

Gaelic Implementation Group

10:00, Friday, 26 March 2021

Outcome report of the informal consultation process on Proposals for Secondary Gaelic Medium Education in Edinburgh

1. Recommendations

1.1 The Gaelic Implementation Group is asked to:

- 1.1.1 Note the contents of the outcome report and provide feedback and comment in relation to the proposals suggested for progression to statutory consultation.

Contact:

Crawford McGhie, Senior Manager – Estates and Operational Support

Tel: 0131 469 3149

Bethan Owen, Quality Improvement Education Officer Languages 3-18

Tel: 0131 469 3039

E-mail: gme@edinburgh.gov.uk

Outcome report of the informal consultation process on Proposals for Secondary Gaelic Medium Education in Edinburgh

2. Background

- 2.1 An informal consultation on Proposals for Secondary Gaelic Medium Education (GME) in Edinburgh was held in November and December 2020. The informal consultation document is available on the Council's consultation hub website at the following link: <https://consultationhub.edinburgh.gov.uk/ce/gme-edinburgh/>
- 2.2 As part of the informal consultation, two online meetings were held where Council officers outlined the Council's preferred option for construction of a dedicated GME secondary school alongside a replacement Liberton High School on the existing Liberton High School site. Participants at the meeting were free to ask questions and share their views about the Council's preferred option. Views on the Council's preferred option were also sought through a dedicated email address set up for the informal consultation process.
- 2.3 Following the completion of the informal consultation process in December 2020 an initial analysis of the informal consultation responses was carried out and a summary report was prepared and published in February 2021. The summary report highlighted the following emerging themes:
- **Growing the GME secondary curriculum – subjects and teachers.**

Under this broad theme, issues raised relate to ensuring access to high-quality teaching and learning to underpin curriculum breadth and choice for pupils, within the Broad General Education and into the Senior Phase. Linked to this are questions about proposed timelines and models for staffing for the new setting, in particular the structure of the Senior Leadership Team, plans for the recruitment and retention of staff and provision for professional development, mentoring and support for staff at all levels. Issues connected to workforce planning and curriculum development are intrinsically linked and ongoing.
 - **Implications on Immersion caused by sharing a site with Liberton High School.**

Issues raised under this theme relate to maintaining and increasing levels of immersion in Gaelic language for pupils in a new setting. These centre around

managing spaces and activities shared with Liberton High School and maximising opportunities for protected, relevant, meaningful engagement with Gaelic language during and out-with the school day.

- **Transition arrangements into the James Gillespie's High School Darroch annexe and then into a new dedicated secondary school**

Questions linked to transition centre around the management of transition in terms of:

- Timescales and rationale for transition for year groups/cohorts of pupils;
- Transition of staff and how this will support attainment for pupils, both in the new setting and for those remaining at JGHS to complete SQA courses;
- Support mechanisms for pupils as they transition into Darroch/the new setting;
- Establishment of a strong GME identity and ethos as a community at each phase of transition and as the new school becomes established;
- Workforce planning, curriculum and immersion as detailed above.

- **Deliverability Issues – Budget, Transport and Location**

Some of the main issues raised in the informal consultation relate to the location of the Liberton High School site, in particular the distance from Bun-sgoil Taobh na Pairce and questions about whether other more central locations (some of which are specifically identified in the submissions) had been considered.

- **James Gillespie's High School and future Secondary School Capacity Issues**

Issues raised in this theme relate to the capacity at which James Gillespie's High School will operate when the Darroch Annexe is open, what options might be available to extend the use of Darroch for secondary GME over a longer period than is currently planned and the timing for creating a second primary school in order to ensure the roll for a new GME secondary school becomes sustainable as quickly as possible. It is also the intention to confirm the estimated opening date for a new secondary school and show how this will affect the future pathway for every year group currently attending Bun-sgoil Taobh na Pairce.

2.4 These issues required a further period of analysis in order to ensure they were given full consideration in this final outcome of the informal consultation report.

3. Main report

3.1 Following full analysis of the submissions it is clear that before the complexities and change for families created by establishing a dedicated secondary provision would be acceptable, stakeholders require further detail to be presented as an overall strategic plan for the growth of GME in Edinburgh. The key issues that need to be addressed as part of the strategic plan are as follows:

- Growth of Early Years provision across the city.
- Growth of primary provision in the city in advance of the 2025 date suggested in the informal consultation paper.
- A communications and engagement initiative across the city to promote uptake of the new early years and primary places created.
- Further explanation of why the provision of a dedicated GME secondary school as part of a new learning campus on the current Liberton High School site is the preferred option over the other options which have been considered.
- Further explanation of how maximum progress towards immersion would be ensured for the preferred GME secondary provision option at Liberton.
- A clear transition strategy for any pupils who will have all or part of their GME secondary learning in the new dedicated GME secondary school.
- A clear indication of how, irrespective of location, advances will be made to enhance the number curriculum subjects taught in Gaelic.

