

PROPOSALS FOR GAELIC SECONDARY EDUCATION IN EDINBURGH

November 2020

**Pre-consultation information on the
proposals for future Gaelic secondary
provision in Edinburgh**

Foreward

The City of Edinburgh Council is committed to the expansion of high-quality Secondary Gaelic Medium Education (GME) in an immersive environment.

As Scotland's capital city, Edinburgh has a special responsibility to nurture and help cultivate the Gaelic language as an integral part of our shared heritage and national identity.

In order to embed a sustainable future for Gaelic, we will continue to deliver and expand on our fundamental principles of high-quality teaching and commitment to immersive education, regardless of setting. Education lies at the heart of the regeneration of Gaelic language and culture in Edinburgh. In any scenario, we will look to provide a place for both the school and community to thrive, securing the future of the language as vibrant and visible.

The City of Edinburgh Council has engaged with the GME school communities in Edinburgh for a considerable period in relation to the options for enhancing GME secondary provision in the city.

In order to put forward a credible case to the Scottish Government for funding, it is necessary to identify a preferred option for the future of secondary GME that has the support of Edinburgh's GME community.

We have considered four options for a new secondary GME setting, the benefits and challenges of each will be explored further in this document, as well as the process we will follow to consult with you, and next steps

**Councillor Ian Perry, Convener of the
Education, Children and Families
Committee**

**Councillor Alison Dickie, Vice-
Convener of the Education,
Children and Families Committee**

The City of Edinburgh Council

Context

GME in Edinburgh – the story so far

The increasing demand for GME and GLE across the city will continue to be one of the most important issues for our Gaelic communities. Pupils have a right to demand the same highest possible quality learning experience that any of their English language counterparts might receive in Edinburgh's schools. We want to ensure that Gaelic speaking students leave their time in school with a sense of achievement and attainment, with confidence and fluency in the Gaelic language. The benefits of bilingualism have been well documented in recent years and the acquisition and use of Gaelic language skills can be beneficial to both individuals, communities and organisations. The Council faces both social and financial challenges as we determine how best to deliver on our broad ambitions for GME and GLE.

Our Gaelic school rolls are set to grow substantially over the long term. This growth has been visible across all age groups.

Growth at Gaelic at Early Years

Cròileagan is a Gaelic medium playgroup for children aged 0-5 years providing six play sessions per week. The aim is to nurture Gaelic language for families with pre-school aged children who plan to engage with GME. Croileagan numbers had increased to approximately 150 pre-COVID and we will look at additional staff capacity when face-to-face provision can resume. Groups are currently running digitally, and we are working with partners to expand resources available to families.

Growth of Gaelic at Nursery

The nursery is registered for 40 children and due to COVID guidance is providing places for 33 children on a Monday and Tuesday and 33 children on a Wednesday and Thursday. 50 children are currently registered. Òganan is providing a funded place for 9 children.

The nursery has grown substantially since opening, we have been exploring the inclusion of a nursery class at Bun-sgoil Taobh na Pàirce in the August 2020 plan, the aim being to increase provision to 1140 hours, using a term-time model. This has been put on hold because of the pandemic but will be re-examined as soon as practicable when the infection is under control.

Growth of Gaelic at Primary

Opening in 2013, Taobh na Pàirce has proven to be popular with the school roll growing each year from 287 pupils in 15/16 to 349 in 17/18 and 424 in 19/20. If the present rate of growth continues then a second Gaelic primary school will be required. There is ongoing discussion with representatives of the Taobh na Pàirce parent's council about the long-term opportunities for growth.

Situation at James Gillespie's High School

Secondary GME pupils are currently based in a unit, hosted within James Gillespie's High School (JGHS). Both the Gaelic and English Medium sections of the school are currently over-subscribed, putting pressure on resources, facilities and accommodation.

The number of pupils in Gaelic Medium Education attending JGHS is presently 149, this number is predicted to rise. This represents a substantial increase from the 88 students that attended in 2016/17, and it is expected that this number will continue to grow.

As well as the growth in Gaelic pupils there has also been a growth in the JGHS catchment pupils which has grown by 17% over the past ten years.

Below is the predicted school roll for JGHS until 2029

School Capacity	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
1,300	1327	1431	1544	1630	1678	1803	1884	1945	1946	1927	1910

As detailed above, the current school roll stands at just over 1300 pupils and is predicted to grow to over 1900 by 2029. The present school building has an agreed capacity of 1300 and additional temporary accommodation has been provided to deal with the immediate rising roll. This will not accommodate all the expected growth in pupils in the longer term and the Darroch project is therefore being progressed to become a medium-term accommodation solution for JGHS.

Within this context, the ambition to create dedicated secondary GME provision in the city based somewhere other than JGHS, would mean that the overall roll of JGHS would decrease and the Darroch building could be used as a second GME primary school in the longer term.

These statistics demonstrate the real and predicted increase in demand for Gaelic education services within the city. The successful growth of Gaelic creates the need for expansion. GME pupils would thrive more readily, in terms of fluency in Gaelic language and as confident members of a strong Gaelic-speaking community, in a dedicated setting, better able to support the immersive approach adopted in GME settings in Scotland. Our vision is for the creation of a GME Secondary School led by a dedicated Senior Leadership Team, which can provide high quality teaching and learning in an immersive environment.

Councils' Commitment to the Expansion Gaelic Education

As Scotland's capital city, Edinburgh has a special responsibility to nurture and help cultivate the Gaelic language as an integral part of our shared heritage and national identity.

The council are committed to the expansion of Secondary GME, ensuring that the Gaelic language is delivered to an equal standard to that of English. As outlined in the [Gaelic Language Plan 2018 – 2022](#), Edinburgh has made significant steps forward and now seeks to build on these achievements and address the challenges of increasing demand for GME.

In order to ensure a sustainable future for Gaelic, we will continue to deliver and expand on our fundamental principles of high-quality teaching and commitment to immersive education. Education lies at the heart of the regeneration of Gaelic language and culture in Edinburgh. The Council is committed to providing a place for both the school and community to thrive, securing the future of the language as vibrant and visible.

The City of Edinburgh Council has engaged with the GME school communities in Edinburgh for a considerable period in relation to the options for enhancing GME secondary provision in the city.

In order to put forward a credible case for Scottish Government funding it is necessary to identify a preferred option for the future of secondary GME that has the support of Edinburgh's GME community. Four options for a new secondary GME were identified and explored as part of the consultation process.

Exploring the options

Four options have been previously considered for the location of dedicated GME secondary provision.

- Castlebrae High School – standalone site - a school building set within its own campus.
- Granton Waterfront – standalone site - a school building set within its own campus.
- Liberton High School – a separate building on the same campus as an English Medium High School
- Wester Hailes Education Centre – a separate building on the same campus as an English Medium High School

The following appraisal of these sites was presented to the parents of Bun-sgoil Taobh na Pàirce on 22 January 2020;

Option Appraisal

	Liberton	WHEC	Granton	Castlebrae
Supports Educational Aims	Achievable at all locations			
Suitability for City Wide Catchment	Central location Good Public transport Links	Peripheral Location Good Public Transport Links	Peripheral Location Public transport links limited	Peripheral Location Public transport links limited
Design and Environment	Achievable at all locations			
Deliverability	Potential Funding options	Funding options limited Site limitations	Funding options limited Site tbc Land Costs ++	Funding options limited Land Costs ++

Delivery of a dedicated GME secondary facility will require a funding package which involves Council capital and revenue funding, Scottish Government GME capital and revenue funding, and future revenue contributions from the Scottish Government Learning Estate Investment Programme. The Scottish Government are likely to fund projects through phase 2 of their Learning Estate Investment Programme only when

local authorities can demonstrate they are deliverable, ideally by 2025. The options were all examined against 4 indicators, further detail on each is below;

Supports Educational Aims

The same quality of learning and immersion can be delivered in a school in either a stand-alone or campus model.

Suitability for a City-Wide Catchment

Any of the sites are workable from a geographic and travel point of view given the requirement is for a city-wide catchment. There are definite advantages for the school site to be situated beside a significant bus or rail public transport route. However, the same travel support will be available to pupils who live more than three miles from the new school wherever the new school is sited.

Design and Environment

The Council is focusing on Passivhaus standards for future building investment. Quality design and standards such as good acoustics, visibility and comfortable learning environments are all a priority.

Investment promotes healthy learning - any GME secondary facility will have more availability of outdoor space and better sporting facilities than what is currently available at JGHS. This would be maximised in a learning and community campus model due to economies of scale. A well-being hub, outdoor learning teaching spaces to be used for timetabled activity, nurture zones, faculty learning plazas, debating chambers, skills and creative learning spaces will all be features of any future investment projects.

Any new facility would be able to host Gaelic cultural and sporting events with the opportunity for larger events in a larger campus and it would be possible to explore options to accommodate Croileagan 0-3 playgroups within the new setting including access to appropriate outdoor learning areas.

The new facility would be an integrated part of the Edinburgh learning estate. The Scottish Government guiding principle related to this expects integration to go beyond the Council to involve links with further and higher education institutions and other public sector organisations such as the Police and the NHS.

Deliverability

Various aspects were considered within the options appraisal, but the most important criteria relate to deliverability. The deliverability and estimated cost of each option is expanded below. The costs are very high-level estimates based on a base assumption of £40m for an 800-capacity stand-alone secondary school which is reduced to £30m should this be part of a co-located campus. Significant further work on design and cost requires to be progressed for the option which is ultimately taken forward. However, these initial estimates are based on the cost of recent secondary school projects and provide an indication of the difference between different options.

