

# Education, Children and Families Committee

10am, Tuesday 9 October 2018

## Gaelic Medium Education Improvement Plan and Growth Strategy

<b>Item number</b>	7.6
<b>Report number</b>	
<b>Executive/routine</b>	All
<b>Wards</b>	
<b>Council Commitments</b>	<a href="#">36</a>

### Executive Summary

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The City of Edinburgh Council Gaelic Language Plan 2018-22 contains 39 recommendations to ensure that: Our communities are supported to be fluent and confident speakers (Strategic Priority 2). This report aims to address those recommendations which relate specifically to (1) improving the quality and; (2) increasing the provision of Gaelic Medium Education. In order to develop an effective strategy for both, a review of the quality and quantity of the current provision was undertaken and is attached to this report as Appendix 1.

The review included presentations from senior leaders in schools, focus groups of parents, pupils and staff, professional partners, and visits to classes to observe learning. While the review itself did not provide the opportunity for wider stakeholder engagement, submissions by Comann nam Pàrant as key partner, have been included as background evidence for this report

The report concludes that there are clear strengths in the current provision of Gaelic Medium Education, but that the vision is not clearly enough articulated or communicated in its current form. It recommends that the vision is clearly established and that GME schools are supported to meet the aims of their communities. This and other aims, are developed in full in the accompanying Gaelic Medium Education Improvement Plan (Appendix 2) and encompass the actions in respect of Improvements in Quality of GME.

The report also provides a high level strategy for long term accommodation requirements to meet expected growth in demand for GME across the city.

## Gaelic Medium Education Improvement Plan and Growth Strategy

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 To note the strengths and development needs of each of the schools currently delivering Gaelic Medium Education, as detailed in Appendix 1
  - 1.1.2 To approve the draft Gaelic Medium Education Improvement Plan (Appendix 2)
  - 1.1.3 To approve the long term growth strategy for 3-18 Gaelic Medium Education.

### 2. Background

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- 2.1 The Gaelic Language Plan 2018-22 contains 39 recommendations to ensure that Our communities are supported to be fluent and confident speakers (Strategic Priority 2).
- 2.2 Across Scotland there are five GME schools, only one of which is a secondary school, although there are over sixty primary schools and associated secondary schools offering GME.
- 2.3 To assist with its priorities in developing GME and GLE, the Scottish Government provides a Specific Grant which enables the City of Edinburgh Council to provide additional resources and services.

### 3. Main report

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- 3.1 In addition to the aims of the Gaelic Language Plan, the City of Edinburgh Council's imperative is to raise attainment and achievement for all. These aims support the National Improvement Framework which is principally concerned with narrowing the poverty related attainment gap.
- 3.2 The strategic actions to raise attainment in our schools should also impact on the quality of education delivered in Gaelic Medium Education, and should be seen as part of a coherent strategy to raise attainment and achievement for all.
- 3.3 The separate actions to develop improvements in GME have been devised following a review of provision and are detailed in Appendix 2.

3.4 The review of provision in Bun-Sgoil Taobh na Pairce and James Gillespie's High School was conducted over four days in August 2018. Officers, senior leaders in schools, and partners reviewed provision. The results of the review are detailed in Appendix 1 and are summarised below:

3.5 The review team noted:

- The highly positive commitment of staff and parents in developing Gaelic learning and culture in both schools, and in early years
- The enthusiasm for learning in Gaelic, particularly in the primary sector, and the high levels of attainment in Gàidhlig.
- The clear rationale that has been built in the primary which positions Gaelic culture and learning at the heart of the school's curriculum

3.6 The main areas for Improvement:

- The authority, in partnership with stakeholders and staff should clarify the vision of Gaelic Medium Education (GME) in the secondary sector and support the development of the vision through proactive recruitment and retention of staff, including support staff.
- The vision should clearly articulate that education in the broad general education phase (i.e. nursery –S3) is expected to be delivered in Gaelic and all attempts should be made to support Headeachers to realise this aim.
- There should be a clear distinction between learning in English in James Gillespie's High School and learning in Gaelic, and clarity in all areas of school planning and improvement to best facilitate this.
- Parents who opt to have their children educated in Gaelic Medium make a clear choice so to do and their wishes for this to continue past the primary stage should be respected. Similarly, those parents should be clear on their role in supporting their children to maintain GME learning beyond the primary stage.
- The authority should make strong, formal partnerships with other local authorities who deliver GME.
- All other networks should be explored for resources, translation services, professional learning and recruitment.
- Far greater cultural links should be established within GME, particularly in the secondary sector. Although not within the scope of this review, it is likely that productive links could be made with schools offering Gaelic as Language 3 in keeping with the national strategy on One Plus Two Languages.