The remainder of this section of the report provides the detail of the proposed strategic plan.

Maintaining Educational Excellence

3.2 A high-quality teaching and learning experience needs to be available to all pupils in all schools. The elements needed to achieve this in any school, irrespective of context, are the quality of leadership and teaching, the level of parental engagement, the quality and flexibility of the learning and teaching environment and the school's overall ethos and culture.

3.3 A new educational facility provides opportunities to reimagine space and support for the breadth of learners' needs. It provides the opportunity to develop innovative, forward-looking provision to meet the learning needs of the whole community into the future. In a Gaelic Medium setting, we add to this the need to ensure these elements combine to enable the meaningful, rich and varied use of Gaelic language that will support fluency and confidence in our learners.

3.4 Within Edinburgh's Gaelic Learning Strategy, careful consideration will be given to the recruitment, development and enhancement of a staff team able to support a full, rich curriculum suited to the needs of the school community. Provision will align to Scottish Government guidance, delivering "a sufficient proportion of the curriculum through the medium of Gaelic to enable young people to continue to

develop their fluency in Gaelic through immersion.”¹ This will be achieved incrementally over time, working towards the ambition of maximising immersion in line with learners’ needs.

Early Years

- 3.5 The Council is committed to growing the provision of GME early years throughout the city and the following steps will be progressed:

Croileagan 0-5 Groups

- 3.6 Croileagan playgroups are our provision for children under five to introduce Gaelic language to children and carers as a first step on the GME pathway. No knowledge of Gaelic is required for most groups although we do run sessions for carers with higher levels of fluency in Gaelic. Under normal circumstances, provision for under 5s and families takes place at three centres across the city, two community centres and TnaP Primary School. Establishment closure since March 2020 has meant a move to on-line support for families and has facilitated a period of reflection and discussion around our current offer and how we might improve. Three leaders have moved on over the last period, with the remaining four running on-line provision. We are looking at team structure for session 2021-22 and will begin the recruitment process when Scottish Government Guidance allows further detail to be added to plans for a return to face-to-face groups.
- 3.7 The 0-5 groups are key to our aim to expand GME in Edinburgh and this is reflected in the priorities of our GLP 2018-22. We plan to review the service over the coming months in order to plan for improvement in provision over the next two years. Planning for renewal post-closure is underway and will take account of consultation with families who are previous or current users of the service. A delivery approach combining on-line support and small group outdoor activity is currently being mapped out as a pilot to run in May and June 2021. Longer-term improvement plans focus on ensuring Croileagan group leaders have access to Professional Learning, including digital skills. Staff are at various stages of professional development and at differing points in their career pathways, so an individual approach is being taken to training and learning opportunities. This will be supplemented by core learning in digital skills to support renewal planning. City of Edinburgh is meeting costs where these are incurred.
- 3.8 Other work in the early years sector will include:
- Work with Bòrd na Gàidhlig to create a coordinating Development Officer role in session 21-22 to take forward future development and expansion. GLAIF funding will be sought for this post.
 - Exploring improved locations for groups that allow access to outdoor spaces and increased reach across the city, linked to expansion in GME EY provision. Funds have been secured from Scottish Government to begin the refurbishment of the Janitor’s House and

¹ “Advice on Gaelic Education”, Education Scotland, 2015., p21
Gaelic Implementation Group, 26 March 2021

adjoining yard area at TnaP as an additional learning space and base for Croileagan.

- Establishing groups in new locations to extend reach across city through collaboration with partners including Edinburgh City Libraries, the Scottish Government, National Museums of Scotland and the City of Edinburgh Council. We plan to make use of networks run by these partners to increase publicity for the service.
- Reinvigorating parent committees linked to Croileagan groups. This is a stated aim of our Gaelic Language Plan as positive partnership through these committees is key to enhancing parental engagement with GME from the very beginning of a child's journey to and through school.
- Working with Early Years and Skills Development Scotland colleagues on Foundation and Young Apprenticeships in Early Years and Child Care, to encourage JGHS senior pupils to embark on a career in GME 0-5 provision. Croileagan groups would be involved in hosting and supporting placements.
- Building partnerships/networks with groups in other Local Authorities for joint professional learning, collaborative activities and skills sharing.
- Improving alignment of Croileagan curriculum with Òganan and Early Years at TnaP and additional EY settings as they come on stream, in order to increase links and support families to engage with language and learning.