Granton Waterfront

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. If the cost of the land acquisition were to be estimated at £10m then the total estimated cost for delivery of this option would be £50m.

Castlebrae High School Site

For the Castlebrae option, the receipt for the existing site has been estimated at £5m and this forms part of the funding package for the replacement Castlebrae High School currently being constructed. This would add £5m on to the cost of delivering a new GME facility at this location and the estimated cost for delivery of this option would be £45m.

Wester Hailes Education Centre

At WHEC, following almost 2 years of detailed engagement with the school community, the Education Working Group is supportive of the Masterplan developed and Phase 1 proposals to refurbish the Sports and Community facilities is being progressed. Location of Phase 2 is still to be decided based on place initiative, City Plan 2030 and further engagement with the school community and therefore it would be a significant delay to any joint campus arrangement at this location. Until the location for Phase 2 is confirmed it would not be possible to proceed with a statutory consultation and the deliverability of a GME facility at this site would therefore take longer than at the other shared campus option. The estimated cost of this option is the base estimate of £30m for a co-located campus option although the longer the project is delayed this is likely to increase due to inflation.

Liberton High School

The Liberton High School site is a large site already owned by the Council and within the Communities and Families property portfolio. There is enough room on this site for two schools and all the associated infrastructure, for the facilities to be designed to align to the Scottish Government's requirements for community access and to allow for growth in the future including the potential for an all-through GME provision. The estimated cost of this option is the base estimate of £30m for a co-located campus option

Funding

The Scottish Government does not have a general fund to build new schools, councils are expected ensure they have enough schools to meet their educational needs.

The Scottish Government does provide support to help council's replace old schools which are in a poor condition. The Liberton co-located campus model is eligible to apply for this funding support on the basis that it is proposing to replace a school within a community campus model. This co-located option would greatly reduce the cost of providing a Gaelic Secondary school. This option has been submitted to the Scottish Government for funding consideration in Phase 2 of the Learning Estate Investment Programme.

Standalone School or Co-located Campus - the research

Research commissioned by Comann nam Pàrant (Dun Èideann) and supported by funding from Bòrd na Gàidhlig is attached at appendix 1. It aimed to look at best practice in education in minority language settings internationally and in Scotland.

The research has been undertaken by Professor Bernadette O'Rourke (Glasgow University), Professor Wilson McLeod (University of Edinburgh) and Joe Simpson (University of Edinburgh). The conclusion is pasted below;

Though not definitive, evidence suggests that the ideal model for an immersion school would be a stand-alone institution so as to maximise the immersion experience and to ensure maximum levels of exposure to the language. The Irish organisation emphasises the need to preserve the immersion environment as a 'language sanctuary'. More generally, the international literature on language revitalisation highlights the importance of creating 'breathing spaces' (Fishman 1991) for the minority language – spaces in which there is less pressure for speakers (who are also speakers of the dominant language) to switch languages (see Cenoz and Gorter 2017 for Basque; O'Rourke 2019 for Galician). As such, while this need not imply that a hypothetical co-location model would not be successful, careful planning would be required to ensure that the school remained a 'breathing space' for the immersion language.

No two sets of co-located schools are the same. The extent to which facilities and spaces are shared varies from site to site. This will be an important variable in considering the potential impact of co-location for the Edinburgh GME high school. As Doell observed, 'the recipe for successful implementation includes not only actively encouraging the use of [immersion language] outside of the classroom but also, within the school "so that the language is perceived as an authentic means of communication for a social purpose that goes beyond academic learning and pervades the life of the school"' (Doell 2011, quoting Lapkin (1991: 2)).

Given the above, if a co-location option is chosen, we can conclude that a model closer to that of Gwent Is Coed might be more appropriate than that of Gleann Dail.

Ultimately the impact will depend on the nature of the space and interaction between the co-located schools. Research literature suggests that separation of the pupil groups is beneficial to the linguistic development of immersion pupils.

The Director of Education at Bòrd na Gàidhlig, Jim Whannel, provided a discussion paper which examined the quality of education and language immersion in standalone and co-located settings. Below is a summary of the paper which is attached in its entirety at appendix 2;

Within the options discussed, Liberton and WHEC would offer colocation with an English Medium school, and Granton or Castlebrae would allow for a standalone GME school. Each option was examined based on what could be achieved in terms of staffing, curriculum and design to ensure that any new school worked for the pupils and community it served.

Standalone:

- 1) Curriculum delivery: the delivery of the curriculum is more difficult – it is unrealistic to expect that you can provide, in the short to medium-term at least the curriculum range on offer in an English-medium school.
- 2) Contractual issues: The standalone school provides contracts for teachers and support staff. They will not all be Gaelic-speaking initially and may commit to learning but not do so. Difficulty in providing part-time contracts for smaller school rolls where only 0.2 or 0.4 FTE for 6 periods of a subject.
- 3) Facilities; ensuring the smaller standalone had the same range of facilities and services such as the School Library and a Librarian, Science facilities etc.
- 4) Provides potential for strong Gaelic ethos – this must be based on immersion principles and continuous promotion of the Gaelic language across all experiences. Standalone however does not mean all Gaelic – unfortunately full Gaelic is not currently possible as secondary provision will have some English (key is understanding that English delivery is a temporary feature whilst we progressively work towards full Gaelic delivery).

Co-location;

- 1) Enables gradual transformation from English to Gaelic-medium based. This allows a strategy to be developed for delivery in Gaelic with everything else temporarily in English then progressively phased out.
- 2) Provides the option to solve some contractual issues i.e. only offering contracts to Gaelic-speaking staff and using a collocated English-medium team to temporarily provide curriculum range as English-medium is phased out.
- 3) Enables a wider curriculum provision through English-speaking teachers from the team in the collocated secondary (as an interim solution).
- 4) Challenge around Gaelic ethos, staff and pupils must buy in to the core principle of delivery of all experiences through Gaelic to provide continuous immersion. Issues in colocation can be managed to provide the most immersion possible e.g. careful timetabling to stagger break times so as not revert to English outside the classroom, ensuring offices, staffrooms are Gaelic environments, tannoy systems are Gaelic environments,

entry/exit/common areas are fully Gaelic and where shared facilities e.g. dining hall or gym perhaps, are timetabled efficiently and bilingual signage provided in all shared facilities.

- 5) A continuous focus on strengthening Gaelic as living, breathing, and fundamental aspect of a young person's daily experience— both standalone and colocated need planning, leadership and systematic adherence to promoting Gaelic.
- 6) Collocated surmounts some issues regarding facilities – sharing facilities can improve the range and quality and with careful planning ensures Gaelic immersion is delivered to the maximum.

Council's Preference

The education appraisal shows that the same quality of learning and immersion is possible in a school in either a stand-alone or campus model. The financial appraisal shows that the most cost-effective option is for the joint campus arrangement at Liberton and due to the availability of land and funding opportunities, it is also the most deliverable within a reasonable timescale.

When all these criteria are considered then the Liberton option emerges as the best opportunity. Therefore, the council's preference is for a separate building on the same campus as Liberton High School.

The Learning Environment

The physical design of our new setting will support the school community in creating a learning environment in keeping with an ethos that nurtures value and respect for Gaelic language among all members of the school and wider community. The built fabric of the building will provide dedicated space, timetabled if this is the best option, for learning and social activities so that pupils and staff are able to maximise meaningful use of Gaelic. This would include a dedicated entrance and reception area for the GME school, with environmental print, such as signage, noticeboards and display, in Gaelic.

Expanded curriculum – partnership with Liberton High School in a shared campus
Liberton is currently offering 39 course options at various SCQF levels. Co-location would allow access to the full suite of curriculum options, in terms of both subject choice and awards/pathways, from outset, within both the Broad General Education and the Senior Phase. Under this model, pupils' enjoyment of a rich range of learning experiences would continue uninterrupted, alongside the incremental growth of subjects offered through the medium of Gaelic. The ultimate aim would be to work towards a full curriculum being available through GME. The benefits of access to full supporting services such as Careers Advisors, active partnerships with FE/HE and third sector partners would be afforded to pupils within the co-located model from the outset. This would complement existing partnerships already enhancing learning within GME and be an interim step on the pathway towards cementing a full suite of direct partnerships tailored to the specific needs of GME school.

Develop the joint campus into Language Centre of Excellence

The creation of our GME secondary gives an invaluable opportunity to heighten the profile of Gaelic language and culture and raise awareness of the benefits of bilingualism. The already rich body of evidence which clearly signposts these benefits has been recently further strengthened by research carried out by Heriot Watt University and Bilingualism Matters with the Glasgow Gaelic School. * Cohorts at Liberton and at TnaP boast high numbers of families with languages other than English**. This is an opportunity to capitalise on the high presence of bilingual pupils

to develop the campus as a Centre for Excellence for Languages, and so allow bilingual pupils to thrive as skilled linguists.

*"Language and Cognition in Gaelic-English Young Adult Bilingual Speakers: A Positive Effect of School Immersion Program on Attentional and Grammatical Skills", Dr. Maria Garraffa, Dr. Mateo Obregon, Prof. Bernadette O'Rourke, Dr. Antonella Sorace

**Current data for linguistic diversity shows fifty-seven languages for Liberton catchment schools and eighteen for TnaP.

