

# Notice of meeting and agenda

## Education, Children and Families Committee

**10.00 am Monday, 24th January, 2022**

Virtual Meeting - via Microsoft Teams

This is a public meeting and members of the public are welcome to watch the webcast live on the Council's website.

The law allows the Council to consider some issues in private. Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

### Contacts

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## 1. Order of Business

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- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

## 2. Declaration of Interests

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- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

## 3. Deputations

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- 3.1 If any

## 4. Executive Decisions

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- 4.1 Gaelic Medium Education (GME) Statutory Consultation – Report by the Executive Director of Education and Children's Services 5 - 48

## 5. Motions

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- 5.1 None.

### Nick Smith

Service Director, Legal and Assurance

## Committee Members

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Councillor Ian Perry (Convener), Councillor Alison Dickie (Vice-Convener), Councillor Eleanor Bird, Councillor Steve Burgess, Councillor Mary Campbell, Councillor Scott Douglas, Councillor Joan Griffiths, Councillor David Key, Councillor Callum Laidlaw, Councillor Jason Rust and Councillor Louise Young.

### Added Members for Education Items

#### Religious Representatives

Fiona Beveridge, Therese Laing and Rabbi David Rose

## **Parent Representative (non-voting)**

Alexander Ramage

### **Information about the Education, Children and Families Committee**

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The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 1 parent representative (non-voting) and is appointed by the City of Edinburgh Council.

This meeting of the Education, Children and Families Committee is being held virtually by Microsoft Teams.

### **Further information**

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If you have any questions about the agenda or meeting arrangements, please contact , Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel , email [lesley.birrell@edinburgh.gov.uk](mailto:lesley.birrell@edinburgh.gov.uk)/[matthew.brass@edinburgh.gov.uk](mailto:matthew.brass@edinburgh.gov.uk).

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## Education, Children and Families Committee

10:00, Monday 24 January 2022

### Gaelic Medium Education (GME) Statutory Consultation

Executive/routine Wards Council Commitments	Executive All <a href="#">36</a>
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#### 1. Recommendations

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- 1.1 It is recommended that the Committee:
- 1.2 Approve that a statutory consultation on the future of GME in Edinburgh should proceed based on the proposals outlined in the draft statutory consultation paper (appendix 1).

#### Amanda Hatton

Executive Director of Communities and Families

Contact: Crawford McGhie, Head of Strategic Asset Planning

E-mail: [crawford.mcghie@edinburgh.gov.uk](mailto:crawford.mcghie@edinburgh.gov.uk)

## Gaelic Medium Education Statutory Consultation

### 2. Executive Summary

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- 2.1 Reports on the future of GME in Edinburgh have been considered by the Education, Children and Families Committee in May, August and December 2021.
- 2.2 This report recommends a statutory consultation on the future of GME should now be progressed. The proposed statutory consultation paper is provided in appendix 1 for consideration.

### 3. Background

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- 3.1 At the Education, Children and Families Committee on 7 December 2021 it was agreed the Council would carry out a statutory consultation on the creation of two new GME primary units (with appropriate catchment areas) in the south east and west of Edinburgh, two options for the future delivery of secondary GME education in Edinburgh and a Pupil Placement Policy for GME in the city.
- 3.2 It was also agreed the secondary options would be a dedicated GME secondary school on a shared campus with the replacement Liberton High School or a stand-alone GME secondary facility. Committee agreed that if the Scottish Government confirmed they could make the former Royal Victoria Hospital site available, then this would be included as the stand-alone option site. If the Scottish Government could not confirm the former Royal Victoria Hospital site was available, then the statutory consultation paper would include an option for a stand-alone GME secondary facility on the existing Castlebrae High School site in Craigmillar.

### 4. Main report

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- 4.1 The Scottish Government have not confirmed they can make the former Royal Victoria Hospital site available to the Council. As such, the secondary options in the attached proposed statutory consultation paper are a dedicated GME secondary school on a shared campus with the replacement Liberton High School or a stand-alone GME secondary facility on the existing Castlebrae High School site in Craigmillar.
- 4.2 The education benefits statement in section 5 and Appendix 4 of the attached statutory consultation paper concludes that in the early days of its evolution, the GME secondary school will require support from an adjacent school. While it is

possible to provide support from a local school, for example Castlebrae High School, a school which shares the same campus (co-located), e.g. Liberton, has the strongest rationale. The proposed locations and catchment areas for the GME secondary school options are shown in appendix 2 of the statutory consultation paper.

- 4.3 It is recommended that Committee consider the proposed statutory consultation paper in appendix 1 and approve that the statutory consultation can proceed.
- 4.4 If approved, the consultation will run for a 7-week period (30 school days) from Monday 31 January until Friday 18 March 2022. The statutory consultation paper will be made available online and in paper format available for inspection at the Council Offices at Waverley Court and at the schools affected by the proposals.
- 4.5 An easy to read summary document of the proposals including a glossary of key terms will also be prepared and made available during the consultation.
- 4.6 Online public meetings utilising the Microsoft TEAMS platform will be held in respect of the proposal which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals and answer questions. A record of each public meeting will be taken by the Council. Presentations given by Officers will be made available on the consultation hub website.
- 4.7 Responses to this statutory consultation can also be submitted online, emailed or written. All the details of the different ways to get involved in the consultation will be made available in the statutory consultation paper and on the consultation hub on the Council's website.
- 4.8 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 4.9 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and to any issues raised by Education Scotland.
- 4.10 It is anticipated that the outcome of the consultation report, setting out recommendations, will be presented to a Meeting of the Council by September 2022. The report will be published three weeks in advance of the Council meeting.

## **5. Next Steps**

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- 5.1 If approved the statutory consultation will be progressed in line with the details set out in the proposed statutory consultation paper.

## **6. Financial impact**

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- 6.1 All the financial implications are outlined in the proposed statutory consultation paper.

## **7. Stakeholder/Community Impact**

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- 7.1 The statutory consultation will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.
- 7.2 The statutory consultation is considered part of the information gathering stage for an Integrated Impact Assessment (IIA) as required by the Equality Act 2010. The Council is under a duty to have due regard to the need to advance equality of opportunity between those with a protected characteristic and those who do not and to fostering good relations between such groups.
- 7.3 As such, the consultation will be used as an opportunity for these matters to be raised and to invite comments regarding impacts. The full IIA will be completed once all responses to the consultation have been received.

## **8. Appendices**

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Appendix 1 – Proposed Statutory Consultation Paper



**Statutory consultation to alter catchment areas for primary Gaelic Medium Education (GME), establish a dedicated GME secondary school and create a Pupil Placement Policy for GME in Edinburgh.**

Affecting all of Edinburgh.

This consultation paper is divided into the following sections:

1. Introduction
2. Background and Context
3. Maintaining Educational Excellence
4. Details of Proposal
5. Educational Benefits
6. Financial Considerations
7. Consultation Process

Appendices

1. Existing and Proposed GME Primary School Catchment Areas
2. Existing and Proposed GME Secondary School Catchment Areas
3. Projections and Transition Pathways
4. Educational Benefits

## 1 Introduction

- 1.1 This paper proposes to:
- 1.2 **Establish two new GME primary school units.** One unit will be established in the south east of the city at Prestonfield Primary School and one in the west of the city at Carrick Knowe Primary School. This is not considered a relevant proposal under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014 (“the 2010 Act”).
- 1.3 **Alter the catchment areas for primary Gaelic Medium Education (GME) in Edinburgh.** This proposal requires consultation as per section 1 and paragraph 4 of schedule 1 of the 2010 Act.
- 1.4 **Establish a dedicated GME secondary school.** To achieve this, paragraphs 1(2)(b) (discontinue the provision of GME in a stage of education in a school that also provides the stage of education through English medium education) and paragraph 2 (proposal to establish a new school) of schedule 1 of the 2010 Act apply. Also applicable is schedule 1 paragraph 5 which relates to varying the arrangements for the transfer of pupils from primary to secondary school.
  - 1.4.1 The options to achieve the establishment of a dedicated GME secondary school outlined in this paper are either to establish the new school on a shared (co-located) campus with Liberton High School or as a stand-alone facility on the site of the existing Castlebrae High School once it has relocated to the new building in Craigmillar town centre.
  - 1.4.2 The new secondary school would allow James Gillespie’s High School over a period of years to stop offering GME education entirely as the new school becomes fully operational. The Darroch building would be required to be used as a temporary annexe for James Gillespie’s High School until the school roll returns to a level which can be accommodated on the main site.
- 1.5 **Create a Pupil Placement Policy for GME.** Schedule 1 paragraph 4 of the 2010 Act applies. The proposals set out in this paper include details of a policy which, subject to the outcome of this consultation, will be created to establish clear arrangements for provision of GME pupil places in Edinburgh and for out of catchment applications to an Edinburgh GME provision.
- 1.6 Further details of all these proposals are provided in the remainder of this statutory consultation paper.
- 1.7 Comments on the proposals should be submitted by no later than 5pm on Friday 18 March 2022 via the Council website:  
<https://consultationhub.edinburgh.gov.uk/cf/futuregme>

- 1.8 Responses can also be submitted by email or post to the addresses set out in Section 7 of this paper.
- 1.9 Two online public meetings will be held as follows, further details of which are provided in Section 7: **(Details will be provided in the final paper if approval to proceed is agreed by Education, Children and Families Committee)**

Venue	Date	Time
Online		
Online		

## 2 Background and Context

- 2.1 The growth of GME in Edinburgh has progressed from the creation of a GME unit at Tollcross Primary School in 1988. At the time it was operated by Lothian Regional Council. Following re-organisation of local authorities in 1996 the unit at Tollcross remained the GME primary provision for all of the Lothian authorities. Pupils who attended the GME unit at Tollcross were able to continue GME education into secondary school by attending James Gillespie's High School.
- 2.2 In 2013 Bun Sgoil taobh na Pairce was opened in the former Bonnington Primary School and the pupils who has previously attended Tollcross Primary School for GME provision were transferred to this new school. Secondary provision continued to be provided at James Gillespie's High School.
- 2.3 Bun Sgoil taobh na Pairce has proved very popular and now sustains regular primary 1 intakes for a double stream 14 class school. For a considerable period the intention has been to create alternative and expanded secondary GME provision as James Gillespie's High School does not have the capacity to accommodate the growth in numbers coming through from Bun Sgoil taobh na Pairce or to allow further growth of GME at primary level throughout the city.
- 2.4 Several proposals to address these issues have been made over the last decade but none of these have been progressed beyond the informal consultation phase. However, this statutory consultation is being progressed following the most recent informal consultation. The pre consultation document and the outcome report of the most recent informal consultation are available on the [Council Website](#) and copies of the documents are available for inspection at Waverley Court and the affected schools during the consultation period.
- 2.5 The outcomes of the informal consultation which are considered further in this paper are as follows:
- Growth of Early Years provision across the city.
  - Growth of primary provision in the city.