3.7 To address some of these issues, the following practical issues have been commenced:

- Discussions with GTC Scotland to explore the benefits and challenges in teaching across 2<sup>nd</sup> and 3<sup>rd</sup> Level
- Discussions with Skills Development Scotland about creating Foundation Apprenticeships for Early Years (GME), and these to link with partner authorities
- Discussions with City of Glasgow about Access to Teaching course

- Discussions with e-sgoil and partnership schools to share teaching and learning experiences
  - Recruitment of additional staffing in James Gillespie's High School
  - Recruitment of a QIO (Languages) to oversee the development of the strategic plan
- 3.8 The referrals to Psychological Services from the Bun Sgoil are comparable to referrals from schools where English is the first language. There is one indicator suggesting that the Bun Sgoil / GME identification of Additional Support Needs is roughly equivalent to the other schools in Edinburgh. Some pupils at Bun Sgoil are not Edinburgh residents so we do not have data on them but this will be a small number of pupils
- 3.9 While there is a clear appetite for GME early years and primary, the secondary provision must be clarified. For early years provision, immediate expansion requirements will be accommodated through the 1140 delivery programme. Temporary Accommodation has already been identified
- 3.10 In relation to accommodation provision at primary and secondary, immediate growth requirements at Bun-Sgoil Taobh na Pairce and James Gillespie's High School will be addressed through the rising rolls programme. Options which have been discussed with the school communities include alterations to existing accommodation, provision of temporary accommodation in the short term and the creation of an annexe for James Gillespie's High School at Darroch in the medium term. Further details are available in Appendix 3 within a presentation provided during an event at Bun-Sgoil Taobh na Pairce on 25 September 2018. An update report on school roll projections, rising rolls and the implications across the city is due to be submitted to the Education, Children and Families Committee in December 2018 and will include an update on rising rolls at Bun-Sgoil Taobh na Pairce and James Gillespie's High School. The GME projections in this report will include confirmation of the number of additional early years places being provided as part of the growth strategy and an assessment of the impact this will ultimately have on future primary and secondary GME pupil numbers.
- 3.11 In the longer term, permanent solutions will be required to address GME growth in the city and the strategy would be to provide:
- A new combined early years and primary education facility geographically located so that the city would have two GME primary catchment areas – one where pupils continue to attend Bun-Sgoil Taobh na Pairce and the other where pupils attend the new facility.
  - A dedicated GME secondary school.

- 3.12 To progress with the delivery of this strategic long term growth plan, funding and sites for the necessary infrastructure require to be secured and the appropriate expansion of learning and teaching at secondary level needs to be in place. A comprehensive statutory consultation outlining proposed catchment changes, delivery timelines for new infrastructure and the implications for pupils in terms of required transfers to the new facilities would need to be progressed and approved. Further details on the long term options are also provided in Appendix 3.
- 3.13 Depending on the success of expanding the level of the secondary GME curriculum offering within in current setting, an indicative timeline for implementation of the growth strategy could be as follows:
- 2019 – 2023 - develop and enhance GME secondary learning and teaching provision and provide accommodation for ongoing growth through the early years and rising rolls programmes.
  - By February 2020 – Continue informal consultation with stakeholders, confirm locations and secure funding for a new GME early years and primary facility and a new dedicated GME secondary school.
  - By November 2020 – complete statutory consultation to establish the location and catchment area for a new early years and primary facility and the location for a new dedicated GME secondary school.
  - August 2023 – Open new early years and primary facility.
  - August 2025 – Open new dedicated GME secondary school.
- 3.14 It is important that Gaelic Medium Education is positioned within the broader council strategy and the wider community of Gaelic speakers and learners nationally. There is a strong case to suggest that employing a native speaker, with a remit to work across all services would be an advantage. Such a post could enable the city to make the ‘faster rate of progress’, as requested by the Deputy First Minister, but would be subject to the identification of suitable budget.

## **4. Measures of success**

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- 4.1 The efforts to realise the aims of the Gaelic Language Plan as it pertains to Education must be seen in the context of the statutory demands on Education to deliver the objectives of the National Improvement Framework, namely to raise attainment and achievement for all, and to close the poverty related attainment gap.

## **5. Financial impact**

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- 5.1 There is currently no funding allocated for any of the rising rolls or dedicated accommodation options included in this report.