Introducing Gaelic into Liberton High School curriculum

We have an opportunity here for the Senior Leadership Teams of the two schools to work together to identify opportunities for aspects of Gaelic language and culture to enrich IDL projects within the BGE. In addition, the introduction of Gaelic Learners courses within the Modern Languages curriculum, following national developments, presents a further opportunity. The introduction of Gaelic across the campus at Glendale Primary School in Glasgow has meant that Gaelic is now considered a normal part of everyday life within both school communities. Broadening the reach of Gaelic language education creates additional breathing space for the language to be used in meaningful contexts. Exposure to language learning by its nature, extends into awareness and appreciation of Gaelic culture, art and music, creating opportunities for Gaelic to be promoted in a positive light.

Bigger Community Space

There is a wealth of Gaelic activity currently taking place across the city. However, it is fragmented and so remains largely invisible to wider communities. Community facilities proposed as part of the co-located campus provide an opportunity to create a Gaelic Cultural Hub within the community, so giving Gaelic Culture a home in the city. This would see the school at the heart of Gaelic Community and give space for meaningful engagement with language and opportunities to showcase, celebrate and share culture with a wider audience.

Curriculum and Teaching

This will be same on all site options. Schools in Edinburgh take as their guiding principle the aim to ensure that every learner experiences the best teaching and learning; this underpins our vision for future provision for GME in early years, primary and secondary settings. High quality teaching and strong commitment to providing a robust model of immersive education are, and will continue to be, key to the success of GME in Edinburgh, and so can be seen as dual pillars, supporting future development. These fundamental principles apply to all future GME provision, regardless of being in a shared campus or a standalone facility.

Gaelic Language and Shared Identity

Current GME settings in Edinburgh have in place dedicated policies to promote and maximise the use of Gaelic language in and out of the classroom and across the school community. The policy adopted at TnaP was developed by the school team in partnership with Education Scotland. Planning for a new GME school in Edinburgh

provides an opportunity to review and update Gaelic Language Policy, drawing on existing best practice and experience to date of our own and other GME school communities. Pupil input would be a crucial element of the development of this policy and we plan to establish a dedicated working group for this purpose.

A Gaelic Language Policy would, of course promote primacy of the language in all formal learning situations and as widely as possible throughout the school day. Experience both within Scotland and in other minority language contexts internationally, shows that careful planning will be required to encourage the use of Gaelic across the school day, both in formal and informal situations. Achieving maximum engagement with the language among learners calls for an approach that seeks at once to mitigate and minimise these difficulties and challenges and create spaces for Gaelic to be engaged with in a meaningful way - through for example, clubs, peer mentoring programmes or leisure activities – and to foster a strong sense of identity as a Gaelic-speaking community. Work is already underway to support pupils and staff to establish this strong sense of identity as a Gaelic-speaking community which values Gaelic language and culture and the ethos of immersive education. This is in part through an on-going collaborative project with Edinburgh University & Bilingualism Matters, focused on pupil voice and linguistic identity. Alongside this, staff are engaging with professional learning opportunities linked to building shared vision and identity and promoting use of Gaelic.

Interim Plan - Darroch

As indicated, James Gillespie's High School has long term rising rolls and associated accommodation pressures. Normally it will take four or five years to design and build a new secondary school. Although this may take longer depending on the effects on COVID-19 on council's capacity and the state of the building industry in the UK.

The Darroch annex has been identified as suitable to provide an interim solution. The council has agreed a £10 million budget to refurbish the building with £4m of this funding received from the Scottish Government. It was expected the building would be open for the August 2021 term, but this is delayed due to the implications of COVID-19. However, we are working with the school to make sure appropriate contingency arrangements are put in place.

Consequence of rejecting to co-located option

If the Council's preference is rejected, the main effect will be to temporarily halt the expansion of Gaelic education in Edinburgh.

Gaelic Secondary provision would remain in Darroch and therefore the building could not be used as a second GME primary.

The creation of a Gaelic cultural hub would also be delayed as Darroch does not have the space to develop the activity that would be possible at a purpose-built hub at Liberton.

In relation to procuring the funding to build a new stand-alone Gaelic school. Presently there is no Scottish Government funding available to build new secondary schools and adding another school to the council's school's renewal budget would be problematic.

As indicated in the table below, the council has a school building programme which will cost in excess of £500 million over a period of ten years. However, this will be reviewed in response to additional cost being incurred by the Council in dealing with the COVID-19 pandemic.

Programme	£m
Early Years 1140	24.6
Primary Schools (in construction)	38.3
Wave 3 school replacement	20.2
Wave 4 school replacement (Currie High School, Trinity Academy, WHEC, Liberton High School and Balerno High School)	285.7
Local Development Plan - Growth Infrastructure	165.6
Rising School Rolls	42.3
<i>Total</i>	576.7

Given the difficult financial position the council is facing and the already agreed ten-year school building plan, it could be some time before a date for a building a stand-alone Gaelic secondary could be established.

During the time it would take to find a site and allocate a budget, Darroch would be the Gaelic Secondary with curriculum support from the surrounding Secondary Schools.

Statutory Consultation

A statutory consultation which follows Scottish Government legislative requirements is required for certain changes made to education delivery and the learning estate.

One of the circumstances that requires a statutory consultation is when a stage of education (e.g. primary or secondary) moves to a new location.

The statutory consultation needs to propose the new location for the school, clarify any catchment changes that would take place and make proposals for how pupils will transfer between the existing provision and the new provision.

Because the current GME catchment area is the whole city everyone in the city would be eligible to be part of the statutory consultation.

A statutory consultation consists of:

- Publication of a statutory consultation paper outlining all the proposals which need to be considered.
- An official consultation period, covering 30 school days, where anyone can make an official submission to the consultation process.
- At least one public meeting during the official consultation period.
- An online survey for any stakeholder to make a submission to the consultation process.
- At the end of the official consultation period, all the details of the consultation, including a summary of the submissions received, are sent to Education Scotland who then send a report back to the local authority with their findings – e.g. whether they support the proposed changes or not.
- An Outcomes of the Consultation report is then submitted to the City of Edinburgh Council who decide whether the proposals should proceed.

Due to the complexity of most statutory consultations, the Council usually carries out informal consultation with the school communities who will be most affected by the proposed changes in advance of the statutory consultation proceeding. In this case, while the ambition for the growth of GME in Edinburgh is obvious, the changes that will be required to get there are complex and the informal consultation is therefore an opportunity for these to be discussed with relevant stakeholders so that there is an opportunity for them to influence the changes which are ultimately proposed in the statutory consultation.

List of meetings and consultation with Gaelic Community

An education working group has been established as sub-group of the Gaelic Implementation Group and has met regularly.

A public meeting was held on 22 January 2020 at Bun-sgoil Taobh na Pàirce (TnaP). The papers from this meeting are provided in appendix 3.

A video conference meeting which included input from Jim Whannel, Director of Education at Bord Na Gaidhlig was held on 5 May 2020.

A summary of the main points from all this information are:

- There has been real progress to expand the level of secondary GME provision in Edinburgh at JGHS and this will continue so that at an appropriate time these resources can transfer across to a new dedicated GME secondary provision.
- It is crucial that any new secondary GME provision is led by a dedicated Senior Management Team with access to all the necessary learning spaces to deliver a quality curriculum within an environment where the ethos of the school focuses on providing opportunities for Gaelic learning and cultural activity to be fully immersive at all times. This is achievable whether the new dedicated secondary provision is provided on a site all by itself or on a site shared with other school and community facilities.
- The best opportunity for the Council and its partners, including the Scottish Government, to provide the funding for and deliver a dedicated GME secondary provision in Edinburgh, based on the options appraisal which has been carried out is on the current Liberton High School site as part of a bigger project which also provides replacement accommodation for Liberton High School and any other facilities which may be required for the wider Community.
- The successful development of a GME Secondary School will attract considerable additional funding to Edinburgh, develops the infrastructure relating to Education in the Authority, increases the educational options for parents and carers and expands employment opportunities available in the City.

Appendices

Appendix 1 - *Best Practice in Language Immersion and the Issue of Co-Located Schools*. Report commissioned by Comann nam Pàrant (Dun Èideann) and supported by funding from Bòrd na Gàidhlig

Appendix 2 - *Discussion Note on GME Developments in Edinburgh* by the Director of Education at Bòrd na Gàidhlig, Jim Whannel. This paper examines the quality of education and language immersion in standalone and co-located settings.

Appendix 3 – Papers from the public meeting held on 22 January 2020 at Bun-sgoil Taobh na Pàirce (TnaP).

Best Practice in Language Immersion and the Issue of Co-located Schools

Final Report

Bernadette O'Rourke, Wilson McLeod and Joe Simpson

March 2020

Introduction

This report presents the findings of this research project concerning best practice in language immersion and the role that school structure may play within this. Particular attention is given to the possible implications of a co-location model for the siting of a school. The research, commissioned by Comann nam Pàrant (Dùn Èideann & Lodainn) with support from Bòrd na Gàidhlig, aims to inform parents in relation to decisions concerning the future development of secondary Gaelic-medium education (GME) in Edinburgh. It should also be relevant to decision-making concerning Gaelic provision in other areas.