3.9 Additional Early Years provision will be aligned with the expansion of primary provision described below and where appropriate places will also be aligned to the early years provision in new primary schools being provided to address population growth from new housing areas released through the Local Development Plan. This provision will include our partner providers, Òganan and support the 1140 hours entitlement model.

Primary

3.10 From the response received in the informal consultation it is clear the growth of primary is a crucial first step which requires to be confirmed and implemented before a dedicated GME secondary school opens. This has been raised as an issue previously and the plan to eventually establish Darroch as a second primary was included in the informal consultation. However, the responses indicate this plan is not sufficient.

3.11 Following further analysis, it is proposed to now establish two new dedicated GME teaching units, one in the south east of the city and one in the west, initially within existing primary schools but with a path for growth to full primary schools identified. The schools selected for these units and the new GME primary catchment areas will be established in advance of the publication of a statutory consultation. Families who choose for their children to begin GME in primary one at these new units who have elder siblings at Bun-sgoil Taobh na Pairce will be able to choose

whether their younger children attend Bun-sgoil Taobh na Pairce or whether they wish to have children attending two different settings.

- 3.12 For the new primary provision in the south east the intention is the eventual location for the full primary school will be part of the new learning campus at Liberton. The GME infrastructure delivery plan at Liberton will be designed so that when the new GME secondary school opens in 2025 the south east primary GME provision will also be delivered from that location.
- 3.13 For the new primary provision in the west the eventual location for the full primary school will be identified as part of the wider learning estate infrastructure plan aligned to the City Plan 2030.

Communication and Engagement plan

- 3.14 A promotional initiative will be developed to highlight the new primary GME provision in the south east and west of the city and demonstrate the benefits of GME to ensure that all those with an interest in enrolling their children in GME can do so. Future GME provision in Edinburgh forms part of our Gaelic Learning Strategy, which will be guided by the Gaelic Learning Strategy Steering Group. In line with the Edinburgh Learns for Life strategy, we will carry out a stakeholder mapping process to ensure we have the widest possible engagement with key groups, starting with learners, families and staff and reaching into Edinburgh's wider Gaelic communities, through our learner-led consultation process.

Secondary

- 3.15 The creation of more primary GME opportunities at different locations across the city means the location for a dedicated secondary provision cannot be near all of the GME primary schools and it is recommended that non-stop bus transport should be provided from the primary schools to the secondary schools to make it easy for families with children in primary and secondary to manage travel requirements.
- 3.16 Some of the informal consultation responses criticised the assessment (during previous presentations) of Liberton being geographically central within the city and it is accepted other options could be considered to be just or even more accessible from the centre of the city. The growth of primary GME in other locations of the city and a commitment to provide transport between these locations and a new secondary GME school at Liberton will mean that travel for students will be quicker than if they were to have to rely on public transport. Active travel routes and facilities for all the GME schools will be assessed and improved wherever necessary.
- 3.17 Other responses asked for more information about the reasons why deliverability difficulties on other sites contributed to Liberton being the Council's preferred option for provision of a dedicated GME secondary school. In particular, reasons for difficulties associated with establishing a dedicated GME secondary school in Granton were requested.
- 3.18 The previous information provided in May 2020 in relation to the options for securing a site in Granton was as follows:

For the Granton option, no specific site has been earmarked and because all the Council land in this area is earmarked for other investment projects there would be a considerable additional cost and negotiation process required to release a site for a new GME secondary facility.

- 3.19 As a result of the request for further information in this informal consultation further work has been carried out by the Granton regeneration project team. This analysis has suggested that a suitably sized site would incur preparation and decontamination costs of £10.33m and result in the loss of 392 planned homes. This would have a significant impact on the Council achieving its affordable homes targets and strategy. Given these extra costs and wider strategic implications for delivering a new GME secondary school at Granton (when compared with the Liberton option) it is still assessed as being undeliverable.
- 3.20 Several responses also suggested that secondary GME provision should remain at James Gillespie's High School due to the extra capacity created by Darroch. However, that extra capacity is already projected to be required for the existing catchment intake and it would not be possible to grow GME at primary level and accommodate all of the pupils in James Gillespie's High School even with the extra capacity provided by Darroch.

