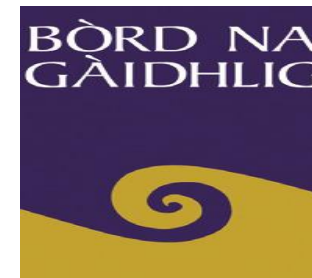


‘Edinburgh is a city that develops and supports more fluent and confident Gaelic speakers, and promotes thriving Gaelic communities and cultures’.

**The City of Edinburgh Council**

**DRAFT Gaelic Language Plan - Second Edition**

**February 2018 to September 2022**



Prepared under Section 3 of the Gaelic Language (Scotland) Act 2005

Final DRAFT for final public consultation and engagement – 2 October 2017 to 15 December 2017

Please find details of the consultation and engagement at: <https://consultationhub.edinburgh.gov.uk/>

## Foreword

### **Councillor Lewis Ritchie – The City of Edinburgh Council Gaelic Champion**



Gaelic is an integral part of our shared heritage and national identity, and is a unique and essential feature of Scotland's rich cultural tapestry.

It is an aspect of our cultural life that simply must be protected. Not for romantic or nostalgic reasons, but out of recognition that Gaelic remains a vital, visceral language that is constantly changing and evolving. It is cherished by its speakers, who find form for their hopes, dreams, and fears in this beautiful and ancient language of Scotland.

As Scotland's capital city, Edinburgh has a special responsibility to nurture and help cultivate Gaelic. As the City of Edinburgh Council's Gaelic Champion, I am incredibly proud of the commitment that the Council continues to demonstrate towards

Gaelic language and culture. We now have a new Gaelic medium education primary school, expanded Gaelic learning across our schools, and improved community relations with Gaelic communities.

However, I recognise that the position of Gaelic in the city is extremely fragile.

When a parent chooses to educate their child in Gaelic, they take a massive leap of faith in the Council. Consequently, we owe a tremendous duty of care to these parents, and their children.

Gaelic pupils have a right to demand the highest possible quality learning experience that any of their English language counterparts might receive in Edinburgh's schools. We therefore have a duty to ensure that they leave their time in school with a sense of achievement and attainment, and confidence and fluency in the Gaelic language.

Therefore, over the next five years, we need to work hard to build a solid and secure foundation, and to further expand provision.

Above all, we need to deliver confident, fluent Gaelic speakers who will help secure the future of this language of Scotland. That is the challenge we must all rise to.

## Foreword

### **Andrew Kerr - Chief Executive – City of Edinburgh Council**

The 'Edinburgh City Vision 2050' states that Edinburgh aspires to be a connected, inspired, fair and thriving city. The Gaelic language and Gaelic communities are an integral part of this vision, and the city.

The plan has been developed in response to Section 3 of the Gaelic Language (Scotland) Act 2005, which places a statutory duty on the City of Edinburgh Council to produce a plan every five years. It aspires to develop more fluent Gaelic speakers, offer more Gaelic learning opportunities, improve relations with Gaelic communities, and improve the profile of Gaelic across the city.

This second edition of the plan builds upon the lessons learnt, and achievements made, because of the first edition of the plan. Bòrd na Gàidhlig provided positive feedback on first edition of the plan.

The major achievements during the lifetime of the first edition of the plan included the expansion of early years Gaelic medium education (GME) provision; the establishment of a new GME primary school (Taobh na Pàirce); and further development of Gaelic learning education (GLE) at primary and secondary schools.

However, many challenges remain, as demand continues to grow for GME and GLE across the city. Consequently, at the heart of this second edition of the plan is an aspiration to both consolidate the recent growth in GME, whilst also expanding provision, at early years, primary and secondary school levels.

This approach will require specific action to recruit and retain teaching staff, ensure continuous improvement in GME and GLE provision; expand curriculum development, family learning and extra-curricular learning; and identify potential buildings from which to expand GME provision.

To achieve these goals, the Council is committed to working in partnership with Gaelic communities, Council staff, organisations who deliver Gaelic services, and importantly, Bòrd na Gàidhlig and the Scottish Government.

Therefore, the principle of co-production is central to this plan, as the Council recognises the only way to meet these challenges is through improved collaborative effort and good partnership relations.

# 1. The City of Edinburgh Council – Background

The City of Edinburgh Council was established in 1996. The Council headquarters are at: The City Chambers, 253 High Street, Edinburgh, EH1 1YJ and Waverley Court, 4 East Market Street, Edinburgh EH8 8BG. Telephone: 0131 200 2000.

The Council and its committees are made up of elected members (<http://www.edinburgh.gov.uk/councillors>). These committees agree policies and plans for the City of Edinburgh Council. These policies and plans decide how services are run, and then officers deliver services and plans. Officers are then subject to scrutiny by elected members to see if progress is being made, and what action may be required to improve the delivery of services and plans.

Council officers are deployed in five service areas, each led by an Executive Director, who are managed by the Chief Executive. (1. Chief Executive - Andrew Kerr 2. Executive Director of Communities and Families - Alistair Gaw 3. Executive Director of Resources - Stephen Moir 4. Executive Director of Place - Paul Lawrence 5. Chief Officer – Acting - Edinburgh Integration Joint Board / Edinburgh Health and Social Care Partnership – Michelle Miller).

The current 'Programme for the Capital – City of Edinburgh Council Business Plan 2017-22' ([http://www.edinburgh.gov.uk/info/20204/council\\_planning\\_framework/1255/council\\_business\\_plan\\_2016-20](http://www.edinburgh.gov.uk/info/20204/council_planning_framework/1255/council_business_plan_2016-20)) sets the strategic direction for the Council. It describes the outcomes the Council needs to achieve, how it is going to achieve those outcomes, and its approach to measuring progress towards delivery of those outcomes. There is an agreed specific Gaelic commitment (number 36) described in the plan at page 15 that aims to support the continued development of Gaelic medium education.

This Gaelic Language Plan is the Council's second edition (February 2018 to September 2022), building on the progress and lessons learnt from delivery of the Gaelic Language Plan first edition (September 2017 to February 2018), which can be found at: [http://www.edinburgh.gov.uk/info/20218/council\\_wide\\_plans\\_and\\_strategies/1009/gaelic\\_language\\_plan](http://www.edinburgh.gov.uk/info/20218/council_wide_plans_and_strategies/1009/gaelic_language_plan).

This plan is a response to the statutory notice issued to the Council by Bòrd na Gàidhlig under Section 3 of the Gaelic Language (Scotland) Act 2005. It has also been developed to assist in the delivery of the 'Plana Cànain Nàiseanta Gàidhlig 2017/22' (the national plan for Gaelic).

The main contacts for the Gaelic Language Plan are: Head of Strategy and Insight - [laurence.rockey@edinburgh.gov.uk](mailto:laurence.rockey@edinburgh.gov.uk) and Locality and Partnership Manager [nick.croft@edinburgh.gov.uk](mailto:nick.croft@edinburgh.gov.uk); and for GME and GLE matters – [norma.martin@edinburgh.gov.uk](mailto:norma.martin@edinburgh.gov.uk).