Part 1 of this report addresses issues concerning language immersion in general, with particular attention to the different contexts for delivery. Part 2 focuses on the potential advantages and disadvantages of free-standing schools and a co-location model. Part 3 presents a case study of a Welsh-medium secondary school that shares a site with an English-medium school. Part 4 presents a case study of a Gaelic-medium primary school that shares a side with an English-medium school.

Part 1: Best practice in language immersion

Language teaching using the model of 'immersion' began in Canada in the 1960s and has since spread to many other countries. The general principle is that pupils will be immersed in a 'language bath' (Lambert and Tucker 1972: 225). Instead of simply receiving formal lessons in the language, children experience much wider exposure to the target language as it is used for teaching other subjects and for other kinds of activities and interactions at the school. Myriad studies have shown that language immersion yields significantly better outcomes in terms of language acquisition as compared to conventional teaching models (Baker and Wright 2017; Cummins 2009).

Immersion can be delivered in various different ways, however, and the total amount of exposure to the target language can vary considerably. A common typology is to distinguish between early and late immersion and between full and partial immersion. An early immersion programme might start at or near the beginning of primary education, while a late immersion programme would start at a later stage of

education (possibly as late as age 12). A full immersion programme uses the target language for (almost) all lessons and in (almost) all contexts, while a partial immersion programme also uses the children's first language (L1) for some proportion of the teaching time (often 50%) (Baker and Wright 2017). Research suggests that, broadly speaking, 'the more time spent learning through the [target] language, the higher the level of proficiency attained' (Fortune 2012: 10).

Primary GME in Scotland has developed as an early full immersion programme, with Gaelic used exclusively until the end of primary 3, at which point English is introduced. This approach is formally recommended in the statutory guidance on Gaelic education (Bòrd na Gàidhlig 2017: 24). This model is followed fairly consistently across Scotland, although there is then considerable variation in upper primary, with some schools moving towards a 50-50 model by P7 (O'Hanlon, Paterson and McLeod 2012).

The great majority of primary schools which offer GME (53 out of 59) do so using a unit model. In the unit model, one group of pupils in the school receives GME while another (typically the majority) learns through the medium of English (Bòrd na Gàidhlig 2019: 3, 13)¹. In contrast to Ireland and Wales, where pupils in English-medium education all study Irish or Welsh as a subject, English-medium pupils in schools with Gaelic units usually learn little or no Gaelic. Gaelic may thus not just be limited to the school environment, but confined to the Gaelic classroom.

Since the 1990s, parents in several different parts of Scotland have campaigned for free-standing Gaelic schools, generally on the grounds that they believed this structure would provide a more fully immersive environment than the unit model and would provide better outcomes in terms of language acquisition and pupil confidence. The first free-standing GM primary school was opened in Glasgow in 1999 and there are now six Gaelic primary schools in different parts of Scotland, including Edinburgh's Bun-sgoil Taobh na Pàirce, which opened in 2013.

The overall rationale for free-standing schools was explained by Canadian researcher Lesley Doell as follows:

The recipe for successful implementation includes not only actively encouraging the use of [the immersion language] outside of the classroom but also within the school 'so that the language is perceived as an authentic means of communication for a social purpose that goes beyond academic learning and pervades the life of the school' (Doell 2011, quoting Lapkin 1991: 2)).

¹ Some schools in which some of the pupils are taught through the medium of English are nevertheless designated as Gaelic schools. Such schools are probably best understood as following the unit model, although the overall school ethos may have a stronger Gaelic element than other schools with Gaelic units.

The unit model is relatively rare internationally. In Ireland and Wales, for example, immersion education is usually delivered via free-standing schools, both at primary and secondary level. In Ireland, there are a small number of secondary Irish-medium units, but Gaeloideachas, the lead organisation for the development of Irish-medium education, 'believes that a stand-alone Irish-medium school is preferable to an *aonad* [unit] to effectively implement the immersion education model'. Gaeloideachas also 'believes that every *aonad* patron should aim to develop the *aonad* to become a stand-alone school' (Gaeloideachas 2020: 2). The basis for these beliefs is not articulated in detail, however. In some cases, the level of Irish-medium teaching offered in secondary units has been perceived as inadequate, prompting public campaigns for a dedicated school (*Irish Times* 2019).

The unit system is not used in Wales, but there is considerable diversity in the structure of provision. In 2014-5, there were 23 Welsh-medium secondary schools, 27 bilingual schools, 9 English schools with significant use of Welsh, and 148 English-medium secondary schools. In the bilingual schools, all pupils are partly taught through the medium of Welsh, and the proportion of subjects taught through Welsh exceeds 80% in some cases (Jones 2016: 3). Because attainment in Welsh by English-medium pupils has been perceived as weak, the government is now proposing to abolish the distinction between the first-language and second-language Welsh curricula. This will mean embedding Welsh to a greater degree in all schools, including more bilingual teaching and a greater focus on understanding and using Welsh as a means of oral communication (Lovell 2019).

Although other countries such as Ireland, Wales and the Basque Country have long-established full immersion programmes at secondary level, secondary GME in Scotland is much less extensive than primary. There is currently only one GM secondary school (in Glasgow). In other secondary schools which offer GME (such as James Gillespie's High School in Edinburgh), only a certain proportion of subjects are delivered through the medium of Gaelic, and the proportion of GM teaching tends to drop off sharply in upper secondary. In 2018-19 there were 325 GM pupils in S1 in Scotland but only 112 in S6 (Bòrd na Gàidhlig 2019: 6).

The statutory guidance on Gaelic education is worded flexibly to account for different local contexts, stating that 'the GME curriculum from S1 to S3 and into the Senior Phase (S4-S6) remains one based on the principle of immersion in Gaelic' and that 'schools should aim to deliver a sufficient proportion of the secondary curriculum through the medium of Gaelic to enable young people to continue to develop their fluency in Gaelic' (Bòrd na Gàidhlig 2017: 25).

It might be assumed that the diminishing intensity of GME at secondary level has negative consequences for the development and consolidation of pupils' language

skills, but there is no research comparing the linguistic abilities of graduates of secondary GME according to varying levels of Gaelic input in secondary school.

While there is very extensive research on the outcomes of bilingual education (Baker and Wright 2017), this work focuses overwhelmingly on the evaluation of different kinds of teaching models (e.g. the duration of the immersion programme or the proportion of teaching delivered through the target language). For example, there have been many studies comparing the outcomes of early v. late immersion programmes in terms of pupils' language skills and confidence (beginning at age 5/6 or 11/12) (e.g. Ó Muircheartaigh and Hickey 2008).

In contrast, there is much less research comparing the outcomes from different kinds of school structures, e.g. comparing linguistic attainment from pupils in free-standing schools with those in units within majority-language schools. Examples include Doell's work from the Canadian context, which found that the transition from a unit to a school model 'had a profound impact on the culture of the school': 'rather than French being only a language of instruction, it is now brought alive outside of the four classroom walls' (Doell 2011).²

Gathercole and Thomas (2005) compared the linguistic accuracy of primary pupils' Welsh according to a range of differentiating factors, including school structure. 324 pupils were tested, from six Welsh-medium primary schools and seven bilingual Welsh-English primary schools. Pupils from the Welsh-medium schools outperformed those from the bilingual schools, although the difference between the two school groups was much less than the difference between those pupils who spoke Welsh at home and those who spoke English.

In the Gaelic context, the language policy objectives underpinning GME are not limited to linguistic attainment of the kind measured by conventional testing or assessment. The policy aspiration is that graduates of GME will become active, confident users of the language and remain so after they leave school. Existing research on the graduates of primary GME units suggests that this objective has not been effectively realised (Dunmore 2019). There have been no studies comparing the graduates of units with those of free-standing schools, however.

It should also be noted that international research indicates that pupils who are acquiring a language through immersion at school tend not to use the language in their own group interaction (Macleod et al. 2014: 9–11). This pattern has also been observed in the Gaelic context (NicLeòid 2018: 54). A successful immersion model would aim to address this challenge.

² Note that Doell's report did not involve testing of pupils' linguistic attainment.

An important point of variation in relation to immersion programmes is the extent to which the target language is used in pupils' homes and in the community in which the school is located. In many immersion programmes around the world the target language has essentially no role in pupils' lives outside the school: almost none of the pupils speak it at home and it has almost no presence in their community. Elsewhere, the use of the language as a target medium reinforces home or community language use. GME varies in this respect; Gaelic schools and units in the Central Belt are in a much less Gaelic-rich environment than those in the Western Isles. Linguistic attainment and intensity of language use tend to be higher among pupils who speak the language outside the school than those who rarely use it beyond the classroom (Thomas and Roberts 2011). This suggests that ensuring a strong Gaelic environment and ethos may be particularly important for schools in areas where pupils receive little linguistic reinforcement outside the school.

Part 2: Issues of school structure

School co-location refers to two (or occasionally more) schools operating from the same physical site. The schools may share physical infrastructure such as auditoriums, gymnasiums, libraries and social spaces; services such as groundskeeping or security; or both. As discussed below, the extent to which buildings, facilities and services are shared between the schools varies from case to case. The development of a co-located facility thus involves myriad decisions about the physical layout of the site and the ongoing operation of the two schools.