- Further explanation of why the provision of a dedicated GME secondary school as part of a new learning campus on the current Liberton High School site is the preferred option.
- Further explanation of how maximum progress towards GME immersion would be ensured.
- A clear transition strategy for any pupils who will have all or part of their GME secondary learning in the new dedicated GME secondary school.
- A clear indication of how, irrespective of location, advances will be made to enhance the number curriculum subjects taught in Gaelic.

### **3 Maintaining Educational Excellence**

- 3.1 The following section outlines the details of the proposals which are the subject of this statutory consultation. However, at the outset it is important to note that this ambitious plan for the growth of GME in Edinburgh is being progressed in line with the objective to provide a high-quality learning and teaching experience for all pupils in all schools. The elements needed to achieve this in any school, irrespective of context, are the quality of leadership and teaching; the breadth, depth and coherence of the curriculum offer; the level of parental engagement and other partnerships; the ability to develop wellbeing, inclusion and equalities; all of which combine to become the school's overall ethos and culture.
- 3.2 Within Edinburgh's Gaelic Medium Education Improvement Plan, careful consideration will be given to the recruitment, development and enhancement of a staff team able to support a full, rich curriculum suited to the needs of the school community. Provision will align to Scottish Government guidance, delivering "a sufficient proportion of the curriculum through the medium of Gaelic to enable young people to continue to develop their fluency in Gaelic through immersion." <sup>1</sup> This will be achieved incrementally over time, working towards the ambition of maximising immersion in line with the vision, values and aims of the Gaelic school community and the city Gaelic Medium Education Improvement Plan.
- 3.3 This statutory consultation is therefore only the first step on a journey which will evolve over time but will lead to significant growth of GME learning in Edinburgh. The statutory consultation addresses some of the fundamental changes which will allow the growth to occur. It is appreciated there will be challenges on the journey and that some families and year groups will be more affected than others, however with clear planning and change management, we believe that issues will be forecast and addressed.

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<sup>1</sup> "Advice on Gaelic Education", Education Scotland, 2015., p21

- 3.4 Some of the support mechanisms that will be established to address these challenges are set out in the Educational Benefits section and will evolve, with stakeholder feedback, over time. It is important to highlight from the outset of this journey the commitment to supporting learners through the transition associated with the growth of GME. This will continue throughout and beyond the period that any proposals ultimately approved through this consultation are implemented so that high quality learning and teaching is maintained throughout the whole process.

## 4 Details of Proposal

- 4.1 Further detail of proposals for the expansion of Gaelic Medium Education in Edinburgh are provided in this section.

### Early Years

- 4.2 The plans for expansion of GME early years provision are outlined in the [Outcome Report of the Informal Consultation](#) which is available on the Council website. At present the establishment of new early years facilities does not require a statutory consultation to be undertaken. Therefore, as the plans for new provisions are progressed, detailed engagement and consultation with all necessary stakeholders will take place out with the statutory consultation process.

### Establish two new GME primary school units and alter the catchment areas for primary Gaelic Medium Education (GME) in Edinburgh

- 4.3 From the response received in the informal consultation it is clear the growth of primary is a crucial first step which requires to be confirmed and implemented before a dedicated GME secondary school opens.
- 4.4 The proposal in this statutory consultation is therefore to establish two new dedicated GME teaching units, one in the south east of the city and one in the west, initially within existing primary schools but with a path identified for growth to full primary schools should this be required over time. While the actual creation of the units is not considered a relevant proposal under the 2010 Act it is necessary to outline the proposals because creating the catchment areas for the new units is a relevant proposal.
- 4.5 The schools selected for the new GME primary units are Prestonfield Primary School in south east of Edinburgh and Carrick Knowe Primary School in the west of Edinburgh. The existing and proposed GME primary catchment areas are shown in Appendix 1.
- 4.6 Families who choose for their children to begin GME in primary one at the new units who have elder siblings at Bun-sgoil Taobh na Pairce will be able to

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

- 4.7 For the new primary provision in the south east the intention is the eventual location for the full primary school, should the numbers in the unit grow at expected rates, could be part of the new shared learning campus at Liberton. The GME infrastructure delivery plan at Liberton will be designed so that the south east primary GME provision could also be delivered from that location when required. A further statutory consultation would be required to establish a new primary GME school on the Liberton Campus.
- 4.8 For the new primary provision in the west the eventual location for the full primary school will be identified as part of the wider learning estate infrastructure plan aligned to the City Plan 2030. A further statutory consultation would be required to establish the location for a new school in the west of Edinburgh.

### **Establish a dedicated GME secondary school**

- 4.9 The Council's preferred option for construction of a dedicated GME secondary school is for it to be created alongside a replacement Liberton High School on the existing Liberton High School site. The sports and dining infrastructure on the campus will be shared by all the schools on a timetabled basis. The reasons for this being the Council's preferred option are the benefits created by sharing a campus with another secondary school. These benefits are explained further in section 5.
- 4.10 However, based on some comments received during the informal consultation, suggesting that the new dedicated GME secondary provision should be on a standalone site, an alternative option for this to be achieved on the existing Castlebrae High School site (once it has relocated to the new building in Craigmillar town centre) has been included in this statutory consultation. This site is owned by the Council and certainty about when it could be developed can therefore be provided in the statutory consultation.
- 4.11 The education benefits statement in section 5 and Appendix 4 concludes that in the early days of its evolution, the GME secondary school will require support from an adjacent school. While it is possible to provide support from a local school, for example Castlebrae High School, a school which shares the same campus (co-located), e.g. Liberton, has the strongest rationale. The proposed locations and catchment areas for the GME secondary school options are shown in appendix 2.
- 4.12 As part of the process of identifying a standalone site other locations were suggested and considered but have been discounted mainly due to the fact they are either; a) too small; b) currently operational for another purpose or; c) not owned by the Council with no certainty being able to be established as to whether the site could be made available within suitable financial parameters.

The table below provides a summary of the sites which have been considered and why they have been discounted.

Site	Reason for site being discounted
Bus depot site adjacent to Drummond High School	Operational Lothian Buses depot with no current plans to relocate.
Fettes Police Station	Operational Police HQ with no current timescales available for when the site would become available. Value of the site would also require to be met as part of a project to deliver a new GME secondary school which is financially unviable for the Council.
Royal Victoria Hospital Site	Site currently being used as a temporary car park by NHS Lothian. The site has an estimated value of £20m which would require to be met as part of a project to deliver a new GME secondary school. This is financially unviable for the Council.
Council's depot at Russell Road;	The site is not available for a school development due to a previous approval as part of the Council's depot strategy. It is also too small for a modern High School.
Old Tynecastle High School	Not a suitable site due to ownership by the brewery, the associated health and safety issues and the small size of the site.
Old Royal High School	Site too small and building not suitable for a modern High School.
Princess Alexandra Eye Pavilion	Still operational and no date for closure. Site too small for a modern High School.

4.13 Irrespective of the ultimate location chosen for the new school it will have:

- an entirely new and separate leadership (including its own Head Teacher) and management team; and
- its own management structure.

In addition, the new GME secondary school will be registered as a new school with the Scottish Government.

- 4.14 The proposals for transition to the new GME secondary school are that all City of Edinburgh primary seven GME pupils from the year the new GME secondary school opens will move directly from their GME primary school to the new secondary school rather than James Gillespie's High School. On the year the new GME secondary school opens the GME S2 pupils for that year will also attend the new GME secondary school having spent S1 in James Gillespie's High School. In that year the S3-S6 GME pupils will remain at James Gillespie's High School and over a period of years, as these year groups leave, the school will stop offering GME education entirely as the new GME secondary school becomes fully operational.
- 4.15 Based on these proposals, paragraphs 1(2)(b) (discontinue the provision of GME in a stage of education in a school that also provides the stage of education through English medium education) and paragraph 2 (proposal to establish a new school) of schedule 1 of the 2010 Act apply. Also applicable is schedule 1 paragraph 5 which relates to varying the arrangements for the transfer of pupils from primary to secondary school described above.
- 4.16 A consequence of part of this proposal being treated as a closure followed by establishing a new school means that section 2A of the 2010 Act applies. This means that if following the publication of a consultation report on a closure proposal, it is decided not to proceed with closure then the Council cannot bring forward any other closure proposals for the same school for 5 years unless there has been a significant change in the school's circumstances. As the closure and establishment provision includes the arrangements described above for the S2 group of GME pupils in the year the new GME secondary school opens, it is considered they will be re-locating in the ordinary sense of the word as opposed to the proposals in this consultation also being considered a relocation according to paragraph 3 of schedule 1 of the 2010 Act.

### **Pupil Placement Policy for GME in Edinburgh**

- 4.17 It is proposed to create a Pupil Placement Policy for GME in Edinburgh. Schedule 1 paragraph 4 of the 2010 Act applies.
- 4.18 Aligned to the new proposed catchment areas for primary GME in Edinburgh the following placement criteria will be introduced should the catchment numbers of pupils seeking to enter into GME education at primary one level exceed the places available:
- 4.18.1 Firstly, all pupils living within the catchment areas will have a right to apply for a place in the GME provision for that catchment area.
- 4.18.2 Should applications exceed the places available then places will be prioritised on the following basis:
- Any pupils with siblings already being taught within the GME provision of that catchment area will be offered a place if available



- If necessary – i.e. there remains too many applications from pupils for the places available following the allocation of places to siblings or there are too many siblings for the places available – places will be allocated randomly by the Executive Director of Education and Children Services using an anonymised and witnessed process.

- 4.19 In order to receive a place within secondary GME in Edinburgh pupils need to live within any City of Edinburgh School catchment area and be able to evidence full attendance at a GME primary provision from primary one to primary seven.
- 4.20 While the existing provision at Bun-sgoil Taobh na Pairce currently provides access to pupils from other Lothian authorities due to the legacy of Lothian Regional Council, there is no official policy associated with this legacy arrangement and the proposed new catchment areas shown in appendices 1 & 2 will only apply to pupils who are residents within a catchment area for a City of Edinburgh Council school. Families who live in other local authority areas will require to make out of catchment placement requests to attend one of the GME primary provisions. This is in line with the requirement for all local authorities to now consider their own GME provision for requests made by their residents.
- 4.21 Any pupil making an out of catchment placement request to the new GME secondary school would also have to evidence full attendance at a GME primary provision from primary one to primary seven.
- 4.22 Once the outcome of the statutory consultation paper is known, if appropriate at that time, the new GME placement policy will be submitted to a meeting of the Education, Children and Families Committee for approval.

### **Transport and Travel**

- 4.23 It is recommended that bus transport should be provided from the primary schools to the secondary school to make it easy for families with children in primary and secondary to manage travel requirements. The growth of primary GME in other locations of the city and a commitment to provide transport between these locations and a new secondary GME school at either site proposed will mean that travel for students will be quicker than if they were to have to rely on public transport. Active travel routes and facilities for all the GME schools will be assessed and improved wherever necessary. Normal transport and travel assistance in line with the Council's home to school transport arrangements will also be provided where necessary and applicable.

### **Timeline and Capacities**

- 4.24 The key milestones and estimated timescales for the creation of the new provisions outlined above are as follows:
- New Early Years facilities opened from 2021 onwards.

