

Education, Children and Families Committee

10:00, Friday, 28 May 2021

Gaelic Medium Education in Edinburgh – Statutory Consultation

Executive/routine Wards Council Commitments	Executive All 36
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1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note that following an informal consultation the Council's preferred option for the future of Gaelic Medium Education in Edinburgh is outlined in the draft statutory consultation paper included in Appendix 1.
 - 1.1.2 Agree that the Convenor of Education, Children and Families should write to the Cabinet Secretary for Education and Skills to seek confirmation whether the proposal outlined in the draft statutory consultation paper aligns with the government's new national strategic approach for the growth of Gaelic Medium Education particularly in relation to the commitment to create a standalone secondary school in the centre of Edinburgh.
 - 1.1.3 Agree that the Convener reports back to the Education, Children and Families Committee on 24 August 2021 on the outcome of these discussions before proceeding to the Statutory Consultation.

Julien Kramer

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Report

Gaelic Medium Education in Edinburgh – Statutory Consultation

2. Executive Summary

- 2.1 This report provides an update on the informal consultation process which has been recently undertaken about the future of the learning estate for Gaelic Medium Education in Edinburgh. The outcome of the informal consultation was identification of key elements which require to be delivered in order to ensure a strategic growth plan for the Gaelic Medium Education learning estate.
- 2.2 A statutory consultation in order to get approval for certain key elements of the strategic growth plan now requires to be progressed. This report provides the details of the proposed statutory consultation including a draft statutory consultation paper in Appendix 1.
- 2.3 At the time of writing, clarity is required from the Scottish Government as to whether Edinburgh's plans and the proposal outlined in this report continues to be welcomed, given their new national strategic approach for Gaelic Medium Education. It was not possible to get clarity on this issue due to the government being in its early stages of development following the recent Scottish Parliament elections. It is therefore recommended the Convenor of Education, Children and Families writes to the Cabinet Secretary for Education and Skills to seek confirmation.
- 2.4 Should the Scottish Government indicate that the Council's proposals are not aligned to the new national strategic approach an update report highlighting changes required to the statutory consultation proposal and a new draft statutory consultation paper will be submitted to a meeting of the Education, Children and Families Committee in August 2021 before the statutory consultation commences.

3. Background

- 3.1 An informal consultation on Proposals for Secondary Gaelic Medium Education (GME) in Edinburgh was held in November and December 2020. The informal consultation document is available on the Council's consultation hub website at the following link: <https://consultationhub.edinburgh.gov.uk/ce/gme-edinburgh/>
- 3.2 As part of the informal consultation, two online meetings were held where Council officers outlined the Council's preferred option for construction of a dedicated GME

secondary school alongside a replacement Liberton High School on the existing Liberton High School site. Participants at the meeting were free to ask questions and share their views about the Council's preferred option. Views on the Council's preferred option were also sought through a dedicated email address set up for the informal consultation process.

- 3.3 Following the completion of the informal consultation process in December 2020 an initial analysis of the informal consultation responses was carried out and a summary report was prepared and published in February 2021. The summary report highlighted the emerging themes.
- 3.4 A period of further detailed analysis on the responses was then carried out and a strategic plan including the following elements was recommended to be taken forward.
- Continued growth of Early Years provision across the city.
 - Continued growth of primary provision in the city in advance of the 2025 date suggested in the informal consultation paper.
 - A communications and engagement initiative across the city to promote uptake of the new early years and primary places created.
 - Provision of a dedicated GME secondary school as part of a new learning campus on the current Liberton High School site.
 - Details of how maximum progress towards immersion would be ensured for the preferred GME secondary provision option at Liberton.
 - A clear transition strategy for any pupils who will have all or part of their GME secondary learning in the new dedicated GME secondary school.
 - A clear indication of how, irrespective of location, advances will be made to enhance the number of curriculum subjects taught in Gaelic through planned growth in teaching staff and a comprehensive programme of professional learning opportunities.
- 3.5 The key elements that need to be addressed in the statutory consultation are the locations for new schools, catchment change details and delivery timelines related to the continued growth of GME across the city.