- 5.2 Full business cases would require to be presented to the Asset Management Board for any future capital expenditure outlining all the long term revenue implications.
- 5.3 The full capital and revenue budgets for any project would require to be approved by the Finance and Resources Committee.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 Any project led by Communities and Families is aligned to all the necessary Council risk, policy, compliance and governance requirements.
- 6.2 The most significant risk is that the measure of success will not be achieved due to funding not being secured.

## **7. Equalities impact**

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- 7.1 Any project led by Communities and Families is aligned to all the necessary Council Equalities requirements.

## **8. Sustainability impact**

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- 8.1 Any Communities and Families assets which are improved or delivered as a result investment and any subsequent statutory consultations will be fully integrated with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

## **9. Consultation and engagement**

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- 9.1 Any statutory consultation required for changes to the school estate will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

## **10. Background reading/external references**

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## **11. Appendices**

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- 11.1 Appendix 1 – Review of GME across TnP and JGHS
- 11.2 Appendix 2 – G M Education Improvement Plan
- 11.3 Appendix 3 – Presentation to Bun-sgoil Taobh na Pàirce – 25 September 2018

# Appendix 1

## Review of the Provision of Gaelic Medium Education

### The City of Edinburgh Council

#### Purpose

The purpose of this review is to establish a baseline for progression in the delivery of Gaelic Medium Education across the City of Edinburgh Council; to meet the objectives specified in the Gaelic Language Plan; and to provide the evidence and rationale for the production of the Gaelic Education Improvement Plan.

The review was carried out in both Taobh na Pairce and James Gillespie's High School. The review focussed on the following themes:

- Quality Indicator 2.2 The curriculum (Learning Pathways)
- Quality Indicator 2.6 Transitions (Collaborative planning and delivery; continuity and progression in learning)
- Quality Indicator 2.7 Partnerships (all themes)

The review included a self evaluation of the themes by each school's Senior Leadership Team, and examination and analysis of documentation. The team visited classrooms, and conducted focus groups with stakeholders, during which they recorded the views of children and young people, parents and partners.

The team comprised Quality Improvement Education officers, Quality Improvement Education Manager, the Development Officer for Languages and a Quality Improvement Officer from Comhairle nan Eilean Siar (Western Isles).

This report includes a celebration of the strengths of each setting, areas for improvement, and draws conclusions about the immediate actions required to improve the educational delivery of Gaelic Medium Education within the two schools in which it is currently provided.

#### Summary of Key Strengths

- The highly positive commitment of staff and parents in developing Gaelic learning and culture in both schools, and in early years
- The enthusiasm for learning in Gaelic, particularly in the primary sector, and the high levels of attainment in Gàidhlig
- The clear rationale that has been built in the primary which positions Gaelic culture and learning at the heart of the school's curriculum

## Summary of Main Area for Improvement

The authority, in partnership with stakeholders and staff should clarify the vision of Gaelic Medium Education (GME) in the secondary sector and support the development of the vision through proactive recruitment and retention of staff, including support staff. The vision should clearly articulate in which medium education is expected to be delivered and all attempts should be made to support the Headteacher to realise this aim. There should be a clear distinction between learning in English in James Gillespie's High School and learning in Gaelic, and clarity in all areas of school planning and improvement to best facilitate this. Parents who opt to have their children educated in Gaelic Medium should be clear on their role in supporting their children. The authority should make strong, formal partnerships with other local authorities who deliver GME. All other networks should be explored for resources, translation services, professional learning and recruitment. In keeping with the emphasis on culture within Language 3 (National Strategy on One Plus Two), far greater cultural links should be established within GME, particularly in the secondary sector. Although not within the scope of this review, it is likely that productive links could be made with schools offering Gaelic as Language 3 (GLE)

## Gaelic Medium Education Review at Taobh na Pairce Primary and Nursery Class

Thursday 16<sup>th</sup> and Friday 17<sup>th</sup> August.

### Summary of Findings.

The Headteacher and Depute Headteachers spoke knowledgably about their school and their journey in moving from the Gaelic unit at Tollcross Primary School in Aug. 2013 to building up the nursery and school to its current capacity.

The school and nursery provide an education which is delivered through Gaelic immersion practice and philosophy, articulated in their vision, values and aims. This is further supported by on-site breakfast club and wrap-a-round care delivered by Oganan Dhun Eideann which also delivers their service through Gaelic immersion. In P4-P7, children learn in the Medium of Gaelic with the balances changing from 60/40 Gaelic/English in P4 to 50/50 at P7. These percentages relate to the balance of Gaelic and English literacy learning, but both are delivered in Gaelic.