- New south east and west GME primary units open in August 2023.
- New GME secondary school opens as soon as possible following the statutory consultation. Timing of delivery will vary depending on which option is chosen to progress (further details on timing for the different options is provided in section 6 below). When it does open, all S1 and S2 GME pupils will attend the new school even if they have previously attended S1 at James Gillespie's High School.

4.25 The estimated roll projections for the new GME secondary school and James Gillespie's High School are shown in the tables in Appendix 3 based on scenarios for a new GME secondary school opening in 2025, 2026 and 2027. The latter two options could create rising rolls accommodation issues for James Gillespie's High School during 2026 and 2027 and solutions for this will need to be considered with the school's management team and the wider school community. The Darroch building will be used as a temporary annexe for James Gillespie's High School for as long as is required. The projections also show estimated roll projection scenarios for the new primary provisions creating either an additional 1 stream (7 classes) or 2 streams (14 classes) of new GME pupils feeding into the new secondary school.

4.26 Enhanced transition plans for key year groups will be provided as shown in the pathways tables in Appendix 3. These tables are also based on scenarios for a new GME secondary school opening in 2025, 2026 and 2027. Further information about the transition plan between the new GME secondary school and James Gillespie's High School is also included in the informal consultation outcome report and will be further developed with families as the journey towards the opening of the new school progresses.

## **5 Educational Benefits**

- 5.1 The outcome report for the informal consultation contains significant detail on the educational aspects associated with the proposals outlined in this statutory consultation. Issues addressed included: existing provision at James Gillespie's High School, Supporting Transition to New School, Supporting Immersion, Ethos and Identity, the importance of creating a dedicated and distinct GME learning Environment, Connecting with Communities, Building the GME Team and expanding Curriculum Choice.
- 5.2 All these themes will continue to be addressed through a detailed engagement process with learners, their families and school staff to ensure the growth of GME in Edinburgh is successful.
- 5.3 In addition to these, we have assessed the Educational Benefits which relate to the following: Leadership, Skills for Learning, Life and Work; Quality Learning Experiences, Wellbeing, Inclusion and Equalities, ensuring Personal, Social and Emotional Development; and Partnerships.

- 5.4 The complete Educational Benefits are shown in Appendix 4 and lead to the firm conclusion that the new secondary school should be developed with a clearly distinct Gaelic ethos and culture, and located adjacent to another school to support and enhance the educational experiences for the young people and staff. Principally this will ensure that learners access a broad, relevant curriculum while Gaelic Medium courses and qualifications continue to be developed locally and nationally. It will also provide the initially small GME staff team with resources to develop their own professional skills, including those set out in the Edinburgh Teachers' Charter. As Education Reform develops in Scotland, it will be important for the GME school staff to be linked to other schools to fully explore and implement any changes to the national curriculum and formal assessments. As the school roll continues to grow, formal links with the adjacent school will be able to be gradually reduced until the GME school becomes self-sustaining and as immersive as possible.
- 5.5 The site of the adjacent school will have a bearing on the ease by which the senior leadership team can timetable shared resources. Operationally, there are clear advantages for the adjacent school to be on the same campus, i.e. co-located, however travel between two schools is possible.

## **6 Financial Considerations**

- 6.1 The proposals in this statutory consultation paper will lead to an increase in revenue costs for Education and Children's Services. This is because, in addition to the additional teaching and support staff (which would be required anyway due to the natural growth in demand), there will also be a requirement to create and fill all the management and non-teaching staff positions associated with running the new dedicated GME Secondary school on the chosen site. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff. The creation of new school buildings will also result in additional building running, maintenance and repair costs for the school estate.
- 6.2 Financial implications are required to be provided in the statutory consultation paper when a closure is proposed. However, this is usually to ensure it is not financial benefits alone which are driving the closure proposal. In this instance, the closure proposal is aimed at facilitating the long-term growth of GME across the city which will increase the revenue and capital GME expenditure. Therefore, while the exact revenue and capital expenditure increases are not yet available in detail it is clear this is not a closure proposal which is being taken forward to generate savings.
- 6.3 Planning for the growth of GME secondary staff has already started due to the expansion of GME provision at James Gillespie's High School. This financial planning will continue and will evolve into planning the requirements for the new

school. In this sense, the staff team for the new secondary school will be developed before it opens and for the transition years staff will deliver secondary GME from both locations.

- 6.4 The capital requirements for the provision of infrastructure at the Liberton site is being developed as part of an ongoing project which includes the replacement of Liberton High School and the provision of the GME learning estate infrastructure. The intention is by the time this statutory consultation is concluded, a planning application will have been submitted for the construction of a dedicated GME secondary facility on the Liberton site. Should the statutory consultation ultimately approve the Liberton option is the one to be progressed then this will allow the project to continue and be deliverable by August 2025. The only caveat to achieving this date is the current ongoing cost and programme delivery issues being experienced by the construction sector due to the COVID-19 pandemic, which will have long term implications on the global economy and the construction industry.
- 6.5 Should the option for a stand alone secondary GME provision at the existing Castlebrae High School be the option chosen to be progressed then the design for the new facility will require to begin following the conclusion of the statutory consultation. In this scenario the estimated delivery date for the new facility will be August 2027. As mentioned above this will create additional accommodation pressures on James Gillespie's High School in 2025 and 2026 and solutions for this will need to be considered with the school's management team and the wider school community through the rising rolls programme.
- 6.6 The Scottish Government already provide significant dedicated capital and revenue funding to the City of Edinburgh Council for the growth of GME and are committed to continuing this support aligned to the strategic growth plan. If, on completion of the statutory consultation, it is agreed by Council that the proposals should be progressed, the identification and approval of the required additional capital and revenue funding would be required to be established by Council as part of future budget processes. This would include collaboration with the Scottish Government to develop the business plan for delivery and operation of the new GME infrastructure required across the city in the longer term.

## **7 Consultation Process**

- 7.1 The 2010 Act sets out the statutory consultation requirements for:
- The establishment of a new school;
  - The relocation of a stage of education;
  - Changes to existing admission arrangements (such as catchment change); and
  - The closure of a stage of education.

7.2 To summarise, the elements of the proposals outlined in this statutory consultation paper which are considered to be subject to the requirements of the 2010 Act are as follows:

**Alter the catchment areas for primary Gaelic Medium Education (GME) in Edinburgh.** This proposal requires consultation as per section 1 and paragraph 4 of schedule 1 of the 2010 Act.

**Establish a dedicated GME secondary school.** To achieve this, paragraphs 1(2)(b) (discontinue the provision of GME in a stage of education in a school that also provides the stage of education through English medium education) and paragraph 2 (proposal to establish a new school) of schedule 1 of the 2010 Act apply. Also applicable is schedule 1 paragraph 5 which relates to varying the arrangements for the transfer of pupils from primary to secondary school.

**Create a Pupil Placement Policy for GME.** Schedule 1 paragraph 4b applies. If the statutory consultation paper is approved the new GME placement policy will be submitted to a meeting of the Education, Children and Families Committee for approval.

7.3 The requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school;
- the parents of the pupils at any affected school;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);
- the Roman Catholic Church;
- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

7.4 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school's management team.

7.5 The consultation will run for a 7-week period (30 school days) from Monday 31 January until Friday 18 March. The statutory consultation paper will be made

available online and in paper format and copies will be available for inspection at the Council Offices at Waverley Court and at the schools affected by the proposals.

- 7.6 The Council website will contain information on the consultation and this will be updated as necessary <https://consultationhub.edinburgh.gov.uk/cf/futuregme>
- 7.7 Two online public meetings utilising the Microsoft Teams platform will be held in respect of the proposal which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals and answer questions. A record of each public meeting will be taken by the Council. The dates and details for the meetings are set out below.

Venue	Date	Time

- 7.8 Respondents are encouraged to submit any responses to this statutory consultation online at <https://consultationhub.edinburgh.gov.uk/cf/futuregme> Responses can also be e-mailed directly to or [gme@edinburgh.gov.uk](mailto:gme@edinburgh.gov.uk) or posted to the following address:

Executive Director of Education and Children's Services  
City of Edinburgh Council  
Council Headquarters  
Waverley Court  
Level 1:3  
4 East Market Street  
Edinburgh EH8 8BG

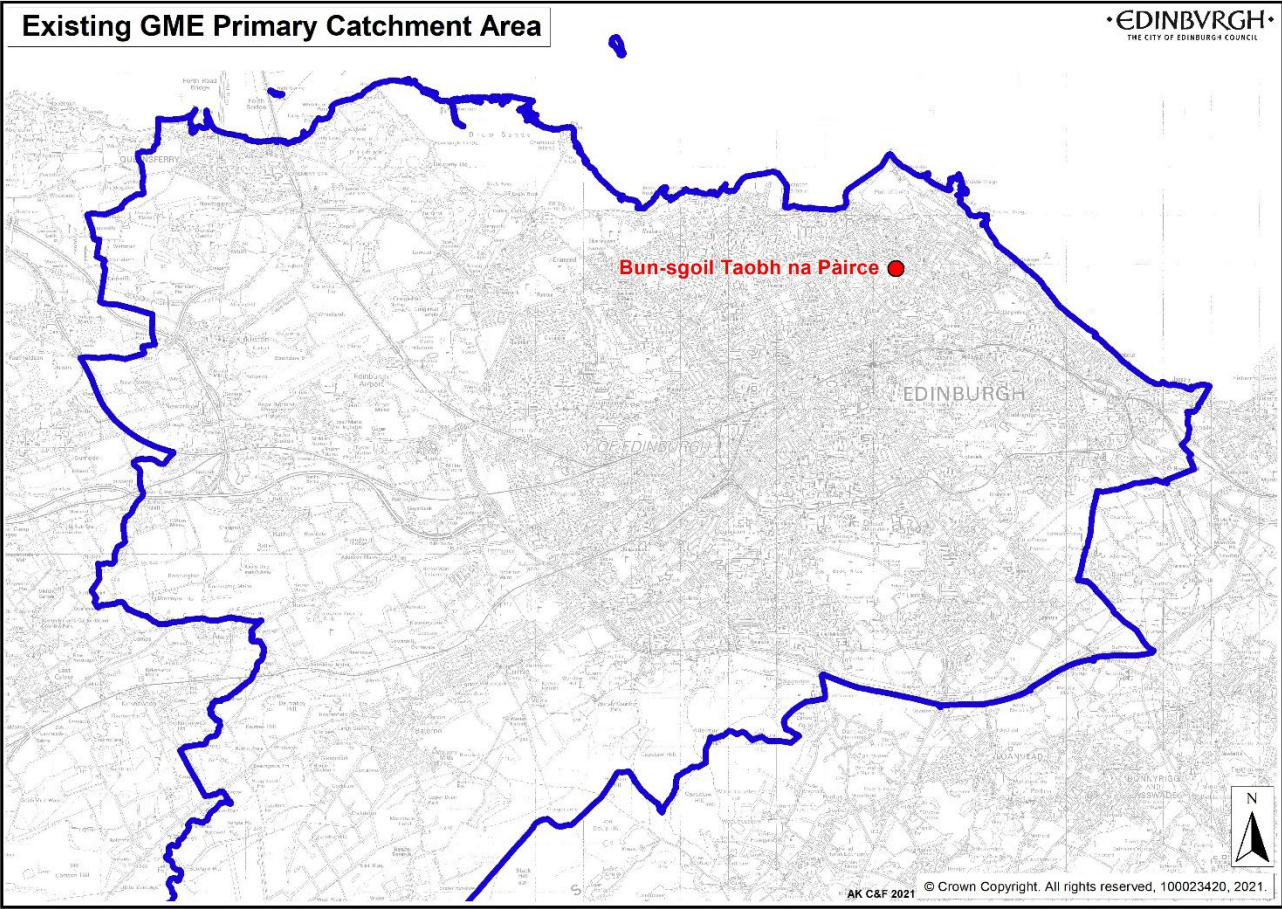
Anyone who is not able to attend the online meetings or submit comments by email should write to the address above advising of the best contact method and alternative methods to gather comments on the proposals will be arranged.