## 2. Gaelic in Scotland and Edinburgh

Scottish Gaelic was spoken throughout most of Scotland at one time, and was the prevalent language in large parts of the country until the 19th Century. It is one of the Celtic languages spoken in different parts of Britain and Ireland, and is closely related to Irish and Manx Gaelic. Gaelic is now recognised as a national language, with equal status in law.

Edinburgh has played a key role in Gaelic life for centuries. Many Edinburgh place names (see the map below) derive from Gaelic, such as Balerno (Baile Àirneach, sloe settlement), Craigentenny (Creag an t-Sionnach, fox rock), and Dalry (Dail Fhraoich, heather slope), which indicates that Gaelic has been spoken in Edinburgh for many years.

The first printed Gaelic book was published in Edinburgh in 1567, as was the first secular Gaelic book (1741) and the first collection of Gaelic poetry (1751). The Highland Society of Edinburgh, a leading academic and cultural body, was set up in 1784. The University of Edinburgh was the first in Scotland to establish a Chair of Celtic, in 1882. A bilingual plaque in Johnston Terrace marks the site of the first Gaelic Chapel in the city, established in 1767, and regular Gaelic services are still held at Grey Friars Kirk.

Through much of its history the nation's capital has always attracted people of various languages and cultures, including Scotland's Gaels. Among the best known of those who spent significant parts of their lives in the capital over the centuries are poets, writers and musicians, including Donnchadh Bàn Mac-an-t-Saoir (Duncan Ban Macintyre, 1724-1812), who lived and wrote here in the later 18th century and whose grave lies in Greyfriar's churchyard; Niall MacLeòid (Neil MacLeod, 1843-1924), perhaps the most popular Gaelic poet of the 19th century; Alasdair MacIlleMhicheil (Alexander Carmichael, 1832-1912), editor of the folklore collection *Carmina Gadelica*; the 20th century poets Somhairle MacGill-Eain (Sorley MacLean, 1911-96) and Deòrsa mac Iain Deòrsa (George Campbell Hay). This tradition continues, and currently Edinburgh is home to some of the nation's foremost Gaelic bards, musicians, and artists, as well as leading Gaelic academics, policy makers and educationalists.

The maps below have been provided by Bòrd na Gàidhlig, and they demonstrate the use of Gaelic in Edinburgh and Scotland. In 2011, 87,100 people aged 3, and over in Scotland (1.7 per cent of the population) had some Gaelic language skills. In Edinburgh, 5,935 people aged over 3 were recorded as having any skills in Gaelic (1.7% of the total population). More information about Census 2011 and Gaelic can be found at: [http://www.scotlandscensus.gov.uk/documents/analytical\\_reports/Report\\_part\\_1.pdf](http://www.scotlandscensus.gov.uk/documents/analytical_reports/Report_part_1.pdf)

# Dùn Èideann

Taghadh de dh'ainmean-àite bhon Ghàidhlig

Airson tuilleadh air na h-ainmean seo, feuch an stòr-dàta air [www.ainmean-aite.org](http://www.ainmean-aite.org).

# Edinburgh

A selection of Gaelic-derived place-names

For more on these names, consult the database on [www.gaelicplacenames.org](http://www.gaelicplacenames.org).

**Dùn Deas Dundas**  
'southern fort'

**Inbhir Lite Inverleith**  
'confluence of the (Water of) Leith'

**Creag an t-Sionnach Craiginny**  
'the rock of the fox'

**Crois Thoirfinn Corstorphine**  
'cross of Torfin'

**Tiobar-Linne Tipperlinn**  
'well-pool'

**Am Bràghad Braid**  
'the upper part'

**An Druim Drum**  
'the ridge'

**Dail MoThutha Dalmahoy**  
'the meadow of St Tua'

**Am Baile Àirneach Balerno**  
'the settlement noted for sloes'

**Creag an Tairbh Craigenterrie**  
'the rock or rocky hill of the bull'

Le dàta bho NRS © Còir copaidh is stòr-dàta a' Chrùin 2017.  
Le dàta bhon t-Suirbhidh Òrdnais © Còir copaidh is stòr-dàta a' Chrùin 2017.  
Contains NRS data © Crown copyright and database right 2017.  
Contains Ordnance Survey data © Crown copyright and database right 2017.

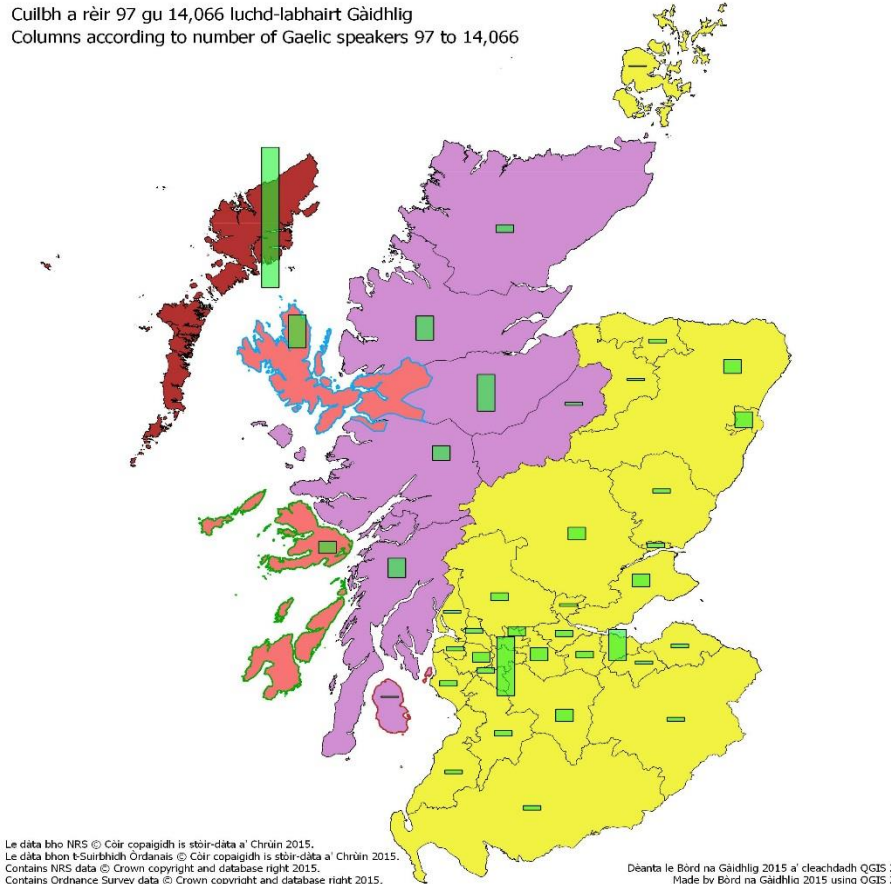
Rannsachadh le Ainmean-Àite na h-Alba & Bòrd na Gàidhlig.  
Mapa le Bòrd na Gàidhlig 2017 a' cleachdadh QGIS 2.  
Research by Ainmean-Àite na h-Alba & Bòrd na Gàidhlig.  
Map by Bòrd na Gàidhlig 2017 using QGIS 2.