Timeline and Capacities

- 3.21 The key milestones for the strategic plan are as follows:
- New Early Years facilities opened from 2021 onwards.
 - New south east and west GME primary units opened in August 2022.
 - New GME all through school opens on the Liberton Learning Campus in 2025 with the following groups of pupils attending the new facility
 - primary pupils from the south east GME
 - All s1 and s2 pupils

Enhanced transition plans for key year groups would be provided as shown in the pathways table in Appendix 1.

- 3.22 The school would have pupils in every year group by August 2030. Information about the transition plan between the new GME secondary school and JGHS is included below and will be further developed with families as the journey towards the opening of the new school progresses.
- 3.23 The estimated roll projections for all the new GME facilities and JGHS are shown in Appendix 1 along with an indication of the pathways for pupils already attending Bun-sgoil Taobh na Pairce.

Transition

Existing provision at JGHS.

- 3.24 There are currently eight members of teaching staff delivering through Gaelic medium at James Gillespie High School (JGHS), including one curriculum leader and one member of staff offering Additional Support for Learning. Subjects and

levels offered are shown in Appendix 2, along with Scottish Qualifications Authority National 5, Higher and Advanced Higher courses currently available in Gaelic..

Transition to Darroch

- 3.25 Pupils in S1 and S2 and the GME teaching and support team are scheduled to move to Darroch in 2022. A Deputy Head Teacher (DHT) for GME will be appointed, as the first step in building a full Senior Leadership Team. S1 and S2 pupils will receive the majority of teaching at Darroch, travelling to the main campus for those subjects where specialist accommodation is required, (practical science, for example). It is envisaged that S3-S6 pupils will attend Darroch for subjects taught through GME. Additional support for pupils during transition will be offered by our Iomairtean Officer, who, as part of our transition strategy, will transfer from TnaP to be based at JGHS in 2021 and move on to Darroch with the pupils in 2022. Our current officer has a thorough understanding of GME and of pupil needs and will be well placed to support pupils in terms of Gaelic language and well-being. This work is underway, with the Iomairtean Officer currently supporting P7 pupils prior to transition to S1. Arrangements for enhanced transition from primary to secondary will see increased joint activity between primary and secondary sectors, allowing staff and pupils from primary to work alongside secondary learners and colleagues in a programme of planned collaborative activity, to take place at both TnaP and Darroch.
- 3.26 Provision for extra-curricular activity that allows for meaningful engagement with Gaelic language will be developed during the transition phase at Darroch, coordinated by the Iomairtean officer and pupil voice groups and drawing on support from parents, families and the wider Gaelic community. With all GME learning taking place at Darroch, staff based there full-time and pupils and community members engaging in a range of activities through Gaelic, Darroch will develop as a GME hub where pupils and staff can build and strengthen an ethos and identity as a Gaelic learning community to carry through to the new setting.

Supporting Transition to New School

- 3.27 Initial plans for transition to the Edinburgh Gaelic School follow the Glasgow model with S1 and S2 pupils being the first to move into the new school. The consultation process has highlighted concerns around there only being two year-groups in the school for the first year. Issues were raised around building an identity as a GME community with these small numbers and the lack of access to older peers. This has led to discussion around bringing P7 pupils into the new setting in 2025 alongside the first and second years. This would need to be carefully planned, managed and supported, building on enhanced transition activity at Darroch during the pupils' P6 year. The new proposal for expanding primary across the city will mean that Darroch would not be required immediately for primary classes in 2025 and this will aid the flexibility around transition so that staff can ensure a positive transition experience for pupils. The pathways table in Appendix 1 highlights the year groups who will benefit from enhanced transition activity.

Working groups have begun to map out ways to increase cultural and educational activity in the new school which would make it a more vibrant GME environment, bringing a greater number of pupils and adults into the school, increasing contact between year groups and creating additional breathing spaces for the language.

These activities include:

- Buddying/mentor system between younger and older pupils which would begin during the move to Darroch. Pupils would form communities around a range of activities, from language support, to help with homework, to hobbies and sports, combining in-person and digital communication.
- S5-S6 pupils receiving Gaelic teaching input at the new school – senior pupils enjoyed moving between two sites during previous transition. This would enable greater links between younger and older pupils in a buddying/mentor system and decrease pressure on staff moving between sites.
- Extra-curricular clubs and activities based at the new school.
- Cultural events such as concerts and performances involving a range of ages, rehearsed for and held in the new school.
- Mixed year-group trips and excursions.
- Visits from speakers, authors, etc. hosted at new school
- The Edinburgh Gaelic Learning Strategy sees the new school as a future hub for Gaelic activity. We will be able to build on the hub activity developed at Darroch. Use of the campus by community groups would be part of creating a vibrant GME environment and would increase the number of Gaelic speakers on campus. Gaelic Learners classes, Òganán and Croileagan are obvious examples of groups that could benefit from the new facility. Transition and partnership engagement activities would be planned to start well in advance of moving to the new school. Where construction schedules allow, we will plan to hold some transition activities for pupils, families, staff and Gaelic groups within the new campus prior to full transition.