- 7.9 All responses, whether by letter, e-mail or submitted online should be received by no later than 5pm on Friday 18 March 2022.
- 7.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 7.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the

Consultation will be presented to the Council for consideration. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and to any issues raised by Education Scotland. Individual responses will not be provided to submissions made during the consultation.

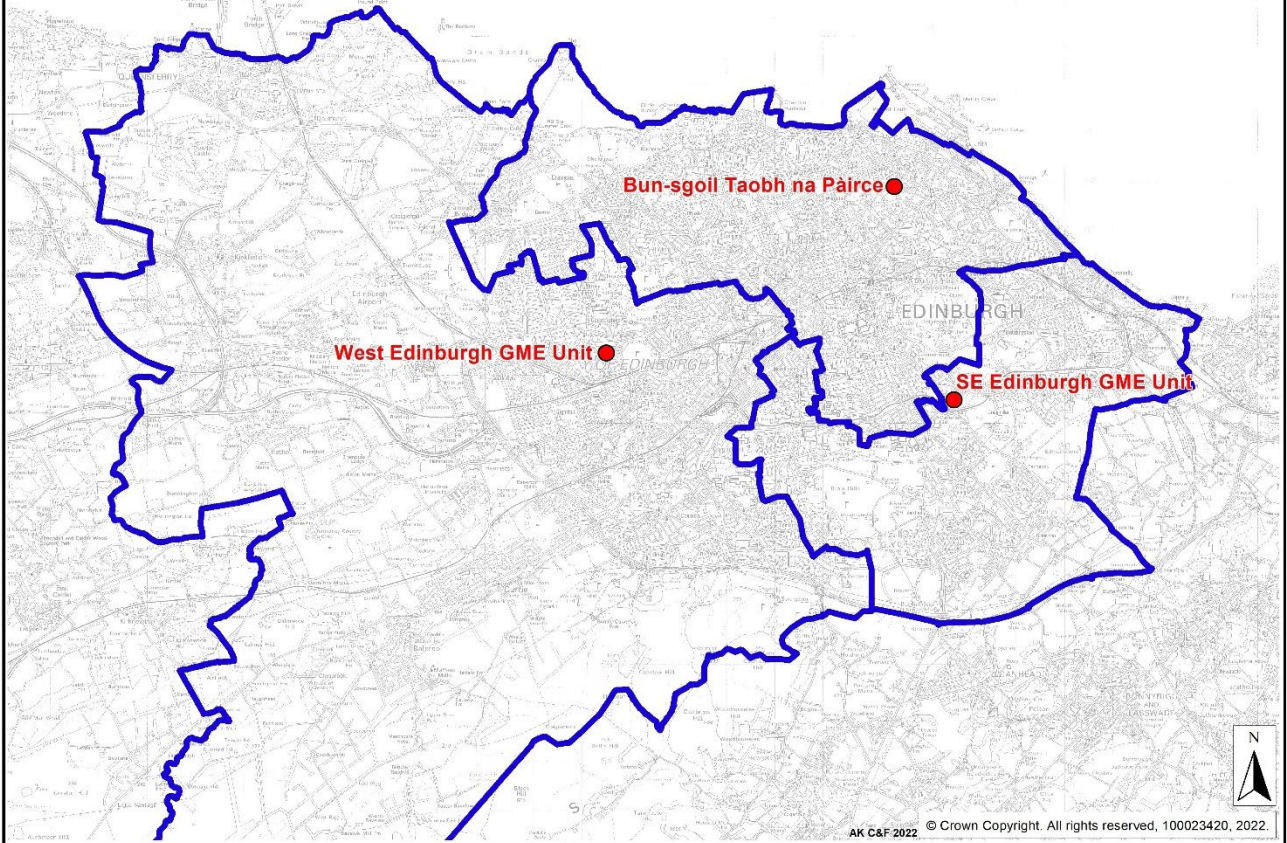
- 7.12 The report will be published three weeks in advance of the Council meeting. Notification will be given to those individuals or groups that have made representations during the consultation period.

**APPENDIX 1 – Existing and Proposed Primary GME Catchment Areas and school locations.**



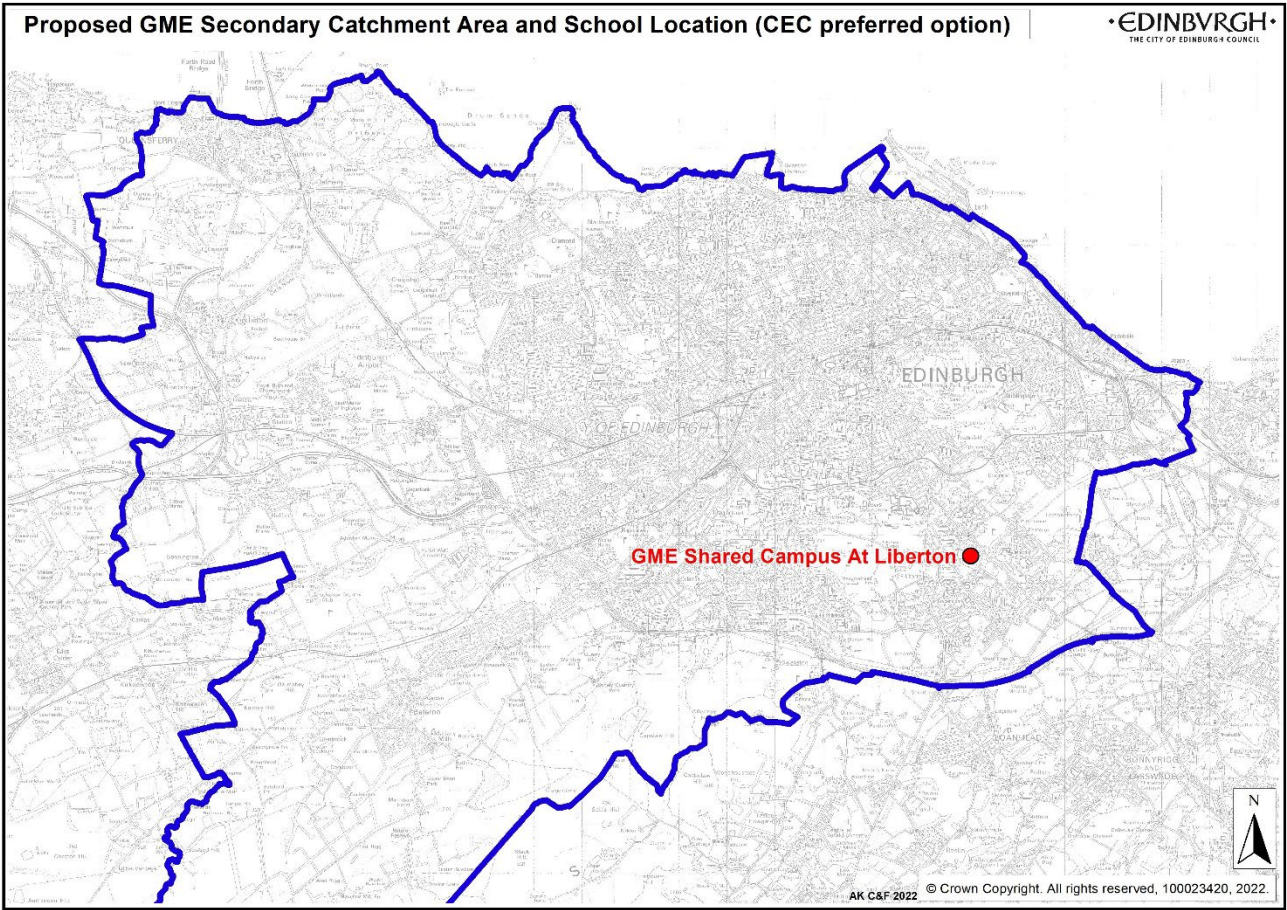
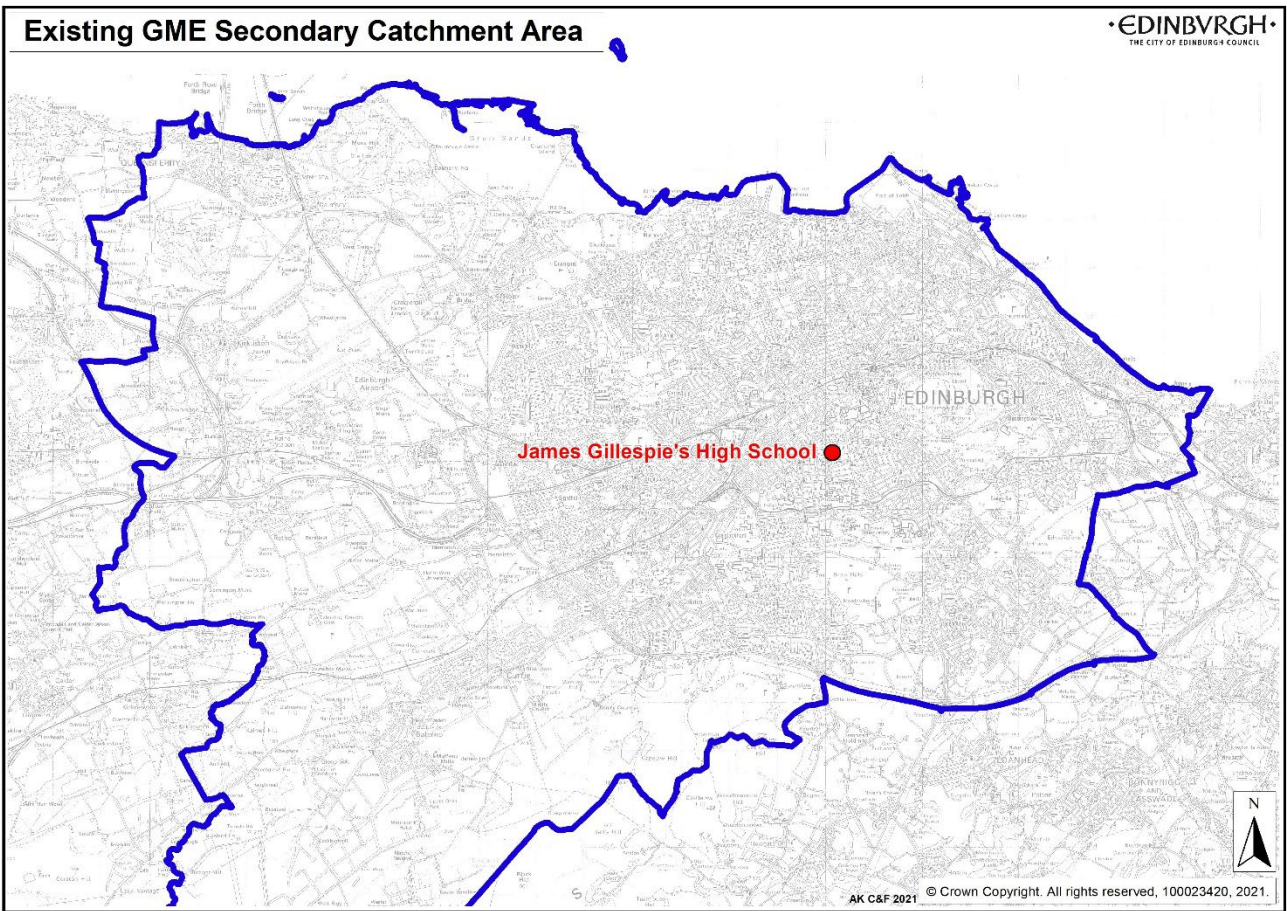