## Luchd-labhairt Gàidhlig 2011 Gaelic speakers

- ≤1.125% (cuibheas nàiseanta : national average)
- <15%
- <50%
- 50%+ le labhairt Ghàidhlig : with Gaelic speaking ability

a rèir Aonadan Rianachd Ionadail, Ìre 1  
by Local Administrative Units, Level 1

Cuilbh a rèir 97 gu 14,066 luchd-labhairt Gàidhlig  
Columns according to number of Gaelic speakers 97 to 14,066

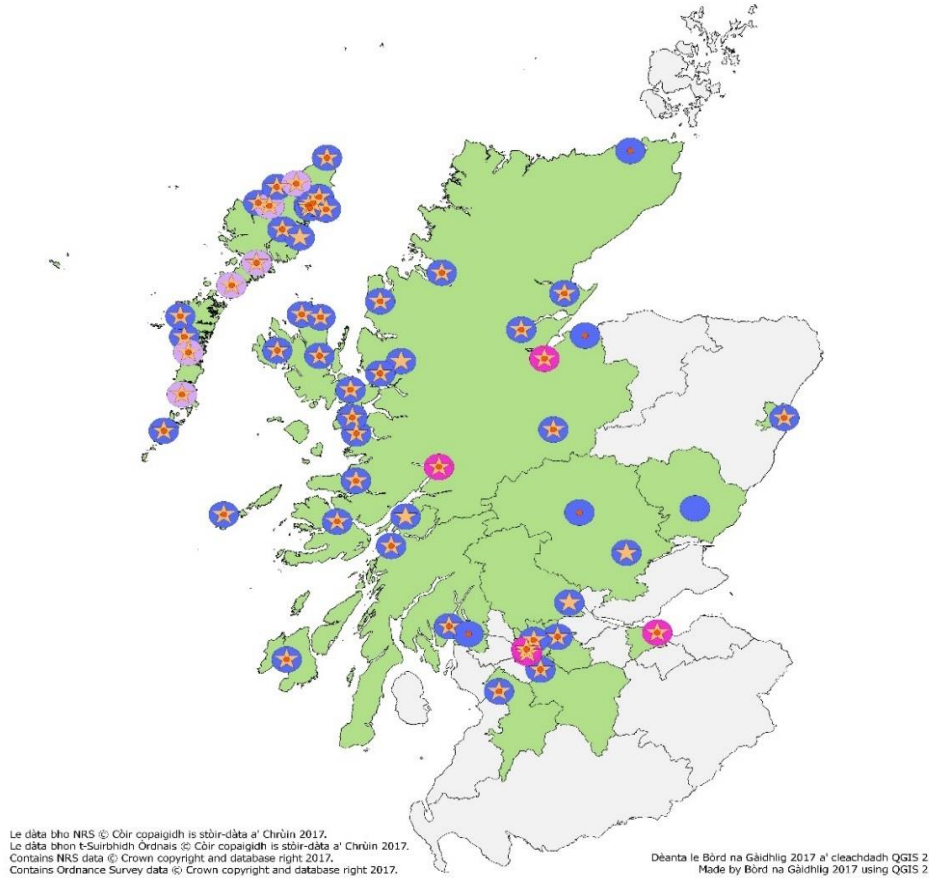


Le dàta bhon NRS © Còir copalaidh is stòir-dàta a' Chrùn 2015.  
Le dàta bhon t-Suirbhich Ordnans © Còir copalaidh is stòir-dàta a' Chrùn 2015.  
Contains NRS data © Crown copyright and database right 2015.  
Contains Ordnance Survey data © Crown copyright and database right 2015.

Dèanta le Bòrd na Gàidhlig 2015 a' cleachdadh QGIS 2.  
Made by Bòrd na Gàidhlig 2015 using QGIS 2.

## Foghlam tron Ghàidhlig 2016-17 Gaelic Medium Education

- Bun-sgoil le sruth FtG Primary school with GME stream
- Bun-sgoil Ghàidhlig GME Primary School
- Bun-sgoil le sruth FtB GME primary with English ME stream
- Le sgoil-àraich FtG na cois With associated GME nursery
- ★ An cois àrd-sgoile le FtG Associated with secondary school with GME
- Ùghdarras ionadail le FtG Local authority with GME provision



Le dàta bhon NRS © Còir copalaidh is stòir-dàta a' Chrùn 2017.  
Le dàta bhon t-Suirbhich Ordnans © Còir copalaidh is stòir-dàta a' Chrùn 2017.  
Contains NRS data © Crown copyright and database right 2017.  
Contains Ordnance Survey data © Crown copyright and database right 2017.

Dèanta le Bòrd na Gàidhlig 2017 a' cleachdadh QGIS 2.  
Made by Bòrd na Gàidhlig 2017 using QGIS 2.

### 3. Engagement and Co-production

The Council is committed to engagement and co-production with Gaelic communities and stakeholders to develop and deliver this second edition of the plan.

To this end, a co-production group was established, working to the Gaelic Implementation Group (see section 7), which consists of elected members, council officers, service providers, and Gaelic community representatives, and academics. The Co-production Group undertook a strategic review of GME pre-birth, and 0-18 provision during 2016 and 2017, which included specific based engagement events at GME schools during late 2016. This work has informed the contents of the second edition of the plan, specifically those strategic commitments relating to early years and education. The group also helped organise and deliver a range of engagement events with various stakeholders including parents, pupils, education staff, Bòrd na Gàidhlig, Scottish Government, culture and arts groups, and other community representatives. The Gaelic Implementation Group is a central element of the Council's approach to the development, delivery, and monitoring performance of the Plan.

Full details of this engagement and co-production work can be obtained from: [nick.croft@edinburgh.gov.uk](mailto:nick.croft@edinburgh.gov.uk).

### 4. Vision and Principles

**Vision:**

- Edinburgh is a city that develops and supports more fluent and confident Gaelic speakers, and promotes thriving Gaelic communities and cultures.

**Principles:**

- Gaelic is part of our heritage, and our inclusive and diverse city, and is linked to the Edinburgh City Vision 2050.
- Gaelic is a national language with equal status in law.
- The Gaelic community is diverse and thriving, and is a key asset in the development and delivery of the plan.
- Striving to improve the quality and breadth of GME and GLE provision at pre-school, primary and secondary school, and out of school.
- Supporting family learning throughout the GME pathway.
- Developing Edinburgh specific solutions that are fit for purpose for Edinburgh.
- Working in partnership with Bòrd na Gàidhlig and Scottish Government to deliver the plan.
- Making Edinburgh a place where the national and local challenges facing Gaelic should be discussed openly, and thoroughly.