3.28 These examples can be seen as a starting point to be built upon as part of the Learner-led consultation process.

Supporting Immersion, Ethos and Identity

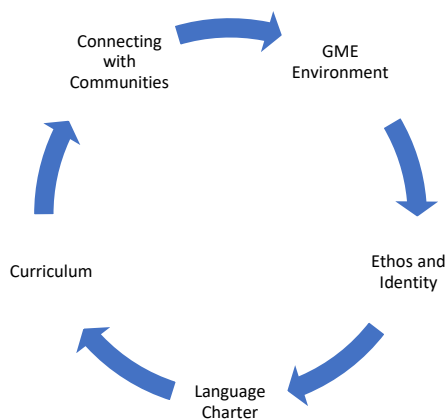
3.29 In supporting immersion for pupils in GME, we take as our guide the Principles of Immersion as outlined in the key Scottish Government document, “Advice on Gaelic Education”, 2015. <https://education.gov.scot/media/kfvfcd1/gael3-advice-on-gaelic-education-eng-nov-19.pdf>

3.30 For secondary education, the key messages within these principles are:

- The rationale for the curriculum needs to be based on a shared understanding of Gaelic Medium Education and bilingualism.
- Staff, young people, parents and partners need to be clear on the purpose and value of Gaelic Medium Education.
- The Gaelic Medium curriculum from S1 to S3 and into the senior phase remains one based on the principles of immersion.

- Young people need to experience a continuum of learning in the broad general education and the senior phase with opportunities to develop their fluency across all four contexts of the curriculum.
- To allow progression in immersion, schools need to aim to deliver a sufficient proportion of the curriculum through the medium of Gaelic.
- Gaelic Medium Education needs to be a compulsory part of the Broad General Education up to the end of S3, after which learners move on into the senior phase from S4-S6.
- The “1+2 Approach to Language Learning in Scotland” should be used in schools with Gaelic Medium provision to enable all young people in English medium education to learn Gaelic as an additional language.

3.31 Questions arising from the informal consultation process asked how, in the new setting, we would protect Gaelic as the main language of communication in teaching and social contexts and minimise dilution of immersion. It is recognised that an insistence on exclusive use of Gaelic by the school community would be unrealistic. Preferable is an approach that strives wherever possible to create stimulating situations where learners are encouraged to engage in challenging, relevant and meaningful use of the language. The key elements which will influence our success in maximising the meaningful use of Gaelic needed to develop fluency, can be grouped into the themes of: creating a GME environment; ethos and identity; establishing a shared Language Charter; curriculum content and delivery that support fluency; creating and using connections with Gaelic speaking partners. These elements are interconnected and feed into each other.



GME Environment

3.32 A GME environment needs to reflect the importance of Gaelic language and culture in the way it looks, feels and sounds. In terms of the physical environment, this means dedicated spaces for learning and community activity – e.g. entrance/reception, classrooms, sports facilities, communal spaces – with Gaelic signage and display and designed to support immersive teaching and learning. Through learner-led consultation, we will seek the views of GME pupils, families, staff and Gaelic community members as to how and where they learn best, ensuring active involvement in campus design from the outset.

- 3.33 Learners need to hear Gaelic all around them as much as possible. This means we will plan for the incremental increase in school staff able to use Gaelic in all aspects of school life, through providing professional learning to increase fluency and confidence in the language and through recruitment of fluent Gaelic speakers where possible. We will continue to develop and strengthen partnership with groups in the wider Gaelic community, so the school becomes a vibrant hub of Gaelic cultural activity, creating space for meaningful use of Gaelic language and encouraging involvement in Gaelic culture. This work will be supported by our Iomairtean Officer and our Corporate Gaelic Development Officer.

Ethos and Identity

- 3.34 Our new Gaelic school will establish its own identity as a standalone school, with dedicated senior leaders, teaching team and support staff. Fostering a strong identity as a GME learning community and a strong commitment to learning and using Gaelic language is key to supporting pupils to achieve fluency and is linked to the creation of an immersive environment as above. GME staff across primary and secondary teams have established a programme of professional learning focussed on fostering a sense of pride as Gaelic speakers and as a bilingual community with our pupils. This work is on-going and will be further developed through engagement activity with pupils, families, staff and Gaelic community members within our Learner-led Consultation.