The Headteacher and senior leadership team are Gaelic speakers with significant experience in delivering Gaelic medium education. As the school has grown, the recruitment of sufficient Gaelic-speaking teachers has proven to be problematic. In order to build capacity, the Headteacher fully encourages and supports staff members who wish to further develop their Gaelic language skills. Many staff are currently participating in courses, including distance learning courses and courses provided by the local authority. Fees are paid from the Specific Grant for Gaelic. Three staff members recently completed a four-week Gaelic immersion course on Uist. The school currently has 8 Gaelic-speaking PSAs who support children's Gaelic language development, both in class and the playground.

### QI 2.2 The Curriculum (Learning Pathways)

The school aims to deliver the whole curriculum through the medium of Gaelic. This however is not currently possible as there are not enough Gaelic-speaking teachers. The leadership



team places staff carefully, taking into consideration the needs of each stage and class. Non Gaelic-speaking staff are used to deliver French, Spanish, PE, Health and Wellbeing and, in senior classes, English literacy. The Gaelic staff team is strong, with teachers supporting one another to deliver the Gaelic medium experience.

In the nursery, staff are building on children`s prior knowledge of the Gaelic language for some children who attended the playgroup or have exposure to Gaelic in their family.

The current nursery team includes a number of staff who are in the early stages of learning Gaelic.

The Curriculum Rationale has recently been refreshed taking account of the GME environment and unique community within city of Edinburgh.

Resources for delivering the curriculum are often translated by staff to provide materials that are age and stage appropriate. Staff spend significant preparation time providing materials for each area of the curriculum. Timetables indicated that all areas of the curriculum are delivered at each stage with children achieving well in literacy and numeracy. Staff are developing their understanding of the standards required for achievement of a level and continue to moderate their work across stages. More cluster working opportunities, especially with the high school would enhance class teachers` knowledge and understanding. Yearly Overviews are in place for Early, First and second level Gàidhlig and English literacy, linked to termly planners and centred around developing oral language before focussing on reading and writing skills, and Gàidhlig culture.

Children come to school to learn in Gaelic but often with English as an additional language. From P5-7 learners learn French or Spanish (in alternate years) and this is progressed in the high school.

In music, some children have instrumental tuition in ukulele, clarsach or guitar; with staff delivering a range of learning through song.

Children spoke articulately about the positive experiences of learning in Gaelic at Taobh na Pairce and were proud to describe their achievements and high standards of attainment across the curriculum. Children also noted that there were limited learning opportunities using ICT, this should be taken forward as a next step for the school. Children also noted the potential for making closer links with similar schools across Scotland to enhance their experience of GME.

Parents acknowledged that unless they were native or fluent learners they did not always have the capacity to support their children`s learning in Gaelic. However, many had been supported by the school to access appropriate learning opportunities and were unanimous in acknowledging the school as a positive network for parents.

The school have created home-learning mats to support parents at home with their children`s learning. All families are encouraged to use these and engagement with them is tracked.

## QI 2.6 Transitions (Collaborative planning and delivery; continuity and progression in learning)

There are planned transition procedures and events for families into Nursery and from N-P1 which involve families and support the introduction or continuation of Gaelic. The nursery reports a high engagement from parents through transitions.

In school, there are currently 3 P1 classes and transitions are planned and tracked. Some children transfer into P1 from outwith the city. The Headteacher leads well on ensuring children`s safety at points of transition at the beginning and end of the day as there is a high number of children transported to school.

Class structures rarely change and this has provided opportunities for the children to build very close friendships with peers.

Transition to high school involves the 3 day transition experience for children attending JGHS. At this point children have S6 buddies but there is ample scope for matching children to Gaelic speaking buddies. The Gaelic teacher from the high school has attended the primary to work with them on one occasion, and there is opportunity to build this into a more sustainable and effective model. There is good pastoral and support for learning sharing of information, however, there is an opportunity for the high school to take more account of children`s learning across the curriculum in Gaelic. At time of writing, the children move from learning certain subjects in Gaelic to learning them in English in S1. Children and parents commented that they found transitions in maths most difficult as they did not understand the technical vocabulary and terminology. However, they commented on the outstanding work that the maths department did in sharing the expected learning for young people via the website. This clearly illustrates the different visions in place in the delivery of GME in both sectors. The authority should work with the schools to discuss GME in the early stages of secondary education and whether subjects should or should not be prioritised to be delivered in Gaelic. This decision should be made in discussion with parents of Gaelic learners, and with the staff from each school. The views of the young people should also be taken into consideration.