## 5. Strategic Themes and Commitments

Strategic Theme	Strategic Commitments – Summary
1. Home and Early Years	<ul style="list-style-type: none"> <li>• Develop improved information on a GME educational pathway 0-18 for families who choose GME (carried over from the last plan).</li> <li>• Improve family learning in the early years.</li> <li>• Continue to deliver the legislative requirements for GME early years.</li> <li>• <b>Others TBC as a result of consultation findings on GME and GLE pre-birth, and 0-18 options.</b></li> </ul>
2. Education	<ul style="list-style-type: none"> <li>• Continue to improve the quality and breadth of GLE across the primary and secondary school estate, increasing provision by 3%.</li> <li>• Improve the quality and breadth of pre-school provision (including 1140 hours p.a. for GME nursery children), primary school provision, and secondary school provision.</li> <li>• Continue to deliver the legislative requirements for GME early years.</li> <li>• Investigate the possibility of a national strategy for workforce planning and for admission criteria to GME.</li> <li>• Careers and transitions options will be strengthened in high school, in partnership with FE and HE providers.</li> <li>• Ensure continuous improvement of the on-site provision of Gaelic-immersion wraparound care to maximise opportunities for language learning.</li> <li>• <b>Others TBC as a result of consultation findings on GME and GLE pre-birth, and 0-18 options.</b></li> </ul>
3. Community	<ul style="list-style-type: none"> <li>• Improve the quality of the Council’s engagement, capacity building, and empowerment activities with Gaelic community groups (carried over from the last plan).</li> <li>• Better use of social media to communicate and engage with Gaelic communities.</li> <li>• Create more opportunities to bring different elements of the Gaelic community together.</li> <li>• Support co-production approaches in the delivery, and monitoring performance of, the plan.</li> <li>• Support Sradagan to expand provision for children and young people in GME.</li> <li>• Develop a Gaelic Youth Manifesto, that involves Gaelic speaking children and young people, to indicate what they want to see in the city to promote Gaelic.</li> </ul>
4. Workplace	<ul style="list-style-type: none"> <li>• Improve Gaelic road and other signage in the Council and the city at iconic sites (carried over from the last plan).</li> <li>• Undertake a Council staff audit (using the Bòrd na Gàidhlig audit template) to assess the number and level of Gaelic speakers, and staff interest in supporting the delivery of the plan (carried over from the last plan).</li> <li>• Improve support and learning for Gaelic speaking staff at the Council.</li> </ul>

	<ul style="list-style-type: none"> <li>• Review and improve the Gaelic pages on the Council’s website (carried over from the last plan).</li> <li>• Offer an introduction to history of Gaelic in the city as part of the organisation wide employee induction package.</li> </ul>
5. Culture and Arts and Heritage	<ul style="list-style-type: none"> <li>• Review the impact of the ‘Gaelic Arts Strategy’ and undertake engagement with Gaelic arts groups to improve support to Gaelic arts (carried over from the last plan).</li> </ul>
6. Economy	<ul style="list-style-type: none"> <li>• Research the scale and impact of the Gaelic economy in Edinburgh.</li> </ul>

## 6 - Service Standard Commitments

Council Service	Service Standards
Customer Services	<ul style="list-style-type: none"> <li>• Improve options for Gaelic speakers when contacting Council customer services.</li> </ul>
Waste	<ul style="list-style-type: none"> <li>• <b>TBC through further engagement with waste services and communities.</b></li> </ul>
Roads	<ul style="list-style-type: none"> <li>• Improve Gaelic road signage in and around GME early years provision and schools provision, at historic Gaelic sites, and at iconic tourist sites in the city.</li> </ul>
Housing	<ul style="list-style-type: none"> <li>• <b>TBC through further engagement with housing services and communities.</b></li> </ul>
Transport	<ul style="list-style-type: none"> <li>• <b>TBC by further engagement with transport services, Transport for Edinburgh, and communities.</b></li> </ul>
Planning	<ul style="list-style-type: none"> <li>• Integrate a Gaelic place naming approach into the Local Development Plan and street naming protocols.</li> </ul>
Children’s Services (not education)	<ul style="list-style-type: none"> <li>• Ensure practitioners are aware of the specific needs of Gaelic learning or speaking families when delivering children’s services, specifically looked after children who use Gaelic.</li> <li>• Improve approaches to youth work with young people learning or speaking Gaelic.</li> </ul>
Asset Management	<ul style="list-style-type: none"> <li>• Improve Gaelic signage at the City Chambers.</li> </ul>
Strategy and Insight	<ul style="list-style-type: none"> <li>• Provide the corporate lead on developing, approving, and co-ordinating delivery of the plan.</li> </ul>
Communications	<ul style="list-style-type: none"> <li>• When renewing the council’s branding, include Gaelic translations alongside English versions.</li> <li>• Maintain a high-quality standard for the Council’s Gaelic website page.</li> <li>• Council committee reports to include statements under equality section on the impact on Gaelic Language Plan.</li> </ul>

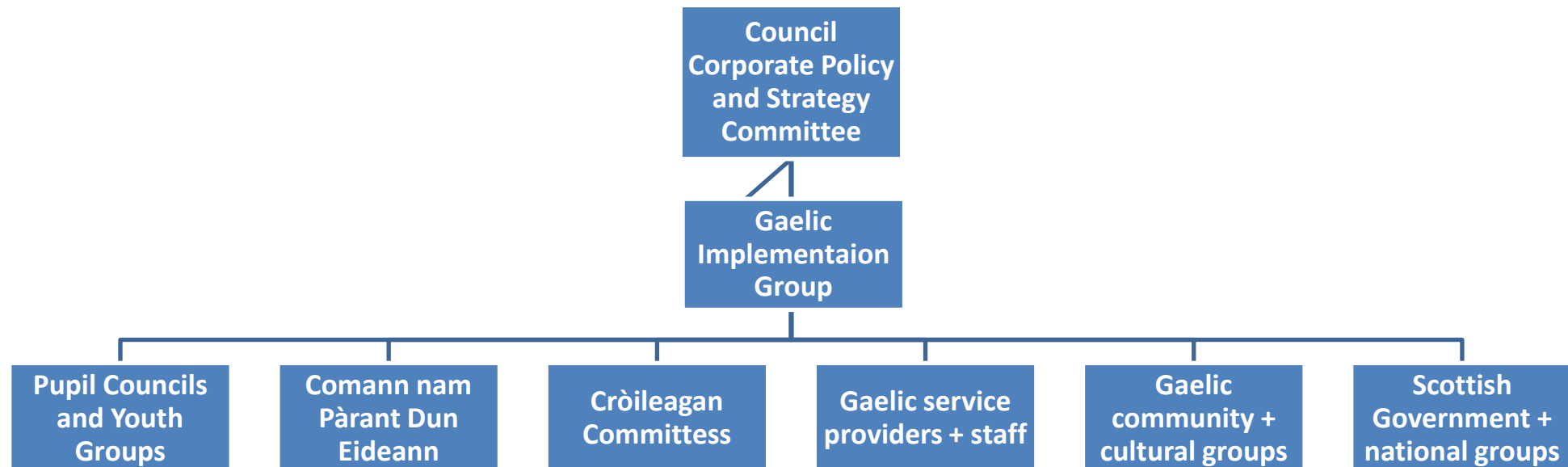
## 7 – Partnership and Governance Arrangements

The diagram below indicates the governance and partnership arrangements which have been put in place to coordinate the development, and delivery, of this plan.