Language Charter

- 3.35 As in other successful GME settings in Scotland, our GME settings in Edinburgh currently have Gaelic policies which support primacy of Gaelic as the language of the school. The development of this new setting is an opportunity to revisit and refine our approach in order to arrive at an agreed, shared Language Charter. This will be based on the views and experiences of pupils, families, staff and community members and will draw on experiences of Scottish GME and other bilingual learning communities.

Curriculum

- 3.36 Curriculum delivery in Gaelic within the Broad General Education will grow incrementally over time as we expand and in step with the needs, interests and ambitions of our learners. Further detail on curriculum delivery and expansion is given in the sections below. Learning activities need to maximise use of Gaelic language and present opportunities to increase fluency and confidence. Learners need opportunities to learn through Gaelic in a broad range of contexts which change regularly, to allow for active, meaningful and relevant engagement with language for different purposes. Providing Gaelic medium teaching through subjects and learning activities that lend themselves to the kind of rich and diverse use of language that supports fluency will be prioritised in the Broad General Education. Examples of these are Social Subjects, Physical Education, Key Adult Time and Expressive Arts. Learning other languages through the Scottish Government 1+2 Approach to Language Learning
<https://www.gov.scot/binaries/content/documents/govscot/publications/corporate->

[report/2012/05/language-learning-scotland-12-approach/documents/00393435-pdf/00393435-pdf/govscot%3Adocument/00393435.pdf](https://www.gov.scot/Resource/00393435.pdf) will also be encouraged to allow pupils to recognise, celebrate and benefit more fully from their skills as bilingual learners. The curriculum will develop over time across the Broad General Education and into the Senior Phase, to reflect the GME learning community.

Connecting with Communities

- 3.37 How Good is Our School 4 describes strong, effective partnerships as “the key to future improvement in Scottish education.” (How Good is Our School Fourth Edition, Education Scotland, 2015, p7.) Partnerships support immersion in GME by bringing users of the language and pupils together in a variety of learning contexts, that allow for purposeful, challenging and enjoyable engagement with Gaelic language. This collaborative activity allows those involved to reinforce their shared identity and skills as Gaelic speakers and shows our pupils the wide range of possibilities open to them through Gaelic. Our GME schools already enjoy strong, productive partnerships with a wide range of groups and organisations in Edinburgh, around Scotland and further afield and we will continue to strengthen and develop these links to enrich GME experiences for our young people. Parents are key to the success of GME and have a vital role to play in supporting progress in Gaelic language for our pupils. We will work with parents to improve the support we can provide with Gaelic language skills to enable active participation in pupils’ activities. Through our Learner-led consultation we will be able better to understand how to support parents and pupils to work together to use and learn Gaelic language. Iomairtean and Gaelic Development Officers will support this work.

Building the GME Team

- 3.38 Our current GME team at JGHS offers a broad and varied curriculum through Gaelic medium. The team will grow incrementally, in-step with rising pupil numbers and as we expand our curriculum. Teaching and learning in the new GME secondary setting will be led by a dedicated senior leadership team, which will be developed through the phases of transition from JGHS into Darroch from 2022 and on to the new Gaelic Secondary School in 2025. Provision will be made for Additional Support for Learning and a team of support staff. An example staffing projection, as we build towards a new secondary setting, is shown in Appendix 3.
- 3.39 Challenges associated with recruitment of GME staff exist across Scotland and the need for Edinburgh to campaign actively to attract and retain teachers is recognised. Accordingly, we will continue to work with colleagues in Human Resources and partners such as Scottish Government and other national organisations, to ensure posts are advertised through broad networks, including social media. We will seek to strengthen our input into Initial Teacher Training programmes at Edinburgh University, supporting student teachers into career pathways in our schools. Recruitment strategy will blend our “Grow Your Own” approach with drives to attract candidates from beyond Edinburgh. Staff from existing English Medium teams keen to up-skill and transfer to teaching within GME, will be given support and guidance throughout the process. Through the Deputy First Minister’s Faster Rate of Progress national network, CEC officers are

collaborating with the General Teaching Council Scotland (GTCS) on their “So You Want to Teach in Gaelic?” recruitment drive.