The terminology used in this area is inconsistent and arguably contradictory. The terms 'joint campus', 'shared campus', 'split campus', 'split site' and 'co-location' are all in circulation and it is not clear that these terms have the same meaning in all countries and contexts. This report uses the term 'co-location' but it is important to understand that within the general framework of co-location there can be considerable and significant variation in the relationship between the two schools. In the context of language immersion, the consequences of decisions concerning the physical structure and the operation of the two schools could be profound, as discussed below.

School co-location is not a common practice across the UK, but is notably more common in Northern Ireland and Scotland than in England and Wales. In Scotland around 10% of schools (primary and post-primary) are co-located, and the practice has become more common in the last decade. The vast majority of co-located schools in Scotland comprise a non-denominational school and a Catholic school.

The main reasons for the increased use of the co-location model are financial rather than educational in nature: this model offers the opportunity for cost savings in terms of both construction and operational costs. Some educational or social benefits have also been identified in relation to this model, although it is important to understand

that these are secondary in nature; in effect, the model is adopted for financial reasons and then ways are found to try to make it successful in educational and/or social terms. Social benefits include the reduced carbon footprint that results from linking two schools with shared facilities.

Our research has only found two examples of co-location involving an immersion secondary school and a monolingual majority language school. This example, in Newport, Wales, is considered in detail in Part 3 of this report). However, it should be noted that one of the six GM primary schools in Scotland, Bun-sgoil Ghleann Dail in Glasgow, is co-located with an English-medium school.

Because there appear to be hardly any direct precedents, there is no research comparing the language skills and practices of pupils in co-located immersion schools with those at free-standing immersion schools. However, analogous research comparing free-standing immersion schools with immersion units may be drawn upon. For example, evidence from Ireland suggests that pupils use less Irish in the playground in Irish-medium units than in free-standing Irish medium schools (Ó Duibhir et al. 2017: 100-01). It is possible, however, that a unit in an English-medium school is not closely analogous to a separate Gaelic school sharing facility with a co-located English-medium school.

In relation to the possibility of co-locating a Gaelic-medium and an English-medium school, the fundamental issue can be expressed as follows. The greater the degree of physical separation and distance between the two schools, and the less the interaction between the pupils and staff of the two schools, the better in terms of language acquisition, development and use. However, designing and operating two co-located schools on such a basis might significantly reduce any of the cost savings associated with the co-location model.

Considering the design of the two co-located schools, at one extreme there could be two entirely separate buildings (or sets of buildings), with no shared spaces; at the opposite extreme there could be a single building with a single entrance with considerable use of shared spaces; or there could be something in between.

In terms of the operation of two co-located schools, there could be full separation of functions and staffing or there could be shared use and staffing of common areas such as a reception area and sports facilities and with joint administration and staffing of certain functions such as building maintenance, finance etc. Decisions about the most effective model for a co-located Gaelic school would require a comprehensive and detailed evaluation of all aspects of school life so as to make sure that sharing a particular facility or aspect of operational activity would not have negative consequences. It would not be viable to adopt a pre-existing template or standard model of some kind.

Two contrasting examples in Scotland are Forrester High School/St Augustine's High School in the South Gyle area of Edinburgh and the Port Glasgow High School/St Stephen's High School/Craigmarloch Additional Support Needs School in Inverclyde. In the former, the only shared space is the 'community sports hub', which also functions as a sports centre hosting extracurricular sports clubs not exclusive to children of either school. In the latter, the three co-located schools are physically joined by a shared central space and share a dining hall, library, science classrooms, science and technology resources, music rooms, sports block and drama/performing arts area.

Co-located schools in Scotland and Northern Ireland have tended to promote interaction between the two groups of pupils as an end in itself, as part of a wider policy of breaking down denominational barriers and building community cohesion (O'Sullivan, O'Flynn and Russell 2008; Department of Education 2015). However, in the context of a GM school such an approach would tend to dilute the immersion environment and make the overall experience for the Gaelic-medium pupils closer to that of a unit than a free-standing school.

Part 3: Case study of Ysgol Gyfun Gwent Is Coed High School, Newport, Wales

Gwent Is Coed is the first Welsh-medium secondary school in the city of Newport (one of the least Welsh-speaking parts of Wales). It was established in 2016 and in 2018 the school moved to its current site which it shares with an English-medium school, The John Frost School. As the model of a non-English-medium secondary school sharing a site with an English-medium school is so rare, the experience of those involved with the school provides a valuable case study for this project.

The case study involved telephone interviews and email conversations with Gwent Is Coed's headteacher, the chair of governors and a parent governor, in addition to desktop research.

Gwent Is Coed and John Frost are situated in separate buildings. A fence divides the space between the schools, giving each its own playground. The schools have completely different staff and teachers. There is little shared use of facilities between the two schools, and though relations are good and there is some joint project work between the two schools, the separation of arrangements has been a conscious decision by Gwent Is Coed 'in order to protect the linguistic integrity of the school' (according to the Chair of Governors). Entrances to the schools are at opposite sides of the campus, in order to ensure both schools linguistic distinctiveness, and the start and end times at the two schools are different. Use of the recreational grounds are timetabled so that pupils from the two schools do not use them simultaneously.

In the interviews the informants reaffirmed the above making it clear that pains had been taken to ensure that Welsh-medium education not be compromised by the

proximity of the English-medium school. This has been achieved by a deliberate policy of keeping the two groups of pupils apart. The chair of governors noted that:

We as governors were very firm that sharing a site was not an option as it would compromise the language immersion that is essential to language growth in our young people [translation from Welsh].

The headteacher went further, disputing the notion of the 'shared' campus:

We don't actually share a site, it is a split site. We have different homegoing times and different, staggered break and lunch times, though there is a crossover so we try and keep the pupils apart as much as possible. [. . .] There is no way for the pupils other than shouting over the fence to interact with each other at lunchtime and break time.

The result of the organised separation of cohorts, the headteacher claimed, was that the close proximity of the English-medium school had 'very little' impact on the language habits of the Gwent Is Coed pupils: The language habits of the [co-located English-medium] school don't [. . .] impact on us [. . .]. Next door in John Frost they have something like 25 different languages so they're quite relaxed about language differences. If anything, the Welsh use of the John Frost children has improved because they now know how to ask for their football back through the medium of Welsh when it comes over the fence!" However, the headteacher stressed that any further 'sharing' between the schools, especially in cases of pupils from the two schools occupying the same spaces, would 'not have a positive effect on the children's language habits' and would tend to undermine the goal of immersion education: I think that [the Gwent Is Coed] model can work. If there was a shared campus with the pupils occupying the same area, I would say that it absolutely wouldn't work, because what would happen then would be that the pupils would revert to the language of the home, of television, the language that they feel comfortable with and the language that the majority of the pupils understand, and therefore they would speak English.

Part 4: Case Study of Glendale Primary School

The second case study focuses on Sgoil Ghàidhlig Ghleann Dail in Glasgow, which shares a campus with an English-medium primary school, Glendale Primary School. The school shares a campus with an English-medium primary school. The case study involved telephone interviews with a parent, a member of the Gaelic school's senior management and a former teacher who had experience working in other Gaelic-medium primary schools.

Unlike Ysgol Gyfun Gwent Is Coed, the senior managers of both co-located schools in this context worked towards the express purpose of creating a shared 'campus

ethos'. The schools run independently and do not share staff or senior management; however, pupils from each school spend break- and lunchtime eating and playing together in the school's shared dining hall and playground. The informants stated that initially some parents had raised concerns that their children's immersion experience would be compromised by their mixing with the English-medium cohort. The former teacher said, 'initially, some [parents] had the opinion that there should be separate break times but the general feeling was that we didn't want to create an *us and them* [situation].' All informants were unanimous in saying that parents' fears had been assuaged following the success of the co-location model. The former teacher said, 'once the decision [over shared break times] was made I never really felt that there was much pushback [from parents]'.

Research by Macleod et al. on standalone Gaelic-medium schools suggests that Gaelic-medium pupils tend to speak English outside the classroom (2014: 41). The parents, teachers and senior management of the school at the centre of this case study are cognisant of this tendency, with the teacher saying, 'it's very well known that children don't speak Gaelic in their break-time or their lunchtime anyway.' Unlike Ysgol Gyfun Gwent Is Coed, however, the response to the children's use of English outside the classroom has not been to impose strict language policies of separation with the aim of enforcing the use of Gaelic. Instead, the priority of the Gaelic-medium school's management has been to maximise the benefits of colocation through shared break and lunchtimes as well as joint activities and cultural days. The senior member of staff made this clear, saying, 'we didn't want it to be one of those schools [...] where the schools have very little interaction with each other but we wanted it to be a positive campus ethos [where] the schools were able to interact.' In saying this he makes a clear departure from the approach of Gwent Is Coed where maximising the immersion experience took ultimate priority.

Notably, the former teacher said that from their experience teaching at Glendale and at a standalone Gaelic school there was no perceptible difference between the level of Gaelic that children acquired in the standalone school compared to Glendale: 'if you're talking about comparing the immersive experience of the children in [a standalone GME school and a shared-campus GME school] then they're all very good. And quite similar.' They attributed this similarity to the fact that, at both schools, children used English with one another outside the classroom. The teacher said that the ideal environment would be a fully immersive setup 'where the support staff, the janitors, the supply teachers all had Gaelic', but said that neither model was currently providing such a comprehensive immersive experience.

Glendale was the second Gaelic school to open in Glasgow. It is notable that both the third school, Cartvale, and the planned fourth school at the former St James Primary will be free-standing schools and will not operate on the co-location model.