### QI 2.7 Partnerships (the development and promotion of partnerships, collaborative learning and improvement, impact on learners)

The school has recently updated its vision, values and aims with input from parents, staff and learners. Partnerships with parents and carers are developed and promoted from natural points of transition eg into nursery, P1, P7 through to S1. In a recent parent survey, 80% of parents agree/strongly agree that they are actively and meaningfully engaged in their children`s learning., with 79% agreeing that the school asks for their views.

Parents spoke positively about the approachability and solution focussed attitude of the Head Teacher and senior leadership team eg by the management of the well organised home to school transport which enables children and families to access GME from across the city and across authority boundaries.

There is a very strong partnership link with "Oganan", *an onsite* company which provides wraparound care and holiday care provision for children from nursery to P7 within the school where children play and learn using Gaelic. There are plans for Oganan to further support growth of GME in the city through additional nursery provision. The company utilise the linguistic skills of young people from JGHS who are often employed to support play on Friday afternoons or during the holidays.

Parents and partners spoke positively about the networks of support that have been created around the school to support parents and to utilise skills and talents of partners. The Gaelic Development Officer supports children`s Gaelic immersion by working with groups and individuals on drama, knitting and other activities.

Parents have skills which are welcomed and shared amongst the Gaelic community eg links with University of Edinburgh to engage with research into learning through language immersion. The school supports students into school for long blocks of teaching practice and has developed strong links with *Bilingualism Matters* who have delivered presentations and inspired staff. The school has hosted a range of research projects which have contributed to current thinking and good practice across the country.. There is a community choir consisting of parents, teenagers and other community members. It delivers a yearly concert in aid of a local Leith charity. The school organises an annual Christmas service at Edinburgh's Gaelic church, Greyfriar's Kirk, which is supported by the whole community. In addition, learners perform at a range of events throughout the year, both in the local and wider community. Furthermore, a strong partnership has been developed with the BBC, resulting in a range of opportunities for learners to broadcast in the medium of Gaelic, providing excellent contexts for learning.

Staff have regularly communicated with Stòrlann Naiseanta na Gàidhlig regarding resources. Staff have also attended and presented at annual An t Alltan conferences for GME teachers.

The Gaelic Development Officer previously ran many successful Gaelic language classes for parent learners, enabling parents to support their children with Gaelic learning, and delivering a positive message regarding the value of GME.

#### Strengths:

- There is a committed and engaged staff team, led by the Head Teacher. Children work hard throughout the day to use Gaelic when playing and learning. Parents highly value the GME experience provided by the school.
- Parents and partners provide a rich additionality to children`s learning as well as developing staff skills and knowledge in GME.
- The curriculum is developing and almost all aspects are taught through Gaelic medium. However, there should now be further focus on using the unique context of GME and ICT to further enhance children`s learning across the curriculum.
- Transitions into nursery and school and from class to class are well planned and managed, with children appearing settled and focused at the beginning of this new term. Pastoral transitions are well managed for children transferring P7 to S1; with young people speaking positively about new and exciting friendships. Plans are in place to support children with additional learning needs.

#### Areas for Improvement:

- Further develop the curriculum to reflect the uniqueness of children`s GME learning experiences, using ICT to support and develop connections.
- Develop learning transitions at P7 to S1 with a focus on the uniqueness of children`s learning experiences and any potential barriers moving into S1. There are many opportunities for the children to enhance their GME experiences in high school based on their immersion experiences in primary.
- Recruiting staff who are confident in the use of Gaelic language continues to be problematic. The Headteacher works with the university and partners to build Gaelic Learning opportunities for staff and parents. However, this is a wider issue which requires a wider solution based on the fact that the school continues to grow in size and popularity.
- Continue to develop a focus on pedagogy in line with development in Gaelic language.

# JGHS Gaelic Medium Education Review

Monday 20 August 2018

## Summary of findings

### QI 2.2 The curriculum (Learning Pathways)

There is an appropriate curricular structure and timetable in place which enables all learners to continue learning Gaelic from S1 to S6, with some opportunities for other curricular areas to be taught through Gaelic medium.

There are two Gaelic teachers responsible for the delivery of Gaelic and some other curriculum areas taught through Gaelic medium.

Of the allocation of 2 FTE, one is funded by the school and one funded by CEC/Scottish Government

Both teachers have opted to teach part-time, 0.86 and 0.79 respectively. Of a total allocation of 2.0FTE only 1.65 FTE is in place. Across both teachers there is an additional 6 non-contact periods in addition to contractual non-contact time.

The biggest pressure on staff is time, both to plan and deliver Gaelic and plan, translate, and prepare resources to deliver GME. There is a pressure of demands from both language/subject development and professional learning in pedagogy.