4. Main report

- 4.1 The detailed [outcome of the informal consultation report](#) is available on the Council's website and is included as an appendix of the proposed draft statutory consultation paper.
- 4.2 This outcome of the informal consultation report was considered by a special meeting of the Gaelic Implementation Group on Friday 26 March 2021. The minutes for this meeting are attached as Appendix 2. At this meeting the outcome report was well received although it was suggested there were still a number of questions unanswered which had been raised by parents.

- 4.3 A follow up meeting was held with the Parent Council chairs from the GME primary and secondary schools to focus on any unanswered questions from families with children that currently attend GME schools. Answers to the additional questions presented for discussion at this meeting are provided in Appendix 3. There were also further questions which were submitted to the City of Edinburgh Council in December 2020 by Cllr Booth which required to be answered as part of the informal consultation process. Answers to these questions are also provided in Appendix 3.
- 4.4 There have also been further questions raised about whether the capacity of James Gillespie's High School including the Darroch annexe would be sufficient for sustained growth in the future. The physical capacity of Darroch is approximately 500 if every seat in every classroom was constantly occupied. In reality this would never happen and the school estimate they will be able to use Darroch for about 450 pupils maximum. With the capacity at the main site being 1450 (which includes the temporary units) the overall operating capacity for the school when Darroch opens will be 1900.
- 4.5 The current projections show this capacity being breached in 2025 hence the need to open the new GME high school that year. These projections assume the intake into JGHS from Bun-sgoil Taobh na Pairce levels out at 60 every year; it could be higher.
- 4.6 The proposal in the draft statutory consultation paper in Appendix 1 includes the plan to grow primary GME across the city from 2022. If James Gillespie's High School remained the secondary school for all GME pupils in the city this would add additional pupils to the roll from 2029. Assuming that the roll for JGHS (including Bun-sgoil Taobh na Pairce intakes) level off at 1900 beyond the published projections (2031 and beyond) then the overall roll for JGHS remains above the capacity provided by the main site, temporary units and Darroch and, based on our estimates for the growth of GME primary would rise to 2250 by 2033.

This is all summarised in the table below.

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Projected James Gillespie's High School Roll (incl TnP)	1428	1560	1648	1706	1831	1913	1981	1989	1989	1971	1902	1900	1900	1900
Estimated Growth from new GME primary schools										30	80	150	240	350
Total roll at JGHS if no new secondary GME school	1428	1560	1648	1706	1831	1913	1981	1989	1989	2001	1982	2050	2140	2250

- 4.7 The proposed draft statutory consultation paper based on the proposal outlined in the informal consultation outcome report and providing further details where necessary is included in Appendix 1. The exact dates for the public consultation meetings will be finalised if approval to proceed is granted by Committee. The Scottish Government has confirmed that this must include an actual public meeting (which could have method of restricting numbers applied to conform with social distancing requirements if these are still necessary at the time of the meeting). If possible, the intention will be to hold several public meetings and if required public meetings could be supported by other online sessions. Discussions are ongoing with the Scottish Government statutory consultation team in order to ensure any online meetings will meet the requirements of appropriate legislation.
- 4.8 In its manifesto for the recent Scottish Parliament elections the Scottish National Party included the following statements in relation to GME development in Scotland and Edinburgh as follows:
- To ensure that the GME experience is truly immersive we will have a general presumption against co-locating GME schools with English medium schools. We will encourage the creation of new GME primary and secondary schools across Scotland, backed by investment to increase the number of teachers who can teach in the medium of Gaelic. This will be with a view to strengthening the range of subjects that can be taught in GME for both a broad general education and in the senior phase of secondary school.
 - We will support the development of additional GME primary schools in Edinburgh and the Lothians as an important step towards the creation of a standalone GME secondary school in central Edinburgh. A central location is necessary to ensure it is accessible from major public transport hubs to allow the new standalone school to serve the wider Lothian region.
 - Edinburgh City Council has taken forward important engagement on GME provision, but we will ensure that this is now incorporated within a new national strategic approach. This is essential if we are to see the faster rates of progress we seek for Gaelic.
- 4.9 Much engagement has taken place with the Scottish Government through the development of the plans for GME growth in Edinburgh, with continued confirmation of being on the right track. At every stage during the informal consultation the Council ensured the Scottish Government was kept fully informed of what was being proposed by the council as the next stage in the development of Gaelic language. At no stage during the informal consultation was there any indication that what was being proposed was not acceptable.
- 4.10 It is important there is an agreed way forward and that there is an alignment between the Council and the Scottish Government on the future development of Gaelic in Edinburgh. It is crucial that before the start of any consultation the Gaelic parents know exactly what is on offer so they can make an informed judgement. Clarity is required in relation to the proposed siting of the new secondary school. If