**Proposed GME Primary Catchment Areas**



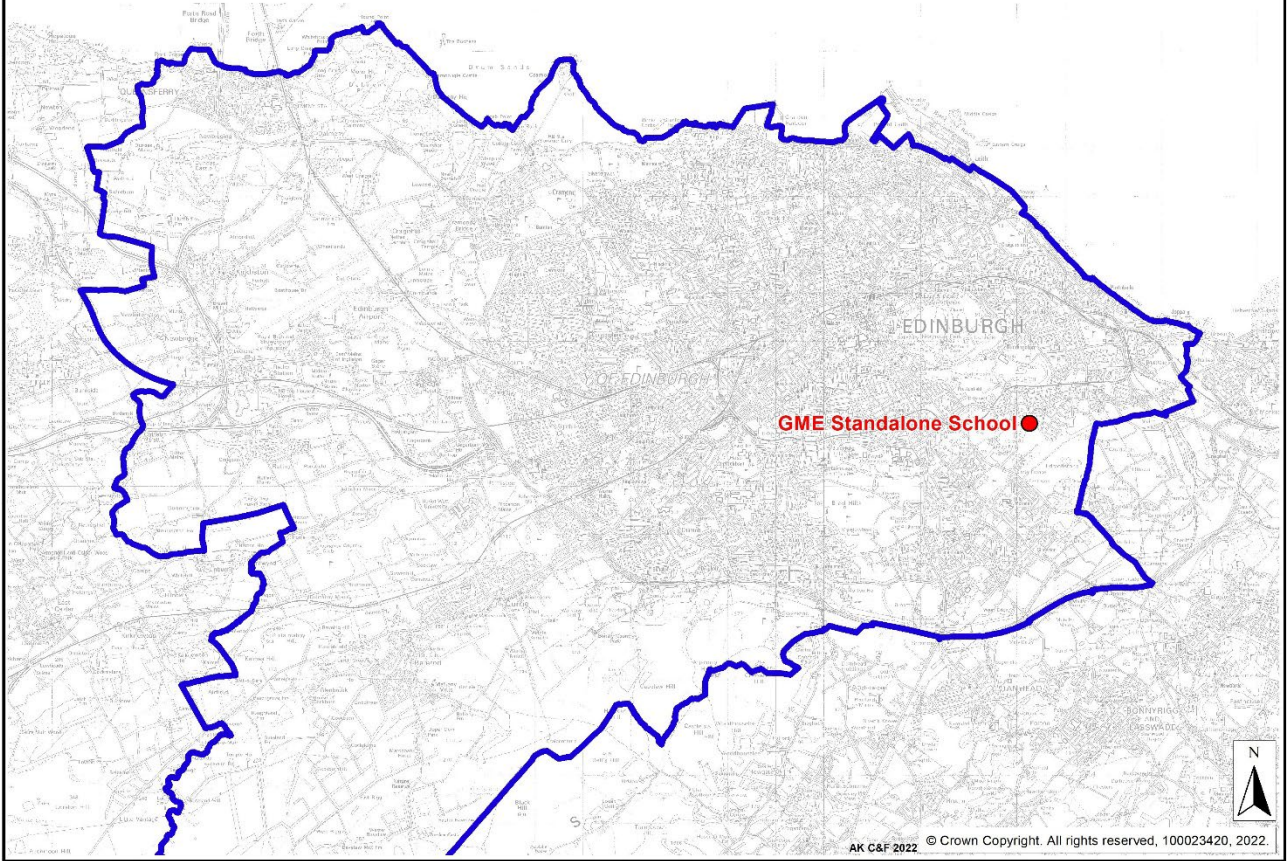


**APPENDIX 2 – Existing and Proposed Secondary GME Catchment Areas and school locations.**





Proposed GME Secondary Catchment Area and School Location (alternative option)



## APPENDIX 3 – Projections and Pathways

### SCENARIO 1 - 2025 GME SECONDARY SCHOOL OPENING

Year	JGHS roll	GME Secondary roll from Bun-sgoil Taobh na Pairce*	add in from new GME primary (2 extra streams)	Projected GME Secondary school roll	add in from new GME primary (1 extra stream)	Projected GME Secondary school roll
2022	1626					
2023	1690					
2024	1811					
2025	1786	123		123		123
2026	1778	193		193		193
2027	1755	251		251		251
2028	1705	309		309		309
2029	1642	369		369		369
2030	1588	361	15	376	8	369
2031	1514	366	40	406	20	386
2032	1444	356	75	431	38	394
2033	1400	358	120	478	60	418
2034	1381	360	175	535	88	448
2035	1377	360	235	595	118	478
2036		360	295	655	148	508
2037		360	340	700	170	530
2038		360	375	735	188	548
2039		360	400	760	200	560
2040		360	420	780	210	570

SCENARIO 2 - 2026 GME  
SECONDARY SCHOOL OPENING

Year	JGHS roll	GME Secondary roll from Bun-sgoil Taobh na Pairce*	add in from new GME primary (2 extra streams)	Projected GME Secondary school roll	add in from new GME primary (1 extra stream)	Projected GME Secondary school roll
2022	1626					
2023	1690					
2024	1811					
2025	1909**			0		0
2026	1846	125		125		125
2027	1823	183		183		183
2028	1773	241		241		241
2029	1710	301		301		301
2030	1588	361	15	376	8	369
2031	1514	366	40	406	20	386
2032	1444	356	75	431	38	394
2033	1400	358	120	478	60	418
2034	1381	360	175	535	88	448
2035	1377	360	235	595	118	478
2036		360	295	655	148	508
2037		360	340	700	170	530
2038		360	375	735	188	548
2039		360	400	760	200	560
2040		360	420	780	210	570

SCENARIO 3 - 2027 GME SECONDARY  
SCHOOL OPENING

Year	JGHS roll	GME School roll from Bun-sgoil Taobh na Pairce*	add in from new GME primary (2 extra streams)	Projected GME Secondary school roll	add in from new GME primary (1 extra stream)	Projected GME Secondary school roll
2022	1626					
2023	1690					
2024	1811					
2025	1909**			0		0
2026	1971**			0		0
2027	1890	116		116		116
2028	1828	186		186		186
2029	1765	246		246		246
2030	1643	306	15	321	8	314
2031	1514	366	40	406	20	386
2032	1444	356	75	431	38	394
2033	1400	358	120	478	60	418
2034	1381	360	175	535	88	448
2035	1377	360	235	595	118	478
2036		360	295	655	148	508
2037		360	340	700	170	530
2038		360	375	735	188	548
2039		360	400	760	200	560
2040		360	420	780	210	570

\*NB. In all scenarios the opening year for the new GME secondary provision will include the previous year's s1 GME pupils from JGHS. All other pupil numbers estimated in this column will come direct from Bun-sgoil Taobh na Pairce.

\*\* Possible rising rolls accommodation pressures to be addressed.

Pathways for Year Groups - 2025 opening

2020-21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30
ante pre school	pre school	p1	p2	p3	p4	p5	p6	p7	s1
pre school	p1	p2	p3	p4	p5	p6	p7	s1	s2
p1	p2	p3	p4	p5	p6	p7	s1	s2	s3
p2	p3	p4	p5	p6	p7	s1	s2	s3	s4
p3	p4	p5	p6	p7	s1	s2	s3	s4	s5
p4	p5	p6	p7	s1	s2	s3	s4	s5	s6
p5	p6	p7	s1	s2	s3	s4	s5	s6	
p6	p7	s1	s2	s3	s4	s5	s6		
p7	s1	s2	s3	s4	s5	s6			
s1	s2	s3	s4	s5	s6				
s2	s3	s4	s5	s6					
s3	s4	s5	s6						



enhanced transition before new school completed



enhanced transition when new school open



full attendance at new GME secondary school



full attendance at James Gillespie's High School

Pathways for Year Groups – 2026 opening

21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
ante pre school	pre school	p1	p2	p3	p4	p5	p6	p7	s1
pre school	p1	p2	p3	p4	p5	p6	p7	s1	s2
p1	p2	p3	p4	p5	p6	p7	s1	s2	s3
p2	p3	p4	p5	p6	p7	s1	s2	s3	s4
p3	p4	p5	p6	p7	s1	s2	s3	s4	s5
p4	p5	p6	p7	s1	s2	s3	s4	s5	s6
p5	p6	p7	s1	s2	s3	s4	s5	s6	
p6	p7	s1	s2	s3	s4	s5	s6		
p7	s1	s2	s3	s4	s5	s6			
s1	s2	s3	s4	s5	s6				
s2	s3	s4	s5	s6					
s3	s4	s5	s6						



enhanced transition before new school completed



enhanced transition when new school open



full attendance at new GME secondary school



full attendance at James Gillespie's High School



Pathways for Year Groups – 2027 opening

22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31	31/32
ante pre school	pre school	p1	p2	p3	p4	p5	p6	p7	s1
pre school	p1	p2	p3	p4	p5	p6	p7	s1	s2
p1	p2	p3	p4	p5	p6	p7	s1	s2	s3
p2	p3	p4	p5	p6	p7	s1	s2	s3	s4
p3	p4	p5	p6	p7	s1	s2	s3	s4	s5
p4	p5	p6	p7	s1	s2	s3	s4	s5	s6
p5	p6	p7	s1	s2	s3	s4	s5	s6	
p6	p7	s1	s2	s3	s4	s5	s6		
p7	s1	s2	s3	s4	s5	s6			
s1	s2	s3	s4	s5	s6				
s2	s3	s4	s5	s6					
s3	s4	s5	s6						



enhanced transition before new school completed



enhanced transition when new school open



full attendance at new GME secondary school



full attendance at James Gillespie's High School

## Appendix 4 Educational Benefits

### Background

The educational benefits of the proposals are influenced by and reference the following key documents:

- Curriculum for Excellence: vision, aims and guidance on the delivery and assessment of the Curriculum
- Developing the Young Workforce, which sets out the pathways into full and productive employment, training and learning for learners
- [How Good is our School \(4\)](#), the self-improvement toolkit for schools
- [Statutory Guidance for Gaelic Education](#)
- [Advice on Gaelic Education](#)

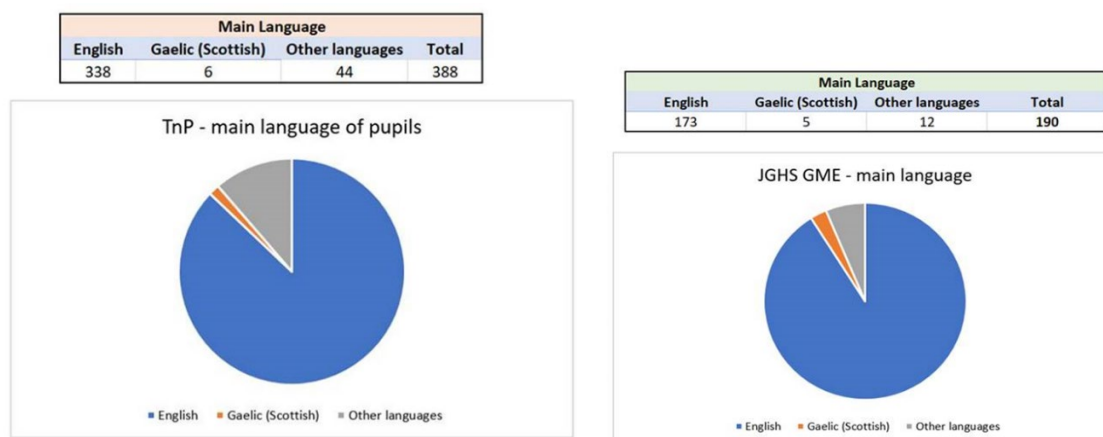
In addition, previous successful Statutory Consultations have been researched and advice sought from various allied professionals, colleagues and experts in the field. The resultant educational benefits we believe to be the best course of action to develop GME within the city of Edinburgh.

### Introduction

There has been a period of engagement with various bodies leading up to the publication of this document, during which speculation about the best way to deliver GME within the city has been rehearsed and refined. Several sources of information and research have been kindly provided by various bodies interested in the proposals. These have ranged from academic research on the benefits and drawbacks of models of delivery for bilingual education within international communities, to experiential guidance on developing similar proposals in Scotland. All of this information has been extremely useful and has been taken into consideration in developing the current proposal. In particular, the experience of Glasgow, which itself leaned on experiences in Northern Ireland and Wales, was acknowledged as being closest to the Edinburgh context, and therefore most pertinent to the plans.

The context of Edinburgh brings its own opportunities and challenges to the proposal, however. Although similar in terms of population to Glasgow, the saturation of Gaels within each city is different, with communities closest to the Western Isles historically drawing more native speakers than those in the East. This has a bearing on the development of GME on many levels and provides a reason for Edinburgh's GME plans to be operating on a different timeline and with a different rationale. It is relevant to the proposal that these factors are highlighted: the lower number of native speakers determines the smaller size of community and cultural links, and therefore related services, including recruitment and retention of staff. Edinburgh does have a larger transient international community, however, and the emphasis on bilingualism from these citizens greatly strengthens the rationale for the development of GME on the scale proposed. Current data suggests that approx. 2% of the current primary school intake in Bun Sgoil describe their main language as Gaelic. The proportion of children from international backgrounds 12%. The remaining 86% of children are from English

speaking families who are committed to their children receiving a bilingual education in the medium of Gaelic.



To develop GME provision effectively, the context of the city, its history, demographic information and, most importantly, its overall vision for 2030 must be taken into consideration. This proposal rests on the assumption that the city vision to reduce poverty; improve wellbeing and equalities and become carbon neutral all underpin the delivery and expansion of GM education. The delivery of education within any new school is subject to the overall vision for Education, Edinburgh Learns for Life

*A fairer, healthier, greener future for everyone, where learning for life happens at school, in the wider community, at home, and in in the workplace (ELforL)*

Using the Edinburgh Learns for Life goals: Transform, Connect and Empower, it is our mission 'to create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued and; to create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.'

Gaelic Medium education has inherent strengths in terms of these goals. Collaboration in the creation and sustenance of cultural and linguistic networks across Scotland is at the heart of GME. Similarly, relationships with people and places are underpinned by the rich cultural dimension of the Gaelic community in Scotland and beyond. The strong stakeholder views which have been vital in shaping the strategic development of plans clearly demonstrate an empowered community and the commitment by local elected members to engage with children, young people and families to provide the best solution.

All of this: the city vision, the demographics and the experiences of other projects leads us to present the proposal as set out below, namely for the expansion of Gaelic Medium Education to be principally located in the secondary sector at a new school, built to Passiv Haus standards, and closely connected to an adjacent school. Delivering a curriculum which demonstrates sufficient coherence, relevance, challenge, enjoyment, breadth, continuity, progression, depth, personalisation and choice, as well as enabling the school leadership to develop and sustain a quality community of teaching and learning, will require scaffolding in the first few years. The 'best value' way of providing this will be at a campus which enjoys strong links with the adjacent school. This partnership will be essential as Gaelic medium courses, programmes and formal assessments are developed across Scotland, and which Edinburgh's Gaelic learners will incorporate in due course.

The following proposed benefits are based on the assumption that by moving the secondary phase of Gaelic education into its own purpose built school, we will enable the Gaelic speaking community to celebrate and develop its own unique ethos. This ethos will reflect the rich, vibrant cultural dimensions of the Gaelic community, and will enable its learners, staff, partners and families to thrive, and for the Gaelic community within Edinburgh to expand. We recognise the requests of the Gaelic community for its own school, rather than for Gaelic education to be continued as a 'wing' or 'unit' in another school and fully accept and agree that this will strengthen all aspects of the delivery of the Gaelic curriculum, as well as providing a focus point for cultural activities.

### **Improving Outcomes and Raising Attainment**

The council is committed to the 'cycle of continuous improvement' as set out in How Good is Our School (4). By placing this aim at the heart of strategic planning, we are confident that we will improve outcomes for children and young people and enable them to do their best.

The cycle of continuous improvement, and therefore the capacity to improve in an educational sense, relies on clear self-evaluation, clear planning and implementation and thereafter review. For the purposes of this proposal, the main sources of self-evaluation are: the Review of GME in 2018; School Standards and Quality and Improvement Plans and the authority's Gaelic Medium Education Improvement Plan. These sources of information and evidence have been essential in setting strategic priorities for improvement. Although schools are expected to report annually on only 4 'core' quality indicators which are reflected in greater detail below, the context of Gaelic Medium Education also directs officers and senior leaders to developing additional quality indicators. For the purposes of this proposal, we will therefore set out objectives based primarily, though not exclusively on:

- QI 1.4 Leadership and management of staff
- Q1 1.3 Leadership of Change
- QI 2.2 Curriculum
- Q1 2.3 Teaching Learning and Assessment
- QI 2.4 Personalised Support
- QI 2.6 Transitions
- QI 2.7 Partnerships
- QI 3.1 Ensuing Wellbeing, Equality and Inclusion
- QI 3.2 Raising Attainment and Achievement

### **Skills for Learning, Life and Work**

Developing skills for learning, life and work is a fundamental part of Scottish education and there is broad acceptance that skills should be developed within and outwith the classroom. The vision for education, Edinburgh Learns for Life, firmly establishes the concept of learning 'at school, in the community, at home and in the workplace.' The proposal to extend GME education within a new

purpose-built school campus will bring new opportunities for skills development in two ways.

Firstly, the expansion of GME and resultant proposed rise in the overall population studying Gaelic will enable, and require more partnerships to be created, and with a greater school community, there will be an increase in the overall number of stakeholders. Wider achievement opportunities are often delivered after school in extra curricular activities, and the larger school population will service this aspect of Wider Achievement well. The expectations of Sports Scotland that more children are more active more often, is built on a culture of coaching offered by volunteers. The expanded Gaelic population will be able to offer more opportunities for wider achievement linked to Gaelic culture. Gaelic culture is firmly rooted in music, art, dance, storytelling, poetry and literature. Creative Scotland recognises that Gaelic is, and continues to be, an integral part of Scotland's heritage, national identity and our current and future cultural life. Creative Scotland is committed to the ambitions and aims set out in the [National Gaelic Language Plan](#) and will work, particularly, to ensure that: *“Gaelic use in the arts and other creative spheres has a range of positive benefits from economic to raising the appeal of Gaelic and strengthening loyalty to the language, offering opportunities for skills development, access to performances and for expression and participation at community, national and international levels.”* While the school population builds, however, the close links to the adjacent school will provide a source of additional opportunities to develop Wider Achievement, in line with the developing strategy for Wider Achievement.

## **The Curriculum**

The proposal for the new GME Secondary school relies on there being an adjacent school to support the breadth and depth of the curriculum offer. This will achieve significant educational benefits for GME Learners.

This strategy, with its ambitious, creative and enterprising approach, would provide increased breadth and depth to the Curriculum offer, raising attainment and achievement.

The rationale and design of the Curriculum - over-arching across the co-located Campus - would be aligned in its structure to enable flexible learner pathways and improved personalisation and choice, creating strong and improved outcomes for learners.

The increased number of teaching professionals and school staff across the whole Campus would provide a much greater variety of skills and knowledge to support the developing Secondary GME Curriculum across the BGE and into the Senior Phase, giving wider access to a variety of courses and flexible, progressive pathways.

The structure of the school day - in terms of timetabling learning- would align across the GME school and the English medium school, so that opportunities for learners are not limited or restricted by the two schools following different timings.

The development of the new GME Campus as part of a Community Hub will also enhance and further grow opportunities for innovative and dynamic partnership

working within the Curriculum, to improve learners' experiences and to develop skills for learning, life and work.

Locating the GME school beside an adjacent school would support communication between staff and partners to develop a greater knowledge and understanding of a learner's profile and progression, so that information and strategies for improving outcomes can be more easily shared and effectively applied.

The Liberton campus, with its geographical location and close proximity to the Edinburgh Bio-Quarter in particular, provide potential for partnership working in scientific research. This is currently being developed by a working group comprising council, local schools and partners.

Any co-located campus would provide a range of flexible and innovative spaces across the two schools to support a variety of learning activities and different approaches to teaching and learning.