The Depute Headteacher responsible for timetable and curriculum demonstrates a real commitment to create appropriate blocks and spaces for delivery of Gaelic S1 - S6 and some subjects in Gaelic medium, specifically RME and geography in S1 and S2. Currently, however opportunities for young people to learn in Gaelic medium beyond this are limited.

Most S1 Gaelic pupils are being taught art and design by a native Gaelic speaker and all S1 Gaelic pupils are taught PE by a native Gaelic speaker. Although not taught in Gaelic medium this affords some opportunities for Gaelic to be used and heard.

From S3 - S6 almost all young people who have entered JGHS from GME opt for SQA certificate courses in Gàidhlig. For almost all, attainment in Gaelic is in line with or better than that of other subjects.

The commitment of staff delivering Gaelic and GME is a real strength. However, they report the pressure on their time, both to plan and deliver Gaelic and plan, translate, and prepare resources to deliver GME. There is a pressure of demands from both language/subject development and professional learning in pedagogy.

The Headteacher, a native Gaelic speaker provides opportunities for young people following and learning Gaelic to use the language – including supporting an Advanced Higher conversation group.

### QI 2.6 Transitions

- Collaborative planning and delivery
- continuity and progression in learning

Young people spoke enthusiastically about their transition experiences, especially in making new friendships. They valued their experiences of Gaelic immersion in primary but had no expectation of Gaelic immersion in high school. Where this happened it was inconsistent and short term. There are no opportunities for young people in P7 to visit the high school and develop their learning experiences in Gaelic, in preparation for S1; there are however, opportunities to further develop a Gaelic buddy system and opportunities for children to continue learning in Gaelic throughout the transition period.

As a result of the shift in emphasis in how Gaelic Medium Education is delivered in the secondary, some Gaelic learners feel disadvantaged. This is particularly apparent in mathematics where teaching and learning is in English, causing interruptions in the pace of learning for some young people when relearning concepts and terms in English. Parents spoke positively about the significant information on the school website for all young people in maths and noted that this would be helpful across the curriculum.

Parents noted that they now had fewer opportunities for parental networking in the high school compared with the primary school. However it was noted that this was an issue in all schools due to the shift in the extent of parental engagement as children move from primary to secondary schooling.

## QI 2.7 Partnerships

- the development and promotion of partnerships
- collaborative learning and improvement, impact on learners

The established Gaelic teacher has sought to establish partnerships offering young people some opportunities to engage with and enhance their understanding of Gaelic culture. This has included students from University providing input into some classes, visits to museums, exhibitions and local theatre groups. There is a European partnership through Erasmus and links with Gaelic Medium School in Glasgow. These require support to be further developed and improved allowing more young people to benefit from these.

The commitment of parents and young people to Gaelic and the development of the language and culture is evident.

### Strengths:

- The commitment of staff to delivering the curriculum in Gaelic Medium and in devoting time to develop opportunities and resources
- Attainment in Gàidhlig at all levels.
- Flexible use of timetabling to utilise the skills and opportunities that are available.
- A positive and committed parent group who have a focus on GME.
- Links and opportunities for young people to visit Skye and visits in the city; this could be further extended when additional staff are appointed

### Areas for improvement

#### Transition:

- There are opportunities to create stronger Gaelic links with the primary school including:
  - opportunities for joint planning, assessment, moderation, course design and development
  - improved support for Gaelic learners with additional needs.
  - consider the appointment of a Gaelic speaking PSA

- tracking and monitoring of Gaelic learners including progress in attainment, achievement, attendance
- there is a need to better acknowledge that learning is in Gaelic at primary for all these learners which impacts on the ability to learn in English at high school. Increased support is needed at transition into high school where almost all subject are currently delivered in English. The awareness of all staff awareness should be raised and strategies planned to support learners in this. eg: language used to learn mathematics, science etc

## Promoting Gaelic heritage and culture

Current opportunities include

- Shinty, Duke of Edinburgh, Drama, Clarsach, fiddle, piping and accordion have all been offered in recent years or are being offered
- Consistent strong success of school's annual participation in FilmG – an annual Film Awards specifically for Gaelic Speaking Pupils.
- Annual trips to Skye for around 40 GME pupils in June.
- In September 2018. Trip to Southern Ireland for 30 GME pupils.
- Annual participation in National Schools' Gaelic Debating competition.