[http://gtcsnew.gtcs.org.uk/web/FILES/initial-teacher-education/GTCS Teaching Gaelic ENG low-res.pdf](http://gtcsnew.gtcs.org.uk/web/FILES/initial-teacher-education/GTCS_Teaching_Gaelic_ENG_low-res.pdf)

- 3.40 Officers are working with colleagues in other local authorities to plan engagement events which highlight pathways into GME for existing or aspiring teachers. To support sustainable growth for leadership in GME, existing staff with an interest in leadership will continue to be encouraged and supported in pursuing relevant professional development opportunities, both internally and externally.
- 3.41 We will draw on our close partnership with Initial Teacher Education institutions and wider partners to raise awareness of opportunities in Edinburgh for new and existing GME teachers. All staff will continue to be supported in developing professional skills through our own programmes of Career-Long Professional Learning (CLPL) and through supported access to external opportunities. This professional development will include immersive pedagogy and Gaelic language competence. Support for professional development will continue to be career-long and we will develop and enhance existing models of support and mentoring for newly qualified staff and those in the early years of the profession. In-house provision for CLPL aligns with Edinburgh Learns for Life and GTCS Standards and is designed in collaboration with cross-sector staff working groups. This ensures opportunities are linked closely to current needs and can evolve and adapt in step with changes in context and staff profile. The comprehensive model of support available to Edinburgh teachers makes the city an attractive place to work and we will continue to work with school staff and partners to make GME in Edinburgh an attractive option.

Curriculum Choice

- 3.42 We are committed to ensuring that the breadth of the curriculum offer for GME pupils continues to grow at each stage of transition, at the new school and for those senior pupils remaining at JGHS to complete chosen courses. This will be achieved through a blend of GME and EME teaching, using local teachers, some working between two sites. Maximum use will be made of the new facility, with careful use of timetabling to minimise the need for staff to move between sites and to enable access to the GME environment for senior pupils completing courses at JGHS in the early years of opening.
- 3.43 Curriculum breadth will be supported as appropriate by digital delivery, using, for example, our partnership with Esgoil. <http://www.e-sgoil.com/>
- 3.44 The Scottish Government commends recent support to schools offered by Esgoil as follows:
- 3.45 E-Sgoil, originally created to offer greater learning opportunities for pupils in the Western Isles, provides online learning resources and live learning and teaching across primary and secondary levels. Since September 2020, E-Sgoil has had in place programmes across BGE and senior phase to support schools’ contingency plans, and e-Sgoil has responded to all requests made by schools to support young

people learning at home whilst self-isolating. Almost 3000 young people from 273 secondary schools across all local authorities have made over 7000 registrations to access senior phase study support webinars. E-Sgoil will continue to develop its offer during 2021, and will continue as a key aspect within the national offer. (“Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan” Scottish Government, February 2021, p14)

- 3.46 Initial focus will be on ensuring curriculum breadth and maximising teaching through Gaelic for pupils in the Broad General Education. It will be important to maintain curriculum stability within the BGE in order to support continuity and progression of language fluency and subject knowledge and skills. Within the incremental growth of subjects and learning experiences on offer, priority will be given to increasing provision for those subjects and activities that support increased fluency, such as social subjects and Health and Well-Being. We recognise that pupils transitioning from primary will need to have achieved sufficient fluency in Gaelic language to be able to engage with more learning through Gaelic. A programme of enhanced support for language progression will be put in place for pupils between P6 and S2. This will be supported in part by enrichment activities led by our Iomairtean Officer. The senior phase curriculum offered within the new school will be developed incrementally over time and supported by consortia arrangements and digital access, in line with all Edinburgh secondary schools.
- 3.47 SQA level exams offered in Gaelic are currently limited in number. We will continue to work with SQA and Scottish Government to influence the expansion of this offer and to improve the format of GME exams in line with the needs and ambitions of our pupils. Curricular areas and course levels delivered through GME will be increased as we are able to upskill existing staff to expand their repertoires and recruit additional staff. We will aim to ensure pupils have access to a growing selection of subjects and courses delivered locally through Gaelic at SQA levels.
- 3.48 Our GME curriculum needs to be contextualised so it reflects the needs and interests of our pupils and their plans and ambitions for the future, while promoting skill, fluency and confidence in the use of Gaelic language for learning, life and work. The Edinburgh Gaelic Learning Strategy steering group will support work on curriculum development for GME in consultation with stakeholder groups. Work is currently underway to create a map of stakeholders to engage with learner-led consultation, starting with schools, pupils and families and reaching out to Gaelic communities and organisations in and beyond Edinburgh.

4. Next Steps

- 4.1 It is recommended that the strategic plan outlined in this report is developed further and presented in a detailed draft statutory consultation paper to the Education, Children and Families Committee on 23 April 2021.