there is a choice of sites that can be delivered within the timescale outlined by the Council, then options could be included in a statutory consultation.

5. Next Steps

- 5.1 Officers will continue to plan for the statutory consultation being progressed.
- 5.2 In the meantime, if agreed by Committee, the recommended approach to the Cabinet Secretary for Education and Skills will also be progressed.
- 5.3 An update report will be prepared for consideration by Committee in August 2021.

6. Financial impact

- 6.1 The capital and revenue implications of the statutory consultation are outlined in the attached draft statutory consultation paper.

7. Stakeholder/Community Impact

- 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.

8. Background reading/external references

9. Appendices

- 9.1 Appendix 1 – Draft Statutory Consultation Paper
- 9.2 Appendix 1a current and proposed catchment for primary GME
- 9.3 Appendix 1b current and proposed catchment for secondary GME
- 9.4 Appendix 1c – Minutes of the Gaelic Implementation Group meeting held on Friday, 26 March 2021
- 9.5 Appendix 2 – Outcome report of the informal consultation
- 9.6 Appendix 3 – Further information requested following publication of the informal consultation outcome report



Proposal to establish dedicated primary and secondary GME provision on a new shared campus with Liberton High School, discontinue GME secondary provision at James Gillespie's High School, establish new GME primary provision at Carrick Knowe Primary School and implement associated GME catchment changes.

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

- A. Existing and Proposed GME Primary School Catchment Areas
- B. Existing and Proposed GME Secondary School Catchment Areas
- C. Outcome report of the Informal Consultation

1 Introduction

- 1.1 This paper proposes the establishment of a dedicated all-through GME secondary and primary school on a learning campus with Liberton High School. Over time GME secondary provision at James Gillespie's High School would be discontinued. It also proposes that new primary GME provision be established at Carrick Knowe Primary

School. In addition it is proposed that the catchment areas for Gaelic Medium Education (GME) at both primary and secondary are altered to reflect the new provision proposed. Further details are provided below and proposed catchment changes are indicated in Appendices 1 and 2.

- 1.2 Comments on the proposal should be submitted by no later than (insert time and date if approval to proceed is agreed by Education, Children and Families Committee) via the Council website www.edinburgh.gov.uk/. Responses can also be submitted by email or post to the addresses set out in Section 8 of this paper.
- 1.3 Public online meetings will be held as follows, further details of which are provided in Section 8: (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 at all levels 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 [outcome report](#) of the most recent informal consultation is available on the Council website and is included as Appendix 3 of this paper.

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 quality leadership and teaching, high levels of parental engagement and involvement, high quality and flexible learning and teaching environments and the school's overall ethos and culture.
- 3.2 A new educational facility provides opportunities to reimagine space and support for the breadth of learners' needs. It provides the opportunity to develop innovative, forward-looking provision to meet the learning needs of the whole community into the future. In a Gaelic Medium setting, we add to this the need to ensure these elements combine to enable the meaningful, rich and varied use of Gaelic language that will support fluency and confidence in our learners.
- 3.3 Within Edinburgh's Gaelic Learning Strategy, careful consideration will be given to the recruitment, development and enhancement of a staff team able to support a full, rich curriculum suited to the needs of the school community. Provision will align to Scottish Government guidance, delivering "a sufficient proportion of the curriculum through the medium of Gaelic to enable young people to continue to develop their fluency in Gaelic through immersion."¹ This will be achieved incrementally over time, working towards the ambition of maximising immersion in line with learners' needs.
- 3.4 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 dedicated support will be provided to those most affected by the transition to the new arrangements for secondary GME provision.
- 3.5 Some of the support arrangements that will be established to address these challenges are not required by legislation to be detailed in this statutory consultation. This is helpful because they will also evolve over time and be influenced and designed based on the engagement and feedback from the learners and families involved. However, what it is important to highlight from the outset of this journey is that the commitment to supporting learners through the transition associated with the growth of GME will be thorough in order to ensure the necessary high quality of learning for all is maintained throughout the whole process.