Conclusion

Though not definitive, evidence suggests that the ideal model for an immersion school would be a stand-alone institution so as to maximise the immersion experience and to ensure maximum levels of exposure to the language. The Irish organisation emphasises the need to preserve the immersion environment as a 'language sanctuary'. More generally, the international literature on language revitalisation highlights the importance of creating 'breathing spaces' (Fishman 1991) for the minority language – spaces in which there is less pressure for speakers (who are also speakers of the dominant language) to switch languages (see Cenoz and Gorter 2017 for Basque; O'Rourke 2019 for Galician). As such, while this need not imply that a hypothetical co-location model would not be successful, careful planning would be required to ensure that the school remained a 'breathing space' for the immersion language.

No two sets of co-located schools are the same. The extent to which facilities and spaces are shared varies from site to site. This will be an important variable in considering the potential impact of co-location for the Edinburgh GME high school. As Doell observed, 'the recipe for successful implementation includes not only actively encouraging the use of [immersion language] outside of the classroom but also within the school "so that the language is perceived as an authentic means of communication for a social purpose that goes beyond academic learning and pervades the life of the school"' (Doell 2011, quoting Lapkin (1991: 2)).

Given the above, if a co-location option is chosen, we can conclude that a model closer to that of Gwent Is Coed might be more appropriate than that of Gleann Dail. Ultimately the impact will depend on the nature of the space and interaction between the co-located schools. Research literature suggests that separation of the pupil groups is beneficial to the linguistic development of immersion pupils.

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Discussion Note on GME Developments in Edinburgh.

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Introduction

The following is a summary of some issues and reflections on current developments around GME secondary education in Edinburgh. I hope it helps to widen the debate and helps everyone to move the strategy forward so that the current success of GME in the city can move to the next level.

In putting together some ideas I've drawn on my own experiences as lead officer in Glasgow and national experience as a former Chair of Stòrlann Nàiseanta, Chair of MRG (national inter-authority Local Authority officers' Group – now GLAN), Member of Bòrd na Gàidhlig and Chair of Education Sub-committee and now Director of Education with the Bòrd. It's been nearly 20 years now working in GME but still excited about new developments – and of course the great work in Edinburgh is very impressive.

It goes without saying this is intended as a discussion paper – I was looking forward to working with everyone more inter-actively, talking through ideas, but we all know that isn't possible just now, so this is intended as the basis for online and virtual discussions

The note aims to provide a wide range of experiences and specialist input, to help inform the decisions which will impact on the children and young people of the city – aiming to ensure they reap the benefits of GME and bilingualism. If anyone has any specific points they'd like me to expand on or want to chat over I'd be very happy to do that (contact me at email address and we can sort out).

First Principles

It is really important to establish absolute unanimity around your core aim from the onset – we did this in Glasgow at the start and it helped guide our decision-making – and it still impacts on what they do. I'd suggest you look at something like the following:

Core Aim:

To establish a GME Secondary school in Edinburgh delivering the entire curriculum through the medium of Gaelic.

Everything you do then is evaluated against this premise. You will not achieve this short or medium-term. When I was working in Glasgow preparing for SGG

in 2003-5 we did as much research around examples in Wales and Ireland as we could (particularly in Northern Ireland as we wanted a comparison with an urban environment within which the minority language was relatively weak in terms of its public presence – as opposed to wider visibility and State support in the Irish Republic). There was almost nothing to go on in Scotland at the time – you are in a better position with wider Scottish developments to reference.

In terms of achieving the above goal, SGG is by far the most effective deliverer. It has at most achieved 60-70% delivery to date but is continuously planning to provide more Gaelic delivery. Even in Wales, where I visited a very large Welsh-language secondary (1000 pupils) in Cardiff around 2005 and they told us it took 20 years to provide everything in Welsh (Business Studies had just recently been successfully delivered through Welsh at that point).

So a clear aim but realism about the journey towards achieving the aim.

Contexts:

Reflecting on the Glasgow contexts in 2005, you have a much more positive environment to work in though some contexts are now more challenging. Amongst these might be:

- Really encouraging demand for GME from the community in Edinburgh across primary. Early years and secondary
- You have some options for GME secondary and the ability to reflect on the Glasgow experience and others to make decisions
- You have 3 things working for a successful outcome – the community, Education services and the Council. In my view you need all 3 elements working to make good progress – community, education and political support.
- You have support of the Scottish Government and its agencies – crucial in supporting the city with some funding challenges.
- You have to work in a different financial environment than we had in Glasgow in 2004-5 (I think you want to factor in a bit of perspective around possible implications of the Corona Virus crisis too – how that might impact on us all).

However - Possibilities outweigh challenges and challenges are there to be solved – this is the only way we have ever been able to make progress for the language (not specific to Gaelic – similar for all minority languages, in my view).

Some Current Issues:

You have currently a debate around collocation or standalone and some debate around where any service might be situated.

First point – this is profoundly encouraging – you're past the should we/why we shouldn't part of the process. You are now focused on the How?

Key starting point is your core aim – I'd suggest you keep that alive throughout any debate and reflection – evaluating options / tasks / strategies against how do they best deliver the core aim.

Some Principles:

1. Whatever option you select you will require it to deliver a GME secondary team with a GME SMT and HT. You need a distinct school team which provides leadership, plans the continuing strategy to deliver the core aim, is accountable and offers stable GME employment with a career structure (attracting and retaining staff). You need to be clear that the plan is to open a GME Secondary School with a distinct aim, staff team, environment etc.
2. The reality is you will be asking parents and carers to select the GME secondary option and not an available English-medium one. The GME option needs to be attractive – it develops GME aims, it strengthens immersion experiences S1-6 and it provides a breadth of curriculum options, which offer reassurance to parents/carers and young people. A minimum curriculum structure will deter people interested in GME – particularly the most able or young people with diverse needs (remember they will have the option to select an English-medium alternative – even if their hearts say GME they might be dissuaded). Provide as rich a curriculum as is possible – delivering everything you can through Gaelic with a remainder in English and an annual plan to progressively deliver *more* through Gaelic each session. Quality educational delivery will be essential – the language's future will be inextricably linked to the delivery of high-quality GME education.

Some specific comments and thoughts re collocation and standalone:

1. Standalone:
 - I. Curriculum delivery more difficult – despite what you might try to provide, it will be unrealistic to expect that you can provide the curriculum range on offer in an English-medium school. This was a difficulty for Glasgow in the early stages of development. The smaller roll will have a smaller staff team so innovative solutions will be necessary.
 - II. Contractual issues: The standalone school provides contracts for teachers and support staff. They will not all be Gaelic-

speaking. They may commit to learning the language but not do so and if you offer temporary contracts to English-speaking staff you will have continuous staffing change e.g. offer a 1 year contract to an English-speaking teacher who will then seek and secure a full-time contract in an English-medium Secondary, you then offer another temporary contract to another teacher who of course looks for a permanent contract and also leaves etc. etc. You will also have great difficulty in providing pointage contracts (where you have small numbers and only need 0.2 or 0.4 FTE – basically about curriculum delivery – you might need, say only 6 periods to offer Spanish or 12 to offer Drama etc. Your challenge in a standalone setting is this is very difficult to provide. Essentially there is a small number of teachers looking for pointage / part-time posts, so extended curriculum delivery with a relatively small roll is more challenging

- III. Facilities have been a challenge for many years in Glasgow – basically ensuring SGG had the same range of facilities and services – not just the sports facilities some people might know about – now delivered in a superb new gym facility, but this took years, but also services such as the School Library and a Librarian, Science facilities etc.
- IV. Provides potential for strong Gaelic ethos – undoubtedly a given in a standalone environment though remember the ethos of either standalone or colocated must be firmly based on immersion principles and continuous promotion of the Gaelic language across all experiences. Don't however be deluded into thinking a standalone means all Gaelic – unfortunately full Gaelic is not currently possible so all GME secondary provision will have some English delivery (key is reference back to core principle – English delivery is a temporary feature whilst we progressively work towards full Gaelic curricular delivery).

2. Collocated –

- I. Enables gradual transformation from English-medium to Gaelic-medium. Based on total commitment to the core aim you could devise a strategy whereby everything that can be, is delivered in Gaelic and whatever cannot be is delivered temporarily using an English-medium resource which is progressively phased out. In other words using the colocated English-medium team as an interim solution, which is progressively phased out.
- II. Provides option to solve some contractual issues. You might look at only offering Àrdsgoil Ghàidhlig Dhùn Èideann (feels exciting to type that!) contracts to Gaelic-speaking staff and

using a collocated English-medium team to temporarily provide curriculum range as English-medium delivery is phased out.

- III. Enables wider curriculum enrichment through potential to use pointage. For example – an English-speaking teacher provides Nat 5 / Higher Italian or Spanish through the medium of English from the team in the collocated secondary as an interim solution to widening curriculum choice whilst you strategise around delivering a wider range of subject choice through Gaelic. You also have some options around attracting English-speaking teachers into GME (e.g. Spanish/Italian teacher seeks place on teacher immersion programme, is accepted, re-trains and returns to deliver as part of a GME team).

- IV. Challenge around Gaelic ethos. Clearly an issue that needs thought. Again starts from core principle of delivery of all experiences through Gaelic to provide widest possible opportunity for continuous immersion.