In addition to the possibilities offered by the BioQuarter, there is scope to develop the GME school as a centre of excellence for languages. Underpinning the recommendations of the Scottish Government's Language Learning in Scotland: A 1+2 Approach (Scottish Government, 2011) is a recognition of the educational benefits of language learning, as they contribute to overall cognitive and linguistic development. It also recognises research showing that learners in GME find learning another language easier than learners in English medium. It is imperative then that we ensure all GME learners have access to high-quality language teaching and learning throughout their Broad General Education and into the Senior Phase. The advice on Gaelic Education stipulates that GME learners should have access to learning an additional language – Language 3 - as part of a progressive experience, which offers sufficient breadth, depth and challenge to take account of the benefits of bilingualism. Proximity to an adjacent school with an established languages curriculum and team will ensure access to this quality of teaching and learning from the outset, ensuring early cohorts do not miss out on, or lose continuity in, this valuable benefit of GME. Access to a range of pathways and courses in languages that can be offered by a larger partner school will mean GME learners have access to a full range of curriculum choices.

We will support the Senior Leadership Teams of the two schools to work together to identify opportunities for aspects of Gaelic language and culture to enrich Interdisciplinary learning projects within the BGE. The addition of Gaelic Learners courses to the languages curriculum of the adjacent school 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 and to be embraced by the adjacent school and its communities.

In conclusion, we believe that there are significant, substantial benefits to the proposal in terms of curriculum offer. In the early phase of the project, many of the curricular pathways and specialisms that will be available to learners in the GME school, Liberton High School and/or Castlebrae High School will be delivered in the medium of English. As the demand for Gaelic medium education grows across

Scotland, and within Edinburgh, more courses and programmes are likely to be developed for GME, however in the short to medium term it is unlikely that the full range of courses, often with associated technical language, will be available through the medium of Gaelic. In addition, for learners who leave the Gaelic school to take their places in an English medium college or university, it may be more advisable for them to have acquired skills and knowledge in the English. Of the learners currently accessing GME in JGHS, a very small proportion would be regraded as fully immersed at home and school.

### **Learner's Experiences**

Until now, secondary GME provision has been hosted as a unit, within existing accommodation housing a large EME school. The physical setting did not lend itself easily to creating a GME environment which would be conducive to immersion and would give Gaelic language primacy for significant parts of the school day. With this new proposal, GME learners will enjoy their own learning spaces where a GME environment will be established, with the only exception being some carefully timetabled sharing of some facilities eg PE space. The co-creation of key elements of a GME environment in our new school - design of learning spaces and facilities, the curriculum, our vision, goals and aims - will bring a sense of ownership and belonging for our staff, learners and their families.

Our current GME settings actively encourage pupil engagement in decision making with regards to their own learning and the wider life of the school. Learner-led consultation is a key feature of our planning process for this proposal and will build on our current pupil-voice activity to help us establish and sustain a culture where learners' views and ideas are sought, valued and acted on.

The new setting will create a dedicated space where the learning community will be more able to build and sustain a strong GME ethos and culture while affording learners access to a full range of facilities, activities and experiences associated with the larger campus and adjacent school. Our learners will be able to exercise choice from a range of options matched to their varied needs and interests, in terms of learning pathways and opportunities for wider achievement - after school activities, sports, clubs, etc.

A mixed economy of pathways leading to positive sustained pathways will be available to all learners through a broad and varied curriculum offer, with the face-to-face offer enhanced through proximity to the English medium school. Access to staff teams across the two schools brings opportunities to build the positive, supportive relationships with teaching and support staff which underpin the development of the four capacities, enabling GME learners to develop and thrive as successful learners, effective contributors, confident individuals and responsible citizens

### **Children's Rights and Personal and Social Development**

The establishment of the GME secondary school bring together a community of learners, staff and families who are wholly committed to the delivery of education through the medium of Gaelic. This community's vision, values and aims (VVA) will be developed in the Darroch transition years, but will feature how wellbeing and personal, social, health and emotional needs will be developed in the new

school. The VVA will undoubtedly address GIRFEC, the national strategy for wellbeing, as well as the UNCRC (Convention for the Rights of the Child). Thereafter all school policies will mirror the statements contained in the VVA and all behaviours displayed in the school should model these qualities. Respect and high quality relationships will be at the heart of the school and the senior leadership team will ensure that all legislative frameworks are fully complied with. As part of their ongoing self-evaluation, young people at the school will regularly review their wellbeing through SHANARRI (wellbeing indicators) self-assessment, as well as taking part in local and national surveys. Any issues that emerge will be addressed by the pupil support team, in partnership with parents and carers, and any relevant professionals.

The curriculum will provide curriculum opportunities offered by a co-located campus as well as providing young people with well-planned and progressive opportunities to explore diversity, multi-faith issues, and to become active in the issues that interest them. As with all other schools in the city, the school will have both Pupil and Staff Equalities Coordinators who are responsible for developing an anti-racist culture, and for supporting other equalities issues.

As the school will be being built up over several years, new policies and procedures will require to be written and implemented. These policies and procedures will make explicit reference to the Equalities Act, GIRFEC, ASL Act and UNCRC as appropriate. Each of these key themes, set out in the relevant policies, will be subject to consultation and consideration by all stakeholders, including young people and families. The senior leader(s) with the remits for Equalities and Wellbeing will ensure that regular times are planned in the school calendar to audit practice, meet with Coordinators and plan improvement activities. This may include a calendar for Diversity/Equality or similar.

In addition to embedded themes, young people will be offered a range of leadership roles to develop areas of interest, and thus extend their confidence and resilience and develop their personal and social skills. These will be determined by the senior leadership team, along with the young people, but may include class rep; house captain; ECO or Sustainability Rep; Equalities Coordinator; Pupil Council; School Captain.

In order to fully implement the city and education service vision, the school's design will incorporate opportunities for outdoor education. Children who feel well, learn well, and the impact of outdoor education will be fully incorporated into curriculum planning and delivery.

### **Ensuring Wellbeing, Equality and Inclusion**

During the course of the transition from Darroch, the new Gaelic school will develop a suite of policies and procedures, which as mentioned, will be compliant with the major national policies and statutory duties. Principal among these will be the policy on Inclusion and meeting Additional Support Needs. This policy will be based on a strong and effective strategy for developing positive relationships and behaviour, which will be the responsibility of all staff and partners. The policy will be child-centred and ensure that young people's views are at the centre of planning for and delivering their support.



All teaching staff will be working towards the Edinburgh Gaelic Teachers' Charter which sets out key skills for differentiation and where additional needs are identified, the DHT for Pupil Support will ensure that staff training is put in place. Key Adult time will be set out clearly in the timetable of all learners and appropriate mentors will be in place, for example, for those who are care experienced. Although all learning objectives will be shown in class plans, various children will have learning targets set out in support or individualised plans, including formal Co-ordinated Support Plans. The school will be allocated specialist staff to assist with drawing up these plans. A Support for Learning teacher and a CL for Pupil Support (Guidance) will be in place during the transition period. An Educational Psychologist will also be allocated to the school, and will be linked to the feeder primary schools.

A calendar of activities to ensure effective support will be developed at Darroch in readiness for the transition to the new school. This calendar will show the dates of Pupil Support Group meetings; the dates for individualised planning and reviews; the dates for quality assurance of the overall policy, including audits of the Service Level Agreements that will be in place for partners and agencies. The policy/calendar will also show when and how enhanced transition takes place, including the specific arrangements for post-school transitions.

Transitions into, between and beyond each stage of education will focus on ensuring continuity and progression to support pupil well-being and raising attainment.

Transition activity will be planned collaboratively, with staff, learners, parents and partners actively involved in decision making as we develop a new, bespoke GME environment. This will include co-creation of the physical design of accommodation and resources and of the curriculum.

Planning for transition will start well in advance of the move to the new school, allowing staff, learners, families and the community significant opportunities for meaningful engagement with the process and so to have a sense of ownership of their new learning environment. Establishing a GME community at Darroch as part of transition presents an opportunity to understand how a successful GME environment will look, sound and feel.

Due consideration will be given to progression and continuity for learners' pathways to fluency in Gaelic language, with particular attention to ensuring learners are supported with the development of any specialist vocabulary needed for learning experiences in S1.

The expanded GME team and close association with primary colleagues and the established team at the adjacent school, will allow for enhanced transition support for learners and families. This will include P7 and S1 teaching staff, key-adults, cross-sector senior leadership, Additional Support for Learning Staff and Pupil Support leaders, including GME specialist staff. This will allow full account to be taken of social, emotional and mental well-being, as well as physical needs of all learners.

In advance of, during and following transition, there will be opportunities for staff to work together across the learning community to ensure effective communication regarding information sharing, tracking and monitoring and a shared understanding of progress across settings and stages of learning. The proximity of the two schools on the learning campus will facilitate communication, information sharing and the building of relationships conducive to learners showing resilience and continuing to make progress through transition.

## **Inclusive Learning Environment**

The proposal, which assumes the support and partnership of the adjacent school, with its increased breadth and depth to the Curriculum offer, will enable flexible learner pathways and improved personalisation and choice. This will provide a positive impact on equity for all within an inclusive educational experience.

The proposed campus will fully utilise new technologies, supporting and enabling Edinburgh's 1:1 Empowered Digital Learning Strategy. The development of equity of opportunity through digital technology will provide even greater access to learning and courses; locally, nationally and internationally through distance and hybrid learning activities. These facilities will form dedicated Digital Hubs across the Campus for the use of both school communities, enabling access to learning through established digital platforms such as eSgoil, West OS, Vscene and other collaborative learning networks.

The building of a new GME Secondary School presents an opportunity to provide a learning environment which will more effectively meet the needs of all learners through an inclusive approach to design. This will provide a variety of flexible and adaptable spaces that enable inclusive practice throughout the curriculum.

The new building will foster a positive ethos and improve comfort, safety and overall wellbeing. The design will support the ambition to ensure all learners feel included, engaged and involved in the life of the school.

Signage, colour contrast, textures and finishes will be used to aid learners by providing direction and clearly defining different areas. Glazing and views between spaces (for example glazed door panels) will create visual connections, supporting a collaborative, inclusive ethos - aiding passive supervision and management of spaces.

The inclusion strategy for the design of the new school will ensure that there are a variety of spaces to support learners needs, enhancing support throughout the curriculum, creating opportunities for different modes for learning. There will be flexibility in the design to allow spaces to be tailored to best meet the needs of learners.

## **Learning Environment**

With reference to the 10 Guiding Principles within Scotland's Learning Estate Strategy – Connecting People, Places and Learning (2019), Edinburgh's Learning Estate Strategy (2021) focuses on 5 core themes of Teaching and Learning, Sustainability, Digital, Inclusion and Sustainability.

The new school building will be a modern, state-of-the-art learning environment designed to be accessible to all, creating a sense of pride in the learning community and helping to build a positive ethos in the new school.

The new school building and learning environment will motivate and inspire the aspirations, achievements and attainment of the learners who access it, through the quality of the spaces created.