The Gaelic Implementation Group is a critical part of these arrangements, as it has the responsibility to coordinate the development and delivery of the Plan, and produce the statutory annual performance reports. It is also the key interface between Gaelic communities, the Council, and other stakeholders, and is a forum where the strategic challenges facing the Gaelic language can be discussed, and potential solutions found.

The main Council committee which has responsibility for the Plan is the Corporate Policy and Strategy Committee (and the Education, Communities, and Families Committee, which deals specifically with Gaelic medium education and Gaelic learning education matters).

Bòrd na Gàidhlig ultimately approves the Plan and the annual performance reports.



## 8 – Public Performance Reporting and Review

The Gaelic Implementation Group will develop and approve an annual performance report for Council committee approval, and then submission to Bòrd na Gàidhlig, for their approval.

This report will include a description of progress made against all strategic commitments, and service standards in the plan. It will also include the use of the following performance monitoring indicators over the lifetime of the plan (**NB baseline figures will be sourced and shared as part of the public consultation**):

- Progress reports on the delivery of strategic commitments and service standards.
- Achievement and attainment statistics at GME early years, primary and secondary school levels.
- Feedback from parent and pupil engagement and surveys relating to GME and GLE provision.
- Achievement data drawn from GLE early years, primary and secondary provision.
- Feedback from staff engaged in GME and GLE services.
- Feedback from other stakeholders involved in the delivery of the plan.

The plan will be reviewed every year as part of this annual performance reporting cycle, and a full review of the plan will take place from March 2022 to September 2022.

## 9 – Further Information and Contact Details

- Lead Council elected member contact – Councillor Lewis Ritchie – [lewis.ritchie@edinburgh.gov.uk](mailto:lewis.ritchie@edinburgh.gov.uk)
- Lead Council officer contact – Nick Croft – Partnership and Locality Manager – [nick.croft@edinburgh.gov.uk](mailto:nick.croft@edinburgh.gov.uk)
- Lead Education contact – Norma Martin – Gaelic Development Officer Education – [norma.martin@edinburgh.gov.uk](mailto:norma.martin@edinburgh.gov.uk)
- Bòrd na Gàidhlig contact – Anna Walker - [anna@gaidhlig.scot](mailto:anna@gaidhlig.scot)

# Gaelic Medium Education and Gaelic Learning Education in Edinburgh

## Current State Summary, Engagement Outcomes Summary, and Future State Options (Pre-birth and 0 to 18 years)

Draft for final public consultation and engagement – 2 October 2017 to 15 December 2017

Please find details of the consultation and engagement at: <https://consultationhub.edinburgh.gov.uk/>

Age	Pre-0 and up to 6 months
<b>Current State Summary</b>	<ul style="list-style-type: none"><li>• Health visitor packs which include GME materials distributed across the City – although the precise number of packs is not known at the time of public consultation these will be calculated and published.</li><li>• Education authority actively involved in promotion of GME.</li><li>• Under 5's information pack developed and distributed – although details of uptake of the packs is now known.</li><li>• GME is advertised in mainstream Council pre-school and primary literature and on the Council's website - <a href="http://www.edinburgh.gov.uk/info/20256/school_places/484/gaelic_in_schools">http://www.edinburgh.gov.uk/info/20256/school_places/484/gaelic_in_schools</a>.</li><li>• There is a Gaelic section in CEC's website, with up-to-date information on Gaelic provision and with links to Gaelic organisations.</li><li>• There is local advertising to inform parents of the opportunities for GME pre-3 children.</li></ul>
<b>Engagement Outcomes Summary</b>	<ul style="list-style-type: none"><li>• Good work has taken place to date on pre-birth GME information sharing, but there is a need to build on this.</li><li>• Public services must improve the quality and volume of family learning GME resources, for families with children aged 0-6 months.</li></ul>

<p><b>(from engagement at primary and secondary schools during late 2016 – some comments verbatim)</b></p>	<ul style="list-style-type: none"> <li>• There is interest in applying best practice in Edinburgh from elsewhere in the EU about the growth of minority languages.</li> <li>• Greater awareness required amongst public services and third sector staff of GME options.</li> <li>• Is their information that indicates how many health visitor packs or under-fives information packs contain information about Gaelic?</li> </ul>
<p><b>Future State Actions</b></p>	<p><b>Action 1</b> – Review and expand the provision of publicity on GME options through Council website and NHSL service access points. Focus on improving awareness of GME pathways and the benefits of GME education. This information should clearly indicate the challenges facing parents and pupils entering the GME pathway.</p> <p><b>Action 2</b> – Deliver information and awareness raising sessions with midwives, health visitors and early-years practitioners on GME pathways, and information sources on GME. Consider the possibilities for collaboration with other organisations that promote and support early bilingualism and language learning such as Bilingualism Matters.</p> <p><b>Action 3</b> – The GIG to co-produce and approve information on the GME educational pathway for 0-18, and develop language awareness sessions, for interested parents and children.</p> <p><b>Action 4</b> – Raise awareness of family learning resources for parents pre, and post, birth and improve engagement in Gaelic cultural activities.</p>