¹ "Advice on Gaelic Education", Education Scotland, 2015., p21

4 Details of Proposal

- 4.1 The plan for expansion of Gaelic Medium Education can be split into the three distinct education sectors of Early Years, Primary and Secondary provision.

Early Years

- 4.2 The plans for expansion of GME early years provision are outlined in the [Outcome Report of the Informal Consultation](#) included as Appendix 3. 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.

Primary

- 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 to create two new dedicated GME teaching provisions one in the south east of the city and one in the west, initially within existing primary schools but with a path for growth to full primary schools identified.
- 4.5 The schools selected for the initial 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 4. 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, the proposed catchment areas shown in Appendix 4 only apply to pupils who are residents within the City of Edinburgh Council area. The current practice for out of catchment placement requests from other local authorities being honoured will continue.
- 4.6 Should the proposals in this paper progress, the catchment changes proposed would be implemented ahead of the P1 and S1 registration process for August 2022. The dates for registering for GME based on the new catchment areas will be confirmed in the outcome report and will depend on the length of time it takes for the statutory consultation to be completed. However, it is likely the date will be January 2022 at the latest.
- 4.7 Families who choose for their children to begin GME in primary one at one of the new provisions in the south east or west 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.

- 4.8 The provision at Prestonfield Primary School will be temporary with the intention being that the permanent location for GME primary provision in the south east be the new shared learning campus at Liberton. The GME infrastructure delivery plan at Liberton will be designed so that when the new GME secondary school opens in 2025 the south east primary GME provision will also be delivered from that location.
- 4.9 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 will be required to establish the location for a new school in the west of Edinburgh but the catchment area would remain the same as what is proposed in this paper.

Secondary

- 4.10 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. Over time GME secondary provision at James Gillespie's High School would be discontinued. The learning and teaching elements of the new GME secondary school will be dedicated and integrated with the GME primary elements when these also move to the campus as indicated above. The sports and dining infrastructure on the campus will be shared by all the schools on a timetabled basis.
- 4.11 It is recommended that shuttle bus transport should be provided from the primary schools to the secondary schools to make it easy for families with children in primary and secondary to manage travel requirements. The growth of primary GME in other locations of the city and a commitment to provide transport between these locations and a new secondary GME school at Liberton will mean that travel for students will be quicker than if they were to have to rely on public transport. Active travel routes and facilities for all the GME schools will be assessed and improved wherever necessary.

Timeline and Capacities

- 4.12 The key milestones and estimated timescales for the creation of the new provision outlined above are as follows:
- New Early Years facilities opened from 2021 onwards.
 - New catchment areas apply from November 2021.
 - New south east and west GME primary units open in August 2022.
 - New GME all through school opens on the Liberton Learning Campus in 2025 with the following groups of pupils attending the new facility
 - primary pupils from the south east GME unit
 - All s1 and s2 pupils

- S3 to S6 GME pupils would remain in James Gillespie's High School and over time as these pupils work their way through the school, GME secondary provision at would be discontinued. The final year of GME secondary education provision at James Gillespie's High School would be 2028-29.

- 4.13 Enhanced transition plans for key year groups will be provided as shown in the pathways table in annex 1 of the informal consultation report (Appendix 3 of this statutory consultation paper). The GME secondary school would have pupils in every year group by August 2030. 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.
- 4.14 The estimated roll projections for all the new GME facilities and JGHS are shown in annex 1 of Appendix 3.

