC	10	10	10	10	6	6	6	58
Dunoon: Sandbank	A&BC	8	5	6	4	5	3	6	37
Dunvegan, Skye	THC	6	1	4	3	3	2	3	22
East Kilbride: Mount Cameron	SLC	11	13	16	8	12	9	10	79
Edinburgh: Tollcross	ECC	24	21	20	20	16	20	13	134
Eriskay	CNES	0	2	2	2	0	1	2	9
Forfar: Whitehills	AC	2	1	2	1	2	2	2	12
Fort William RC	THC	9	7	13	8	9	7	12	65
Gairloch	THC	4	3	3	1	4	0	6	21
Glasgow: SGG	GCC	57	65	48	42	38	26	30	306
Greenock: Highlanders Academy	IC	5	3	5	3	2	2	1	21
Inverness: BSGI	THC	29	26	18	16	13	13	11	126
Iochdar, South Uist	CNES	2	6	4	5	3	3	4	27
Kilmarnock: Onthank	EAC	10	5	6	5	4	1	1	32
Kilmuir	THC	4	3	3	2	1	2	1	16
Laxdale, Lewis	CNES	5	7	10	5	7	6	4	44

**Gaelic-medium Education in Primary School : Pupil Numbers, 2009-2010
(continued).**

School	Council Area	P1	P2	P3	P4	P5	P6	P7	Total
Leverburgh, Harris	CNES	3	3	3	2	3	2	1	17
Lionel, Ness	CNES	4	10	6	2	10	7	4	43
Lochcarron	THC	0	2	0	1	0	0	2	5
Mallaig	THC	6	5	4	1	6	4	4	30
Nairn: Millbank	THC	5	3	5	2	2	-	-	17
Newtonmore	THC	4	2	3	2	1	5	6	23
Oban: Rockfield	A&BC	7	3	7	4	3	7	7	38
Paible, North Uist	CNES	3	0	6	2	2	0	0	13
Pàirc, Lewis	CNES	1	3	0	3	2	1	1	11
Perth: Goodlyburn	P&KC	1	1	0	2	2	1	0	7
Plockton	THC	2	0	3	3	1	1	1	11
Portree, Skye	THC	16	10	17	12	9	15	14	93
Salen	A&BC	5	6	5	3	3	3	1	26
Shawbost, Lewis	CNES	1	2	2	3	1	3	2	14
Sleat, Skye	THC	3	6	5	12	6	8	3	43
Staffin, Skye	THC	2	1	5	3	2	10	7	30
Stirling: Riverside	SC	9	8	9	8	13	12	8	67
Stoneybridge, South Uist	CNES	2	0	2	2	1	0	1	8
Stornoway, Lewis	CNES	6	9	5	7	7	9	7	50
Strath of Appin	A&BC	0	3	2	0	2	1	1	9
Tain: Craighill	THC	2	3	7	5	4	9	7	37
Tarbert, Harris	CNES	4	5	2	1	1	1	1	15
Tiree	A&BC	7	4	5	4	3	0	4	27
Tongue, Sutherland	THC	0	2	2	2	1	3	0	10
Ullapool	THC	11	1	6	9	9	7	6	49
Total	60	390	356	368	292	293	291	266	2256

Gaelic-medium Education in Secondary Schools: Pupil Numbers 2009-2010.

School	Council Area	S1	S2	S3	S4	S5/6	Total
Ardnamurchan	THC	6	2	0	0	0	8
Cumbernauld: Greenfaulds	NLC	16	6	4	2	0	28
Dingwall	THC	10	6	2	5	0	23
Edinburgh: James Gilliespie's	ECC	7	0	0	0	0	7
Gairloch	THC	6	1	0	0	0	7
Glasgow: SGG	GCC	45	42	29	20	8	144
Inverness: Millburn	THC	0	0	0	6	0	6
Inverness: Royal Academy	THC	9	12	2	0	0	23
Kilmarnock: Grange	EAC	4	4	0	0	0	8
Lìonacleit	CNES	11	12	0	0	0	23
Plockton	THC	3	2	0	0	0	5
Portree	THC	31	27	11	12	0	81
Shawbost	CNES	9	6	0	0	0	15
Tain	THC	6	6	0	0	0	12
Total	14	163	126	48	45	8	390

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Further information is available from:

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