5. Financial impact

- 5.1 The financial implications of this strategic plan will be fully outlined in the draft statutory consultation paper. Detailed work will be progressed with the Scottish Government who provide significant revenue and capital funding for GME on an annual basis.

6. Stakeholder/Community Impact

- 6.1 Any approved statutory consultations will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

7. Appendices

Appendix 1 – Estimated school roll projections and year group pathways

Appendix 2 – GME Subject Offer and Projections up to 2025

Appendix 3 – Sample Staff Projections for GME Secondary

Appendix 1 - Estimated school roll projections and year group pathways

School	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039
New South East GME Primary School	15	40	75	120	175	235	295	340	375	400	415	420	420	420	420	420	420	420
New West GME Primary School	15	40	75	120	175	235	295	340	375	400	415	420	420	420	420	420	420	420
GME Secondary School Roll				129	207	267	327	387	376	378	390	440	510	600	710	830	920	990
Projected JGHS roll	1648	1706	1831	1784	1774	1722	1662	1611	1542	1408	1347	1315						

These projections assume steady growth in the numbers attending primary school across the city so that by 2033 there would be 3 GME primary schools each feeding 120 pupils every year into the secondary school.

Pathways for Year Groups

Current Year	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30
ante pre school	pre school	p1	p2	p3	p4	p5	p6	p7	s1
pre school	p1	p2	p3	p4	p5	p6	p7	s1	s2
p1	p2	p3	p4	p5	p6	p7	s1	s2	s3
p2	p3	p4	p5	p6	p7	s1	s2	s3	s4
p3	p4	p5	p6	p7	s1	s2	s3	s4	s5
p4	p5	p6	p7	s1	s2	s3	s4	s5	s6
p5	p6	p7	s1	s2	s3	s4	s5	s6	
p6	p7	s1	s2	s3	s4	s5	s6		
p7	s1	s2	s3	s4	s5	s6			
s1	s2	s3	s4	s5	s6				
s2	s3	s4	s5	s6					
s3	s4	s5	s6						



enhanced transition before new school completed



enhanced transition when new school open



full attendance at new GME secondary school



full attendance at James Gillespie's High School

Appendix 2 - GME Subject Offer and Projections up to 2025

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Gàidhlig	S1, S2, N5, H, AH	S1, S2, N5, H, AH	S1, S2 N5, H, AH	S1, S2 N5, H, AH	S1, S2 N5, H, AH
RME	S1,S2	S1, S2	S1, S2	S1, S2	S1, S2
PE		S1, S2	S1,S2	S1, S2	S1, S2
Art	S1,S2	S1, S2	S1, S2	S1, S2	S1, S2
History	S1,S2,N5	S1, S2,N5	S1, S2, N5	S1, S2, N5,H	S1, S2, N5,H
Sciences	S1,S2	S1, S2	S1, S2	S1, S2	S1, S2
Modern Studies	S1,S2	S1, S2,N5	S1, S2,N5	S1, S2,N5	S1, S2,N5
Drama	S1,S2	S1, S2	S1, S2	S1, S2	S1, S2
Media	S1,S2	S1, S2	S1, S2	S1, S2	S1, S2
Maths		S1	S1, S2	S1, S2, N5	S1, S2, N5
Geography	?	?	?	?	?

Notes:

N5 – SQA National Five Level

H – SQA Higher Level

AH – SQA Advanced Higher Level

Gaelic medium qualifications National 3, 4 and 5, Higher, and Advanced Higher courses are available through the medium of Gaelic in the following subjects:

Geography

History

Applications of Mathematics (available at levels 3,4 and 5)

Mathematics

Modern Studies

Appendix 3

Sample Staff Projections for GME Secondary

Post	Aug 2019	Aug 2020	Aug 2021	Aug 2022	Aug 2023	Aug 2024	Aug 2025
Roll	135	158	202	226	226	245	299
Teaching Staff							
Head Teacher							1
Depute Head Teacher				1	1	1	2
Curriculum Leader	1	1	1	2	3	4	6
Support for Pupils Leader			1	1	1	2	3
Support for Learning Leader				1	1	1	1
Teacher	5	7	8	8	8	10	11
Non-Teaching Staff							
Business Manager							1
Administrative Officer				1	1	1	1
Clerical Assistant				1	1	1	3

Note:

Head Teacher & Business Manager in place ahead of session start 2025.

CL 2022 to develop Science and technologies.

Support staff, such as technicians, school support assistants, etc. will be allocated incrementally.