This will be a core responsibility for your GME team (in either setting – collocated or standalone – both present issues for delivery). The GME SMT must lead the delivery of a Gaelic language ethos and all staff must promote it. Collocation issues need to be progressively solved – there have been different examples of successfully solving collocated issues e.g. careful timetabling to ensure that break times are staggered so that outside the class room experiences do not revert to English, ensuring offices, staffrooms are Gaelic environments, tannoy systems are Gaelic environments, entry/exit/common areas are fully Gaelic and where shared facilities e.g. dining hall or gym perhaps, are timetabled efficiently and bilingual signage provided in all shared facilities.

A continuous focus on strengthening Gaelic as living breathing and fundamental aspect of a young person's daily experience is essential – it would be naïve to think that standalone always delivers this or collocation can't – both environments need planning, leadership and systematic adherence to a core principle to successfully promote the language (the Gaelic one – English needs no promotion!).

- V. Collocated surmounts some issues regarding facilities – sharing facilities can improve the range and quality but of course there needs to be careful planning to ensure Gaelic immersion is delivered to the maximum (that is particularly important with collocated schools)

Final Thoughts:

- Some of the interim challenges are the product of rapidly developing successes – it's a great place to be! Important that too much focus isn't on the challenges – sometimes that obscures the bigger picture that Gaelic is revitalising all around us (250k on Duolingo few days ago).
- This doesn't mean we don't sort out the challenges – leadership and working together will be key – and a clear consensus on the core aim.
- Crucial that the capital of Scotland has flourishing, transformative GME services – Early Years, Primary and Secondary
- Crucial that immersion education is delivered to the maximum effect.
- Edinburgh context is increasingly impressive – you've great success in Gillespie's and an enthusiastic and capable team there – you also have national and international expertise at Edinburgh University, with new developments at Newbattle etc. etc.
- This is a great time for the language in the city– you have political support, officer support and community enthusiasm so it's an ideal time to get the project over the line.

As I said, anyone who wants to explore anything further with me, either through email or by telephone just drop me an email and I'll get back. Only cost is an invite to the opening of Àrdsgoil Ghàidhlig Dhùn Èideann – even better typing it second time!

Keep safe everyone and stay at home,

Jim

GME Secondary

February 2020

Sites / Locations

Funding

Statutory
Consultation

November 2020

Design,
Development,
Construction

August 2024

Dedicated
GME
Secondary
School

Site Options

- 2 shared campus options
- Castlebrae
- Granton Waterfront

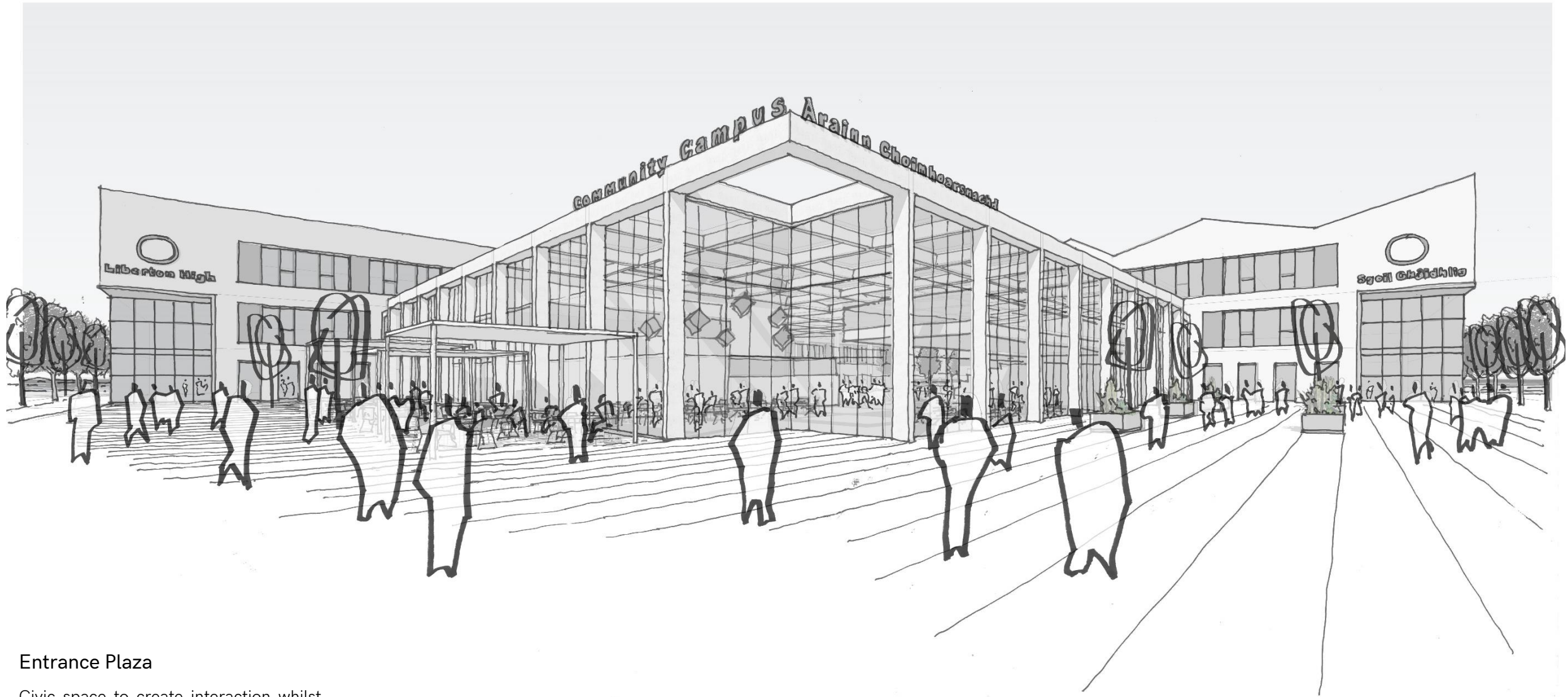
August 2019: New temporary classrooms

August 2021 – August 2024:
Darroch provides short-medium terms solution

Option Appraisal

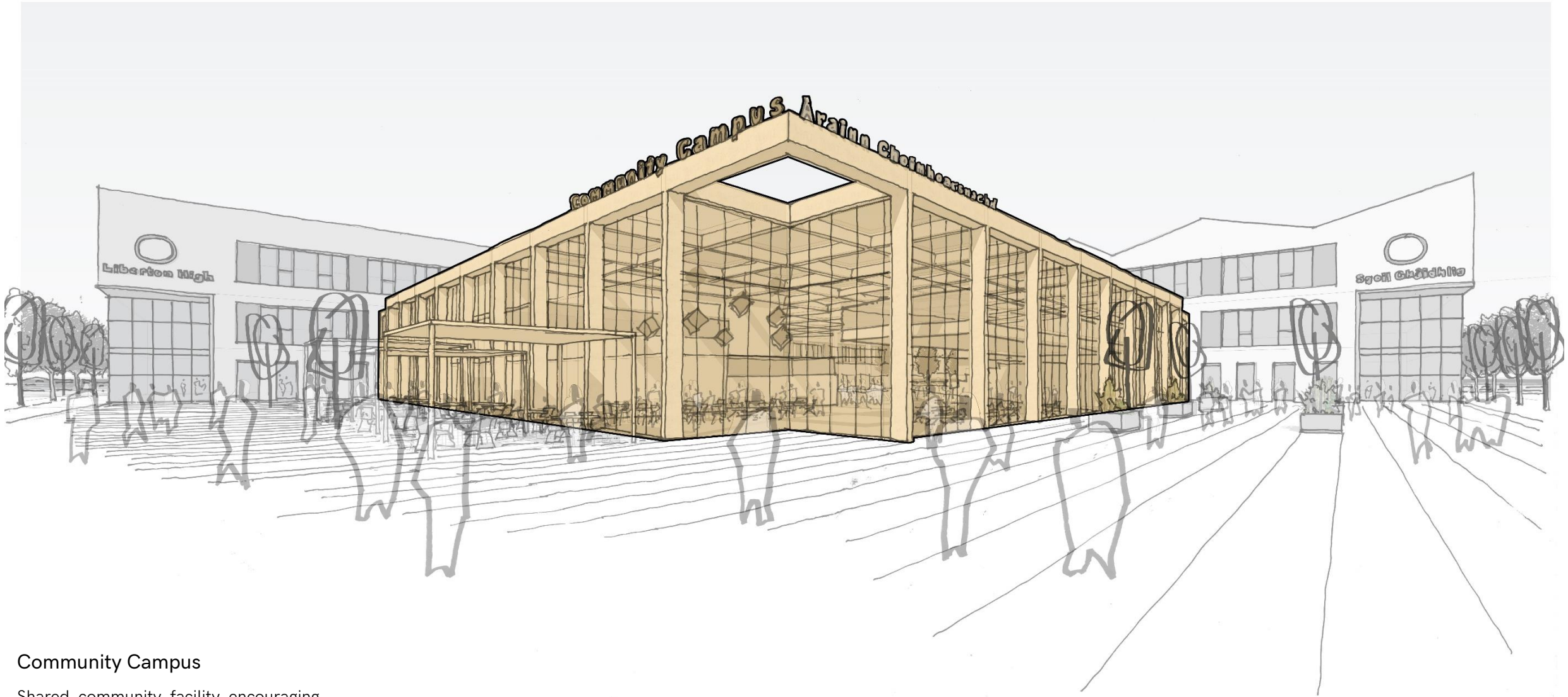
	Liberton	WHEC	Granton	Castlebrae
Supports Educational Aims	Achievable at all locations			
Suitability for City Wide Catchment	Central location Good Public transport Links	Peripheral Location Good Public Transport Links	Peripheral Location Public transport links limited	Peripheral Location Public transport links limited
Design and Environment	Achievable at all locations			
Deliverability	Potential Funding options	Funding options limited Site limitations	Funding options limited Site tbc Land Costs ++	Funding options limited Land Costs ++