<p><b>Age</b></p>	<p><b>0 to 3 year - Cròileagan</b></p>
<p><b>Current State Summary</b></p>	<ul style="list-style-type: none"> <li>• Cròileagan is a Gaelic medium playgroup for children aged 0-5 years and their families.</li> <li>• The aim of this service is to facilitate and support Gaelic learning and usage for both children and their families in a fun, relaxed environment and to provide information on Gaelic medium education.</li> <li>• There are currently six sessions a week, in Leith, Taobh na Pàirce and Tollcross, with around 150 children attending regularly.</li> <li>• Families travel from across the City and from East, West, Midlothian and Fife to attend.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is concern amongst parents that they are will not be able to access pre – school GME as demand has risen. Parents attending Cròileagan are aware of lack of space at Sgoil-Àraich and have already seen children who have not been able to access Sgoil-Àraich when they have reached 3 years of age</li> <li>• Six play-group leaders (part-time) help with language immersion in groups. This provides stability and progression in the pre-3 groups.</li> <li>• Both children and parents are supported in the early stages of GME.</li> <li>• Many 3-year olds currently attending Cròileagan have been unable to access places at Sgoil-àraich and this is leading to anxiety over the availability of school places.</li> <li>• This growing demand may not be met, with knock on effects for Taobh na Pàirce and GME 0-18.</li> <li>• These staff could move into other branches of GME, for example into the Nursery at Taobh na Pàirce.</li> <li>• Cròileagan – current statistics: Children regularly attending 128 and families regularly attending 104</li> </ul>
<p><b>Engagement Outcomes Summary (from engagement at primary and secondary schools during late 2016 – some comments verbatim)</b></p>	<ul style="list-style-type: none"> <li>• Expand Cròileagan in the West of the city as demand grows in that part of the city, and neighbouring Councils.</li> <li>• Parents found it useful to sing songs at Cròileagan.</li> <li>• GME staff are professional but also vocational. They give a lot and this needs to be better rewarded.</li> <li>• Improve play and teaching materials for children attending Cròileagan and their parents / carers.</li> <li>• Concerns in parents about transition from Cròileagan to Sgoil-àraich.</li> </ul>
<p><b>Future State Actions</b></p>	<p><b>Action 1</b> – Establish two new Cròileagan services in the city, one of which should be near any expanded Sgoil-àraich provision (see options below).</p> <p><b>Action 2</b> – Improve relationships with private, third sector or public sector providers to enable the proposed expanded provision.</p> <p><b>Action 3</b> – Develop reward and recognition options for staff at Cròileagan.</p>

**Action 4** – Review and strengthen the support for families in accessing resources and opportunities to learn Gaelic, especially for children in transition from Cròileagan to Sgoil-àraich.

**Action 5** - Strengthen Cròileagan committees through improved support.

**Action 6** - Improve provision of family learning resources who children attend Cròileagan, including at least one session per week for learner families and children and at least one sessions for Gaelic speaking families and children.

Age	3 – 5 - Sgoil-àraich																
<b>Current State Summary</b>	<ul style="list-style-type: none"> <li>• AM nursery sessions at Taobh na Pàirce = 40 places</li> <li>• PM nursery sessions at Taobh na Pàirce = 40 places</li> <li>• Data for the number of pre-school children attending sgoil-àraich and then transferring into primary one at Bun-sgoil Taobh na Pàirce is available for the last three years as shown in the following table:</li> </ul> <table border="1" data-bbox="360 767 2033 1007"> <thead> <tr> <th>Academic Year</th> <th>Number of pre-school children in nursery</th> <th>Number transferring to P1 in following year</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>59</td> <td>48</td> </tr> <tr> <td>2014-15</td> <td>53</td> <td>47</td> </tr> <tr> <td>2015-16</td> <td>45</td> <td>38 – analysis of deferrals available on request</td> </tr> <tr> <td>2016-17</td> <td>76</td> <td>Data not available yet</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Current pupils as of March 2017 – 81</li> <li>• Ante pre-school pupils as of March 2017 – 19</li> <li>• Pre-school pupils as of March 2017 – 62</li> <li>• Waiting list as of March 2017 - waiting to start in Autumn 2017 – 25</li> <li>• Sgoil-àraich staff totals as of March 2017 – Teachers – 1 + Staff – 5 – all engaging through GM</li> <li>• Òganán Dhùn Èideann, the wraparound care provider for Taobh na Pàirce, facilitates the learning and use of Gaelic outside the classroom, thus promoting essential fluency. This provision is delivered from 8.00am-6.00pm. Òganán Dhùn Èideann have 14 (full and part-time) workers, all Gaelic speakers, assisting with childcare for pre-school children as part of their wraparound remit. Most of their staff been or will be trained to SVQ3 level.</li> </ul>		Academic Year	Number of pre-school children in nursery	Number transferring to P1 in following year	2013-14	59	48	2014-15	53	47	2015-16	45	38 – analysis of deferrals available on request	2016-17	76	Data not available yet
Academic Year	Number of pre-school children in nursery	Number transferring to P1 in following year															
2013-14	59	48															
2014-15	53	47															
2015-16	45	38 – analysis of deferrals available on request															
2016-17	76	Data not available yet															



- Òganan Dhùn Èideann are registered with the Care Inspectorate for up to 96 children at any one time and that includes children aged from 3 up to and including P7. Of the 96 no more than 31 children are to be of nursery age (3-5 years).
- At lunch club Òganan Dhùn Èideann are permitted to cater for up to 48 children of nursery age.
- The numbers of nursery age children attending the morning and afternoon sessions and lunch club are likely to increase through the 17/18 term.

**Number of Registered Children at Òganan Dhùn Èideann**

<b>Year</b>	<b>Number</b>
<b>2013</b>	105
<b>2014</b>	158
<b>2015</b>	172
<b>2016</b>	197
<b>2017</b>	227

**Average Number of Children Attending Each Session**

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Breakfast Club</b>	14	19	29	37	48
<b>Morning Session</b>	N/A	4	9	15	12
<b>Lunch Club</b>	11	25	28	30	24

<b>Afternoon Session</b>	4	6	10	18	19
<b>After School Club</b>	26	31	51	64	85

For the years 2013-2016 the numbers are as at June each year whereas 2017 is as of 31 August 2017.

- Fourteen Gaelic-speaking staff at Sgoil-àraich are qualified in, or working towards, the SVQ3 in Child Care. These staff are potentially an ideal seed-bed for projected growth in Gaelic Medium education, whether at Taobh na Pàirce or elsewhere in the city.

**Engagement Outcomes Summary (from engagement at primary and secondary schools during late 2016 – some comments verbatim)**

- Urgent need to address demand for places at Taobh na Pàirce.
- What is the current placement criteria applied to GME Families?
- Concerns about the workload pressures on staff working in 3-5 provision.
- Lack of flexibility regarding sessions leaves some parents unable to take up the space offered as they are unable to commit to the 5 sessions per week because of the short 3 hours and 10 minute sessions.
- Parents are impressed by the care and learning provided.
- It is harder now there are more children to sustain parental support is not as strong as it was when there was a smaller group of children and parents.
- There should be a welcome pack for parents (whose children are starting) at Sgoil-àraich including information on learning opportunities throughout the GME pathway.
- There is no sibling guarantee for children going in to school.
- Could there be work experience for high school GME students in the nursery?
- Three year olds born after August have little chance of accessing pre-school GME until the following August. Their exposure to early years GME can be reduced in the worst cases by an entire year. This has a significant detrimental consequence on their language acquisition.