There is further scope to acknowledge and build on Gaelic culture developed in primary school. The school could consider a range of approaches including:

- linking Gaelic speaking teachers with Gaelic pupils for Key Adult Time
- Further increasing Gaelic assemblies and inviting Gaelic speakers for whole school assemblies
- Gaelic culture could be promoted more widely in signage across the school
- linking S6 who are Gaelic speakers with S1 Gaelic pupils
- involving seniors in classes

The school should further explore and seek partnerships that could support Gaelic culture and leisure

- liaise with active schools/sports clubs and bodies opportunities
- re-establish Gaelic choir
- build on Mod experience currently enjoyed by a few secondary (in contrast to a larger number in primary)

Whilst some young people learning Gaelic identify themselves as 'Gaels' a significant number come from English speaking backgrounds where they are Gaelic learners. In consultation with the authority and all stakeholders, the school should clarify for all the vision for Gaelic Medium Education within James Gillespie's High School.

## Role of the local authority in developing and supporting GME

- Clarify the vision of Gaelic Medium Education in the secondary sector and support the development of the vision through proactive recruitment and retention of staff, including support staff
- Provide the strategy for the location of the delivery of education for all sectors
- Clarify the vision for the expansion in Early years hours for families wishing to gain nursery provision in GME. The current provision does not cater for all the children wishing to gain nursery education in GME, however until the current primary provision is expanded by the location of another primary school, early years GME

places must be capped at 80 spaces and open 50 weeks. While this may result in disappointment for certain families, it would be disingenuous to offer a Gaelic Medium Education which cannot be met in other parts of the learner journey.

- Communicate the vision to all stakeholders, but particularly those choosing to educate children, thus minimising parental anxieties and uncertainties such as the location of High school
- Create formal partnerships with other Gaelic Medium Educating authorities and Stòrlann such that staff share professional learning and resources, including translating.
- Acknowledgement that many GME learners enter school with no prior knowledge of Gaelic which results in mixed progression rates for learners at the early stages. This could be alleviated by creating more flexible, differentiated learning pathways
- Centralising administrative arrangements for travel which is currently impacting on time for teaching and learning
- Provide the necessary support for the secondary school to appoint and retain suitably qualified teachers who can teach a variety of subjects through the medium of Gaelic
- The strategic remit for Gaelic Learning to be clearly demarcated to an officer responsible for Quality Improvement, who could make links at national level through other supporting organisations, and through partnerships with other Gaelic Medium educating authorities



## Appendix 2

# The City of Edinburgh Council Gaelic Medium Education Improvement Plan 2018-2021





## Gaelic Medium Education

### High level improvements

Role of the local authority in developing and supporting GME

- Clarify the vision of Gaelic Medium Education in the secondary sector
- Support the development of the vision through proactive recruitment and retention of staff, including support staff
- Clarify the vision for the expansion in Early years hours for families wishing to gain nursery provision in GME.
- Develop communications strategy (schools)
- Create formal partnerships with other Gaelic Medium Educating authorities and Storlann such that staff share professional learning and resources, including translating.
- Develop differentiated pathways to accommodate learners with varying confidence and competence in Gaelic.
- Improve the strategic, operational and quality assurance of Gaelic Medium Education

Based on the findings of the Gaelic Medium Education Review areas for improvement are identified within the following key areas

- QI 2.2 Curriculum – Learning Pathways
- QI 2.6 Transitions – Continuity and progression in learning
- QI 2.7 Partnerships
- QI 1.4 Leadership and management of staff

**QI 2.2 Curriculum  
Learning Pathways**

Areas for Improvement	Authority/School/Centre Actions	Progress
Develop the curriculum to reflect the uniqueness of children's GME learning experiences.	<ul style="list-style-type: none"> <li>Curriculum audit with all stakeholders</li> <li>Produce and publish Revised Vision Statement</li> <li>Prioritise, audit and adapt all policies and information for parents to reflect GME</li> </ul>	
Increase the opportunities for young people to learn across the curriculum through Gaelic medium (secondary)	<ul style="list-style-type: none"> <li>Develop partnerships with other GME schools and units</li> <li>Develop shared teaching model with e-sgoil</li> <li>Produce revised timetable across BGE</li> </ul>	
Develop the use of ICT to support learning	<ul style="list-style-type: none"> <li>Audit digital learning Position Paper through perspective of GME</li> </ul>	
Create opportunities for joint planning, assessment, moderation, course design and development across GME primary and secondary	<ul style="list-style-type: none"> <li>With support from GTC and partner schools, develop strategic and operational links for inset days</li> </ul>	
Further improve support for Gaelic learners with additional needs	<ul style="list-style-type: none"> <li>Audit by ASL manager of provision of Personalised Support in primary and secondary</li> <li>Audit and update of Personalised Support policy (ASL policy) to reflect audit</li> </ul>	