These environments will provide spaces to suit and support all learners, with seamless digital connectivity and rich outdoor learning opportunities; learners and the wider community will feel valued and respected. In turn, they will respect, engage with and respond positively to spaces which have been designed with their needs in mind.

The innovative and creative design of learning spaces will impact positively on learners' progress, providing the best conditions for learning and teaching with lighting, heating, ventilation and acoustics optimised to provide a comfortable environment, supporting strong outcomes for learners.

The new school building will provide a range of learning environments, with agile spaces to provide teachers with the opportunities to support differentiation and challenge learners to progress at an appropriate pace. Learners will be supported through these spaces to lead their own learning, whilst also providing the facilities to allow collaboration within and across subject specialisms, to develop transferrable skills.

The importance placed on the provision and design of outdoor learning spaces within Edinburgh's Learning Estate Strategy will ensure creative approaches are embedded in the curriculum to connect learners with nature. Solutions for easy access in all weathers will be designed into the building and landscape.

### **Ethos and Morale**

While it has been possible to deliver Gaelic Medium Education within the Gaelic 'wing' at James Gillespie's High School, certain limiting factors have impacted on the extent of the growth. Gaelic learners account for approx. 10% of the JGHS population. At the time of the 2018 Review only one formal examination was offered in the medium of Gaelic. Since that time many more subjects have been offered across Broad General Education. The fully expanded GME curriculum is reliant on staff, management time and available budget. Despite huge efforts from all concerned, it is very difficult to fully develop a Gaelic Medium Education culture within a much larger English medium school.

By setting Gaelic Medium education within a modern, state-of-the-art learning environment designed to be accessible to all, a sense of pride and improved morale in the learners and staff alike will undoubtedly be built.

It is proposed that the new school will establish its own identity as a distinct GME secondary school, with a dedicated team of senior leaders, teachers and support staff that will grow over time. Fostering a strong identity as a GME learning community and a strong commitment to learning and using Gaelic language is key to supporting pupils to achieve fluency and is linked to the creation of an immersive GME environment. The ethos as a GME community will be firmly based on the principles of immersion and continuous promotion of Gaelic languages across all experiences. The aspirational vision espouses the principle of maximising the use and presence of Gaelic throughout our school community. This vision and journey towards its achievement, will evolve over time, through on-going reflection and debate across the school community. This active collaboration will ensure the vision, values and aims belong to the school community.

## **Leadership**

The expansion of Gaelic medium education across the city will require a Senior Leadership Team to lead and manage the change. This team will be recruited, trained and mentored during the transition phase from Darroch. Fundamental to their practice will be the application of clear self-evaluation, based on the How Good is Our School guidance, and using evidence-based improvement techniques. Training for the team will be developed using the council's Professional Review and Development framework which includes specific reference to reflection by staff using the GTC Standard for Headship. Coaching conversations to ensure clear professional learning targets are set and relevant training takes place and overseen by the relevant Senior Education Officer for the Headteacher, and the Headteacher will line manage the senior team. It is anticipated mentoring will be provided by partners with specialist knowledge of Gaelic Medium Education, for example BnG member, Jim Whannel. Critical Friend support will be established via the network of GME schools across Scotland, and by the Headteachers of JGHS and TnP, where GME is currently delivered.

At the heart of the successful expansion will be a clear vision for the new school. The vision, values and aims will be developed during the transition phase and will include all stakeholders: learners, parents/carers and staff involved at all sectors of GME will be consulted, but specifically including those in the primary stages who will enjoy the new school and should determine the ethos and values they want to see embodied. Cultural and educational partners will also be consulted and their views will shape the overall vision with the important additional dimension of Gaelic life and culture.

Leadership of Learning and Change is reliant on effective information and data. The new school will be data rich and will make effective use of all relevant data including demographic, attendance, attainment, wider achievement and progress through learning. The data system will be compliant with the local authority system so that relevant comparisons can be drawn. The transfer of information between sectors will be enabled through the electronic system and supported by effective transition meetings. Comparisons on progress through Gaelic Medium subjects will be developed through partnership with other GME schools. During the transition phase the school will develop its policy on self-evaluation. This will set out the activities it will use to ensure continuous, evidence-based improvement. These include tracking and monitoring meetings, shared classroom experience meetings (where learners are observed), attainment meetings, Learner Conversations, where learners discuss progress in learning and parent/carer consultations. These will take place in Darroch and then continue into the new school.

The council's stance on Leadership is that strong, senior leadership is fully supported by an empowered system. This means that leadership will exist at all levels within the new school. A member of the school Senior Leadership Team will be remitted to develop leadership at all levels. This will include a clear programme of professional learning for all staff, including support staff. There will be an expectation that teachers will want to take part in practitioner enquiry to develop their practice, and that this will be recorded in the PRD plans. All teachers will be expected to take forward the Edinburgh Gaelic Teachers' Charter which will develop skills in not only the 4 key areas of the Edinburgh Teachers' Charter, but also skills specific to Gaelic Medium Education.

The Headteacher will set out the Improvement Plan objectives, aligned to the Working Time Agreement and supported through a calendar of Collegiate Activity Times over the course of each school year. These will ensure that collegiate working is embedded. As the school builds up in terms of pupil roll and staffing complement, it will be important to ensure that the Headteachers of the GME school and the adjacent school align their proposed improvement objectives, and CAT sessions as appropriate. While there will not be complete overlap, it is envisaged that the OECD School reform agenda, as well as core Teaching and Learning and curricular CLPL will be areas of common interest and should therefore be planned together. This will provide a richer seam of professional learning for staff, with greater resources and networks.

The Headteacher will also link with colleagues in the GME sectors across Scotland to align the CLPL opportunities for staff. It is envisaged that this will mainly include the development of courses and programmes in Gaelic, with teaching and learning skills being universal and therefore readily developed within the Edinburgh context. Leadership of learning from the perspective of pupils is an area that will be developed both through the national GME links and the Edinburgh context. Successful pupil-led learning is influenced by pupils' levels of confidence and resilience. Their identification as proud members of their school community will assist them in developing leadership of learning skills. This will be developed by the senior leader with responsibility for Pupil Participation. This leader will prepare the plan for Pupil Participation in partnership with the Pupil Council. This plan will set out the ways in which learners become active in the work and life of the school, and beyond the school as appropriate. Making specific links to the opportunities afforded through cultural partnerships will be developed in this plan.

Finally, leadership and management of an effective staff team will be a major area of work and is already underway. A budget has been identified and recruitment of the new senior leadership team for Darroch will take place from February 2022. Full induction, staff development and mentoring will be shown in the GME Leadership Development Plan. This will include the important area of pastoral support and wellbeing for staff, principally as there will be additional measures put in place to recruit and retain staff. A grow-your-own model is underway for GME teaching and EY staff and an additional strand for Pupil Support staff is also being scoped.

## **Partnerships**

How Good is Our School (4) describes strong, effective partnerships as “the key to future improvement in Scottish Education.” (How Good is Our School Fourth Edition, Education Scotland, 2015, p7.) The proposed new school will provide a hub for Gaelic language and cultural activity within a bespoke GME environment and so allow existing and future partnership collaborations to thrive and bringing the benefits to pupils in GME and the adjacent school.

Planned, structured partnerships that reflect and strengthen our shared vision, values and aims, including those with parents, are vital to the success of GME. They bring proficient users of the language and pupils together in a variety of learning contexts, ensuring purposeful, challenging and enjoyable engagement with Gaelic language and encouraging positive, sustainable relationships to emerge. This collaborative activity allows those involved to reinforce their shared identity and skills as Gaelic speakers and shows our pupils the wide range of

possibilities open to them through Gaelic. Through the learner-led consultation process, we will be able to identify new partnerships to extend learning pathways and raise attainment, including collaboration linked to the adjacent school and its local community.

The GME schools already enjoy strong, productive partnerships with a wide range of groups and organisations in Edinburgh, around Scotland and further afield. The new setting will allow us to continue to strengthen and develop these links to enrich GME experiences for young people in a dedicated GME environment. The learning community of the adjacent school will be encouraged and supported to benefit from these vibrant partnerships, so extending the reach of Gaelic into the community and opening routes into learning Gaelic for a wider cohort of young people.

As a new and initially, relatively small school, we will build up new partnerships to support well-being, attainment and wider achievement over time. Proximity to the larger adjacent school will allow the GME learning community to benefit from wide reaching, well established partnership links and networks from the outset.

Lomairtean and Capital Gaelic Development Officers play key roles in supporting this work through the substantial links they create between Gaelic education and communities and organisations involved in Gaelic language and cultural activity across the city and beyond. The proposed new school will provide a base for these officers, so bringing their activity closer to learners, families and communities from both schools.

### **Monitoring and Quality Assurance**

The delivery of education across the city is tracked and monitored in various ways. The new senior leadership team will implement their self-evaluation calendar of activities, which will include tracking attainment and achievement. Progress in learning will be reported through the authority tracking database so that comparisons can be made. The SLT will create a Standards and Quality Report which will be scrutinised by local authority officers: this will detail progress in the 'core' Quality Indicators: Leadership of Change, Learning Teaching and Assessment, Wellbeing, Equalities and Inclusion and Raising Attainment and Achievement. They will also report on how finance is managed and any Pupil Equity Fund spending.

In addition to progress in learning demonstrated through national examinations, progress via CfE levels will be tracked in national standardised [Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig – MCNG] assessments. This will allow for national comparisons to be made.

A Quality Improvement Education Officer will be allocated to support with all aspects of education performance and delivery. This will include taking part in tracking and monitoring meetings, supporting classroom experience visits and any other Validated Self Evaluation activities that the school may wish to implement. The local authority will also revisit the themes explored in the 2018 Review of GME: Curriculum, Transitions and Partnerships. This Review will include the delivery of education within the EY and Primary sectors and will make use of a range of evidence: data on progress in learning, attendance and exclusion statistics, gathering the views of focus groups of learners, parents/carers, staff and partners, as well as direct observation within classes and schools. External Critical Friends will be invited to take part to supplement the Review team. This

exercise will be completed on a 5 year cycle, the next Review being planned for 2023, and then 2028. These dates will monitor the progress of the transition and then the move into the new school. The Reviews will be reported to the Education, Children and Families Committee and noted at the Gaelic Implementation Group. A Gaelic Medium Education Improvement Plan which was created following the 2018 Review is updated annually. This plan details the work of the local authority and the GME schools in the areas of Leadership, Curriculum, Transitions and Partnerships. In addition, the Edinburgh Gaelic Teachers' Charter and Leadership Charters are being developed and progress on their implementation to support GME will be formally recorded on the GMEIP.

It is envisaged that the Parent Councils and Pupil Councils of the schools will work in partnership with their senior leadership teams and local authority officers to undertake full pre and post transition analysis. This would include questionnaires to gauge what learners are looking forward to, and what presents anxiety, so that plans can be made. Thereafter, reviews at pupil, class and school level, including input from families would take place. The QIEO would prepare a report for the ECF Committee and the GIG.



## HAPPY TO TRANSLATE

ترجمہ کے لئے حاضر آنا دہر سے انوباد کررر  
يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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