**Future State Actions**

- Action 1** – Expand existing Sgoil-àraich service in the City, and recruit staff as necessary, in a standalone facility.
- Action 2** - Expand existing Sgoil-àraich service in the City, and recruit staff as necessary, in a shared facility alongside a GME facility.
- Action 3** – Expand existing Sgoil-àraich service in the City, and recruit staff as necessary, in a shared facility alongside a non GME facility

	<p><b>Action 4</b> – Investigate a potential partner provider agreement with another provider to investigate the possibility of establishing a new Sgoil-àraich service in the City (for 3-5).</p> <p><b>Action 5</b> – Create opportunities for parents with children at Sgoil-àraich to meet and learn Gaelic linking to parent’s groups at the various Cròileagan sites.</p> <p><b>Action 6</b> – Work with Bòrd na Gàidhlig and Scottish Government to assess current national policies on GME placement criteria.</p> <p><b>Action 7</b> – Work with Bòrd na Gàidhlig and the Scottish Government to improve approaches to incentivising GME nursery staff to improve recruitment and retention. Work with JGHS to encourage GME students to consider working or volunteering in Sgoil-àraich .</p> <p><b>Action 8</b> – Work with Òganan to expand their provision as a partner provider on the existing and new sites.</p> <p><b>Action 9</b> – Work with Fèisean nan Gàidhealt to explore the potential for increasing access to cultural opportunities in Sgoil-àraich through their Fèisgoil.</p> <p><b>Action 10</b> - Continue to work with Stòrlann in supporting the delivery of additional support for learning in GME based on an understanding of the specific needs of children in immersion education.</p>
--	---

<b>Age</b>	<b>5 – 11 - Primary</b>
<b>Current State Summary</b>	<ul style="list-style-type: none"> <li>• Since the opening of Bun-sgoil Taobh na Pàirce the overall roll of the school has grown each year, with a pupil roll of 287 including 57 pupils in P1 as at the September 2015 census.</li> <li>• Therefore, demand for places at Bun-sgoil Taobh na Pàirce continues to be very healthy, with 64, as at March 2016, registered pupils for the P1 intake in August 2016 including four from outwith Edinburgh.</li> <li>• 2015/16 intake information:</li> </ul>

Council area / year group	P1	P2	P3	P4	P5	P6	P7	Total
Within CEC	56	54	50	32	22	25	23	262
Out of Council	1	9	6	1	3	4	1	25
<b>Total</b>	<b>57</b>	<b>63</b>	<b>56</b>	<b>33</b>	<b>25</b>	<b>29</b>	<b>24</b>	<b>287</b>

- 2016/17 session:

Class	Total Pupils
P1	51
P2	52
P3	61
P4	52
P5	31
P6	24
P7	28
<b>Total</b>	<b>299</b>

- 2017/18 session:

Class	Total Pupils
P1	77
P2	57
P3	51
P4	61
P5	48
P6	31

P7	24
<b>Total</b>	<b>349</b>

- As of March 2017, the summary assessment of GME provision through the staffing team in Taobh na Pàirce was:

Total GTCE	GTCE Engaging through GME	GTCE Sometimes / or not at all engaging through GME	Probationers engaging through GME	Learning support + supply classroom assistants sometimes engaging through GME	P/T visiting staff sometimes engaging through GME	Support staff (cleaning and catering) – none engaging in GME
23	21	2	2	0.8 learning support 8 supply classroom assistants	5	6

\*NB – These figures are indicative and change as fluency changes.

- Sradagan Gaelic-medium youth clubs are part of Comunn na Gàidhlig's Sradagan initiative. Volunteers from the Gaelic community organise two Sradagan clubs with monthly sessions for children in primary 4-7. GME pupils participated in debates, sessions on film-making, football and shinty.
- Current registered interest in school for the 2017/18 was at 91 as of early February 2017, actual 17/18 intake was 76, with capacity at 66 for 17/18 at Taobh na Pàirce.
- 80 pupils at Taobh na Pàirce have been assessed as requiring additional support for learning support.
- At present, there are five teachers already qualified to deliver additional support needs at Taobh na Pàirce. Additional funding from Gaelic Specific Grant is also offered to the school as they consider necessary, to supplement the assessed requirements of the children.

**Engagement Outcomes Summary (from engagement)**

- Could a current class teacher in Taobh na Pàirce (a suitable candidate with an interest in additional support for learning) be given time and training with a view to that person becoming the Gaelic additional support for learning teacher?
- Teacher supply, recruitment, and retention – how do we sustain employment of current teachers, and recruit of new teachers?

<p><b>with primary and secondary schools during late 2016 – some comments verbatim)</b></p>	<ul style="list-style-type: none"> <li>• A local solution needs to be developed, including additional income sources and affordable housing for GME teaching staff.</li> <li>• More classroom support with GME language assistants in each class (with priority when placing staff given to any non-fluent teachers) and smaller class sizes as possible solutions in line with statutory guidance.</li> <li>• Should primary and GME expansion take place at the same time?</li> <li>• How to improve Gaelic language fluency for children and families entering C1 with little or no Gaelic.</li> <li>• Need to address the Lothian wide catchment issues – with the possible regionalisation of education shared services this issue requires attention.</li> <li>• The location of Taobh Na Pàirce is inconvenient for many on the south/west of the city and it was felt that any expansion should be in these areas.</li> <li>• Opening a second primary might take place slowly, (there might not be) need to replicate Taobh Na Pàirce immediately (</li> <li>• Risks of expansion (e.g. fluency) there was some discussion over pupil fluency being at risk with a too rapid expansion.</li> <li>• There was a desire for reassurance or clarification of the GME journey and in some cases the word "guarantee" was used. Constant uncertainty over places at every single level of GME is unsettling and unhelpful and some reported that as parents they were making a big commitment to GME (such as travelling distance and Gaelic-learning) and to have the threat of their children not being able to access GME at one of these levels is frustrating.</li> <li>• Better support for C1s who don't have any Gaelic, suggestions included following the Welsh model of keeping those pupils together to give them an intensive language boost at the beginning of term. Also, a recognition that if there were more spaces and more flexibility with childcare and early-years provision it is likely that there would be fewer of these pupils.</li> <li>• Any proposed development at primary and secondary level should make mention of transition plans to run concurrently with this development.</li> <li>• There is an interest in why parents and pupils choose to leave GME after their time at Taobh na Pàirce.</li> </ul>
<p><b>Future State Actions</b></p>	<p><b>Action 1</b> – Expand capacity at Bun-sgoil Taobh na Pàirce through capital works and re-organising classroom space.</p> <p><b>Action 2</b> – Work with Bòrd na Gàidhlig and the Scottish Government to assess current national policies on GME placement criteria.</p> <p><b>Action 3</b> - Develop a new Bun-sgoil 5-11 in another part of the City in an existing primary school with associated transition plans.</p> <p><b>Action 4</b> – Develop a Bun-sgoil 5-11 in another part of the City, as an annex to an EME school, with associated transition plans.</p>

**Action 5** – Develop a new build Bun-sgoil 5-11 with associated transition plans.

**Action 6** - As the growing intake comes in from the new Sgoil-àraich (which is meeting demand from the proposed new Cròileagan sites), into Bun-sgoil Taobh na Pàirce, keep the intake together in the same classes with the same teaching staff, with a view to moving them in the long term to the new Bun-sgoil 5-11 provision (see options 2, 3 and 4).