**QI 2.6 Transitions  
Continuity and progression in learning**

Areas for Improvement	Authority/School/Centre Actions	Progress
Develop learning transitions at P7 to S1 with a focus on the uniqueness of children's learning experiences and any potential barriers moving into S1.	<ul style="list-style-type: none"> <li>• Prepare &amp; communicate revised Transitions policy (GME) for use between schools</li> <li>• Policy to include                             <ul style="list-style-type: none"> <li>○ shared learning experiences between learners at all stages of BGE</li> <li>○ clear opportunities for enhanced transitions for learners with ASL</li> </ul> </li> </ul>	
Develop effective systems to track and monitor Gaelic learners including progress in attainment, achievement, attendance (secondary)	<ul style="list-style-type: none"> <li>• Implement authority tracking database</li> </ul>	
Acknowledge and build on Gaelic culture developed in primary school. (secondary)	<ul style="list-style-type: none"> <li>• Create a Culture Strategy and plan as part of Curriculum Rationale and ensure this is referenced and kept under review in Transitions Policy</li> </ul>	
Continue to develop a focus on pedagogy in line with development in Gaelic language.	<ul style="list-style-type: none"> <li>• Create and maintain professional learning opportunities for learning and teaching with colleagues in English medium and Gaelic medium schools</li> </ul>	

**QI 2.7 Partnerships**  
**The development and promotion of partnerships**  
**Collaborative Learning and Improvement**

Areas for Improvement	Authority/School/Centre Actions	Progress
Further develop the range of existing partnerships.	<ul style="list-style-type: none"> <li>• Prepare a Partnership Strategy detailing all partnerships and how these support the work of the school</li> <li>• Detail within the roles, remits and responsibilities of all</li> <li>• Trial the City of Edinburgh draft 'Learning Together' policy for Parental Engagement and offer suggestions to reflect needs of Gaelic speaking community</li> </ul>	
Further develop partnerships to promote Gaelic heritage and culture.	<ul style="list-style-type: none"> <li>• Seek out all cultural partnerships and develop appropriate links within the curriculum</li> <li>• Undertake practitioner enquiry and action research at all stages of education (nursery to senior phase)</li> </ul>	

## Q1 1.4 Leadership and management of staff

Areas for Improvement	Authority/School/Centre Actions	
Explore ways to identify and recruit staff who are confident in the use of Gaelic language.	<ul style="list-style-type: none"> <li>• Set up working group with partner authorities and General Teaching Council for Scotland</li> <li>• Create database of Gaelic speaking staff within Teachers' Staffing</li> <li>• Coordinate social and professional events for Gaelic Medium Staff</li> <li>• Work with partner authorities to create training packages for support staff (GME)</li> <li>• Conduct Welcome Events for Gaelic speakers to City of Edinburgh</li> <li>• Create and deliver Foundation and Modern Apprenticeships in Gaelic Medium early years centres</li> </ul>	
<b>Build and sustain a professional staff team</b>	<ul style="list-style-type: none"> <li>• Create appropriate Induction policies and procedures</li> <li>• Assign coaches and mentors to all staff in leadership or aspiring leadership roles</li> <li>• Review PRD policy to ensure all staff routinely reflect on their professional skills and next steps</li> <li>• Maximise school partnerships to create shadowing and learning opportunities for staff</li> </ul>	

# City of Edinburgh Council

## Bun-sgoil Taobh na Pàirce

Tuesday, 25 September 2018



# GME Early Years and Primary

## Current and Short-term

- Bun-sgoil Taobh na Pàirce currently has 17 classroom spaces (excludes wrap-around room);
- If P1 intakes of 60 continue then no accommodation concerns;
- Expansion of Early Years provision - Oganan Dhun Eidann will take children in from January 2019;
- Early Years expansion for 2020 to identify sites in Leith area – may provide potential for further GME expansion.
- If P1 intakes of 75 pupils in 2019, 2020 and 2021 then 17 classes required.
- Two of the classrooms are very large spaces that could be subdivided.
- Extension or temporary classrooms may be possible but outdoor space limited.

# GME Early Years and Primary

Long-term

## OPTION 1

- Early Years expansion
- Establish new GME unit @ west primary school (populate from P1)
- Catchment change
- Relocate GME unit pupils to new primary school (site to be identified).

## Comments

- Allows larger cohort of P1-P7s to move to new school
- Not full immersion – Tollcross model?

## OPTION 2

- Early Years expansion
- Establish Darroch as new GME primary school + nursery
- Catchment change

## Comments

- Must wait until Secondary School vacates Darroch
- Builds from P1
- Potential for Darroch as Gaelic cultural centre?



# 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