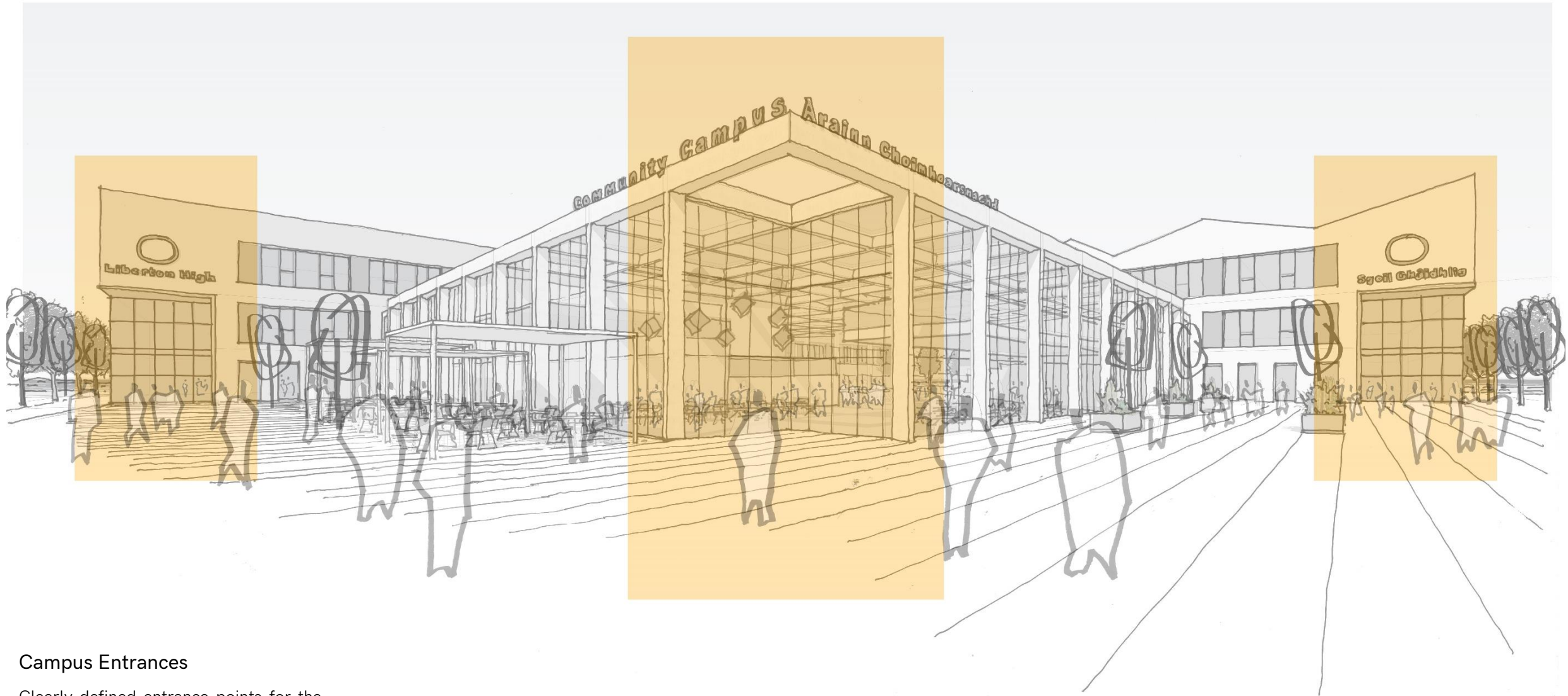
Entrance Plaza

Civic space to create interaction whilst maintaining clear segregation



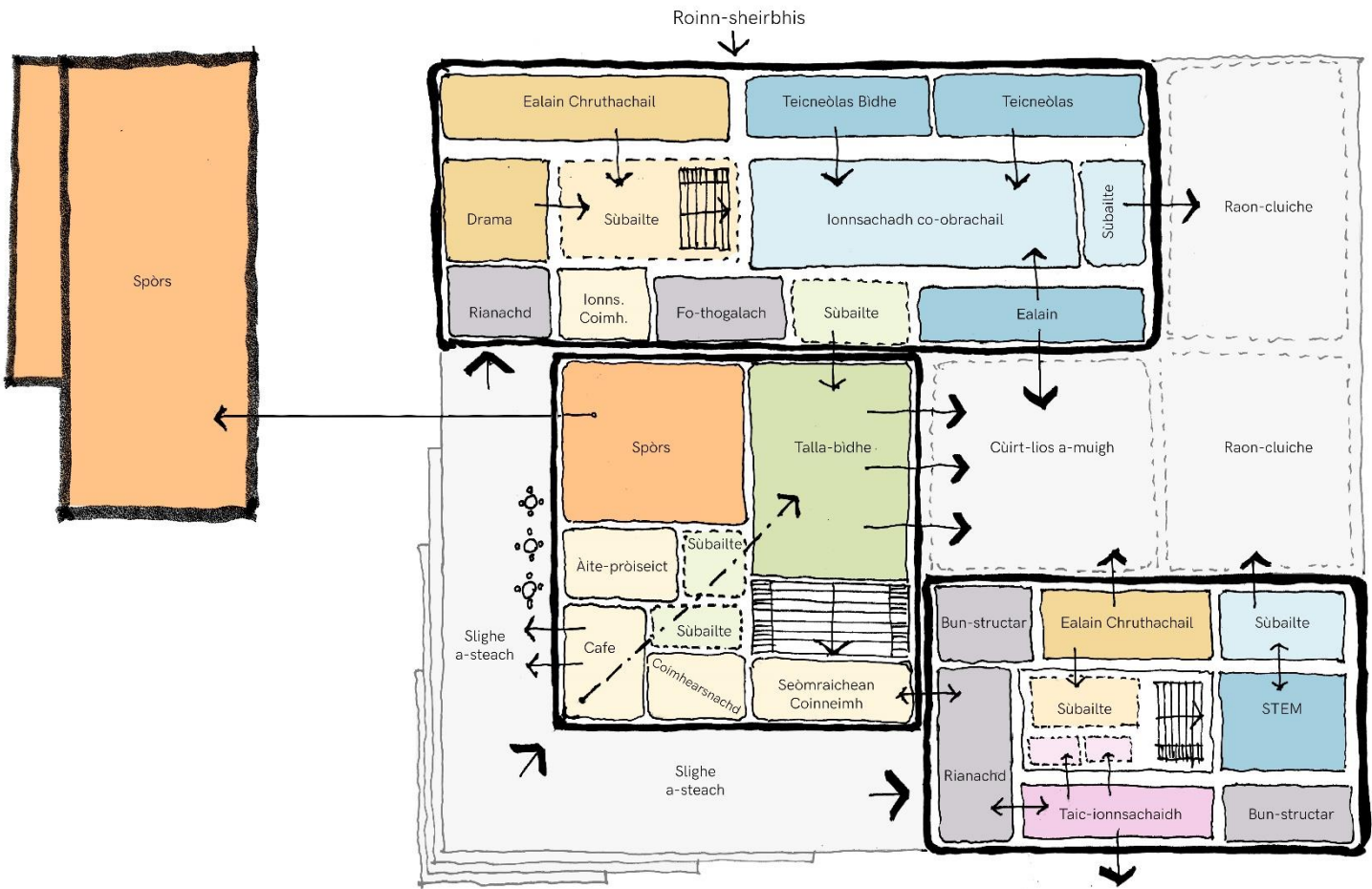
Community Campus

Shared community facility encouraging interaction and openness



Campus Entrances

Clearly defined entrance points for the shared campus and the separate schools



3 defined blocks - Shared / Liberton / GME

Shared entrance with café / library space for community / school use

Sports facilities within shared areas - external access anticipated

Shared dining space with external courtyard

Breathing space within GME area for future growth of language

Finance

	£m
Estimated Cost of stand alone GME Secondary	40.000
Estimated Cost of replacement Liberton	50.000
<u>Total Cost</u>	<u>90.000</u>
Cost of Learning and Community Campus Model	75.000

- Overall additional £15m cost for standalone option
- Assume no government funding for stand-alone option
- Two options
 - Remove £40m of projects from capital programme
 - Borrow £40m capital funding
 - Annual Revenue Requirement £2.666m

10 Year Capital Investment Programme

Project	£m
Currie High School	50.000
Trinity Academy Phase 2	42.065
WHEC	36.000
Liberton High School	49.100
Balerno High School	57.667
Wave 4 Contingency	22.780
Builyeon Rd Primary School	16.000
New Brunstane Primary School	16.000
Maybury Primary School	16.000
Kirkliston/West Edinburgh High School	50.000
Gilmerton Station Rd Primary School	16.000
Granton Waterfront Primary School	16.000
East of Millburn Tower Primary School	16.000
Asset Management Works	48.000
Total	£451.612m