**Action 7** – Develop a local / regional action plan to improve recruitment and retention of GTCE and probationary teachers required to expand provision and improve quality through a partnership programme with Bòrd na Gàidhlig (examining the offer of enhanced LT packages, additional income sources, housing support, and mentoring in recognition of the workload demands placed on GME teachers).

**Action 8** – Engage with neighbouring education authorities to develop regional and shared services proposals.

**Action 9** - Explore options for staffing, extra resources, and associated teaching methodologies at Taobh na Pàirce to enable pupils to access E-Sgoil.

**Action 10** - Continue to work with Stòrlann in supporting the delivery of additional support for learning in GME based on an understanding of the specific needs of children in immersion education.

**Action 11** – Explore the reasons why pupils and parents choose to leave GME after their time at Taobh na Pàirce.

<b>Age</b>	<b>11 – 18 – Secondary School</b>	
<b>Current State Summary</b>	<ul style="list-style-type: none"> <li>In 2015/16 81 pupils in the GME programme.</li> <li>In 2016/17 88 pupils in the GME programme:</li> </ul>	
	<b>Class</b>	<b>Totals</b>
	S1	22
	S2	18

S3	15
S4	16
S5	10
S6	7

- JGHS projected Gaelic pupil role to 2023/24, including current roll for 16/17, is indicated below:

Year	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
S1	22	28	24	31	52	61	52	51
S2	18	22	28	24	31	52	61	52
S3	15	18	22	28	24	31	52	61
S4	16	15	18	22	28	24	31	52
S5	10	16	15	18	22	28	24	31
S6	7	10	16	15	18	22	28	24
<b>Total</b>	<b>88</b>	<b>109</b>	<b>123</b>	<b>138</b>	<b>175</b>	<b>218</b>	<b>248</b>	<b>271</b>

- Total teaching staff as of March 2017 – 3 GTCE engaging in GME
- GME is delivered in a limited number of subjects through until the end of the Broad General Education (which at JGHS is the end of S2 - although elsewhere it is S3 in line with the national entitlements for children to the BGE which is 3-15).
- There is an option to continue into the Senior Phase (S3 – S6) and onto certificate level (National 5, Higher, and Advanced Higher) in Gàidhlig.
- There is good uptake of Gàidhlig in the Senior Phase (Nat 5/ Higher/ Advanced Higher).
- Most students go on to complete Higher Gàidhlig, and many also continue to do AH Gaelic (data available on request). Attainment is strong and above national average.
- Subjects being taught through the medium of Gàidhlig in S1 to S2 are P.E, Art, Modern Studies and RME.
- No subjects are currently taught through the medium of Gàidhlig at SQA qualification level.
- National 5 Modern Studies (N5 Nuadh-Eolas) through the medium of Gàidhlig was being offered as a choice for session 2016/2017. This is no longer on offer as the teacher has left.
- Geography is now taught through GME in S1 and S2.



	<ul style="list-style-type: none"> <li>• Gaelic has been embedded into the school’s life and ethos with a visible profile in multi-cultural events.</li> <li>• Students participate in various creative writing and cultural competitions at national level including Scottish Book Trust Young Writers’ Award, the ‘National Gaelic Debate and the National Mod.</li> <li>• Students have won several awards in the FilmG competition.</li> <li>• Partnerships include Comunn na Gàidhlig (CNAG), Historic Scotland and Glasgow Gaelic School.</li> </ul>
<p><b>Engagement Outcomes Summary (from engagement at primary and secondary schools during late 2016 – some comments verbatim)</b></p>	<ul style="list-style-type: none"> <li>• There was a noted preference amongst many participants for a standalone secondary GME provision in the city.</li> <li>• Real concern expressed at the level of uncertainty at secondary level and the future for GME kids, and that fluency is being lost</li> <li>• Improving teacher supply – how do we sustain employment of current teachers, and recruit new teachers? Need to re-examine recruitment and retention programmes including (i) the Gift Programme (ii) the Ceòlas course, (iii) PDGE bursary and guaranteed probation in Edinburgh, (iv) relocation funding being given to teachers.</li> <li>• There is a need to improve the fluency of pupils at JGHS, through more language assistants, more subjects, minimum timetable requirement, registration class, more out of school activities etc.</li> <li>• Improve Gaelic signage in the school and create a more immersive ‘Gaelic world’ experience throughout the school?</li> <li>• Scottish Government / Bòrd na Gàidhlig funding may be required for capacity expansion? Is this likely?</li> <li>• Focus on improving Gaelic orientated careers advice at JGHS, to enhance understanding of Gaelic career opportunities?</li> <li>• The E-sgoil development may be useful and could help support development but is not a solution to current provision challenges.</li> <li>• It was also raised that if there are to be more subjects in Gaelic at secondary level then support for their parents must be available as well.</li> <li>• Thoughts on future provision indicated a clear preference for a secondary model was a standalone Gaelic-medium education secondary school, potentially as part of a 3-18 GME school.</li> <li>• People seemed happy to follow a Glasgow model of having subjects taught in English until more Gaelic teachers were available in a Gaelic high school.</li> </ul>
<p><b>Future State Actions</b></p>	<p><b>Action 1</b> – Establish a new GME Unit of 3 FTE GTCE staff, with curriculum leader, JGHS (based on the Glasgow model), to improve GME provision, in line with new legal duties, and to expand the GME curriculum base (BGE as a first stage) and recruit more GME teachers to meet demand from Taobh na Pàirce.</p> <p><b>Action 2</b> - More emphasis within JGHS and the Education Authority on equal respect for languages, with full recognition in policy making that Gaelic is one of Scotland’s two national languages.</p>

**Action 3** – Once expansion of the provision at JGHS has been delivered, examine the feasibility of moving the GME Unit to another school site to enable increasing numbers of pupils from Taobh na Pàirce, and any other GME primary school facility, to move into GME S1. In addition, any such school site would be required to develop a long-term plan to ensure the quality and sustainable (with capacity for at least 20 years) expansion of GME, and may form a through school for 3-18.

**Action 4** – GME pupils to be allocated into the same school house, and in coherent groups with registration classes (e.g. such as half a class being GME pupils).

**Action 5** – Create a more GME immersive experience at JGHS through more signage, art, and the delivery of other Curriculum for Excellence subjects through GME.

**Action 6** – Enter joint resourcing discussions with Scottish Government and Bòrd na Gàidhlig regarding secondary GME expansion options by 2022.

**Action 7** – Review and strengthen the Gaelic careers and transition options advice at JGHS (e.g. with Newbattle College or employers requiring Gaelic language skills), and ensure JGHS pupils attend the annual Siuthad conference in either Glasgow or Inverness.

**Action 8** – Explore options for timetable changes, extra resources, and associated teaching methodologies at JGHS to enable pupils to access E-Sgoil.

**Action 9** – Explore the feasibility of the use of more language assistants to improve fluency in GME pupils.

**Action 10** – Assess GME teaching capacity in teachers across the whole school estate, assess barriers for teachers moving into GME, and explore options to better utilise this resource to expand GME provision at JGHS and other relevant schools.