5 Educational Benefits

- 5.1 The outcome report for the informal consultation in Appendix 3 contains significant detail on the educational aspects associated with the proposals outlined in this statutory consultation. Issues addressed include: 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 of 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 Moving from JGHS to dedicated accommodation offers greater immersion and more opportunities to use Gaelic; enhancing fluency and raising confidence in using the language. Academic evidence supports dedicated schools as best practice in minority language schooling. HMIE find that immersion learning maximises children's acquisition of the Gaelic language.
- 5.4 The new GME Secondary School will provide a distinct environment, conducive to increased use of Gaelic throughout and beyond the school day, which is likely to elevate the Gaelic language's perceived status for pupils and influence its retention.
- 5.5 The new dedicated setting will better enable learners, staff, families and other users to develop and sustain a unique ethos and identity as a Gaelic speaking community.
- 5.6 The establishment of a new secondary GME learning community at our new school will involve pupils, families and staff in a series of transitions, which we are committed to supporting, through consultation and collaboration, at every stage. It is our aim to explore with pupils, families and staff possible models to support transitions, particularly in the early years at the new school. The option of including P7 pupils in

the initial transition in 2025 was suggested in the Outcome Report, following discussion with our GME Senior Leadership Team Working Group, which arose from parental concerns about moving only S1 and S2 in that first year. This model is cited as only one possible option which we would aim to explore in greater depth, along with a full range of alternatives, as part of the Learner-led consultation process.

- 5.7 The new school will host a hub for Gaelic in Edinburgh, creating intrinsic links between GME and broader Gaelic language and cultural activity. This will provide relevant, meaningful contexts for exposure to Gaelic language, promoting intergenerational activity and enhancing immersion for learners.
- 5.8 Proximity to a well-established secondary school will support curriculum breadth on the journey towards full GME immersion, allowing for planned, incremental expansion of subjects offered through Gaelic medium. Clarity has been sought regarding the proposed emphasis on subjects being offered that lead to an SQA Award through Gaelic Medium and whether this would be the preferred option for the majority of families. It is important to ensure that every effort is made to give pupils access to GME pathways for subjects available through Gaelic, leading to the possibility of being presented for SQA awards through Gaelic, as an option. The decision as to whether or not this will be their chosen route will be one for learners and families to come to.
- 5.9 Within the terms of our Gaelic Language Plan, the Council is committed to making the Gaelic language accessible to learners of all ages and growing the number of Gaelic speakers in Edinburgh. Including a new, dedicated secondary school and new provision for primary and Early Years learners, the proposed growth strategy for Edinburgh's Gaelic Medium Learning Estate supports this commitment. Gaelic language will be available to school communities associated with new provision across sectors.
- 5.10 The proposed growth strategy for Edinburgh's Gaelic Medium Learning Estate builds capacity for education provision, giving learners clear and secure pathways. This supports sustainability and provides security for growth of GME in Edinburgh for future generations. There are no plans to offer a sibling guarantee at this stage. Concerns raised by parents during the informal consultation around the potential for anxiety among pupils if too small a cohort transitions to the new school in 2025, have been taken into account. In addition, there remains a very real need to take pressure off facilities at JGHS. We will work with the pupils, staff and families to ensure that transitioning to the new school is an exciting, attractive prospect
- 5.11 GME is an important, distinct strand of the city's vision for education: Edinburgh Learns for Life. The development of the learning estate for GME is fully aligned to the vision, mission and goals which are themselves directly aligned to the City Vision

6 Financial Considerations

- 6.1 The proposals in this statutory consultation paper will lead to an increase in revenue costs for Communities and Families. 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 dedicated new GME learning estate infrastructure on the Liberton site. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and facilities management staff. The creation of new school buildings will also result in additional building running, maintenance and repair costs for the school estate.
- 6.2 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.
- 6.3 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.
- 6.4 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 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 Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, 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 The prescribed consultees vary for each of the above. Although a closure is not proposed, 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.

7.3 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.

7.4 The consultation will run for a 6-week period (30 school days) from insert dates and the paper will be made available electronically 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.

7.5 The Council website will contain information on the consultation and this will be updated as necessary www.edinburgh.gov.uk/insert

7.6 Public meetings (online) 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

7.7 Respondents are encouraged to submit any responses to this statutory consultation online at www.edinburgh.gov.uk/insert Responses can also be e-mailed directly to gme@edinburgh.gov.uk or posted to the following address:

Executive Director of Communities and Families

City of Edinburgh Council

Council Headquarters

Waverley Court

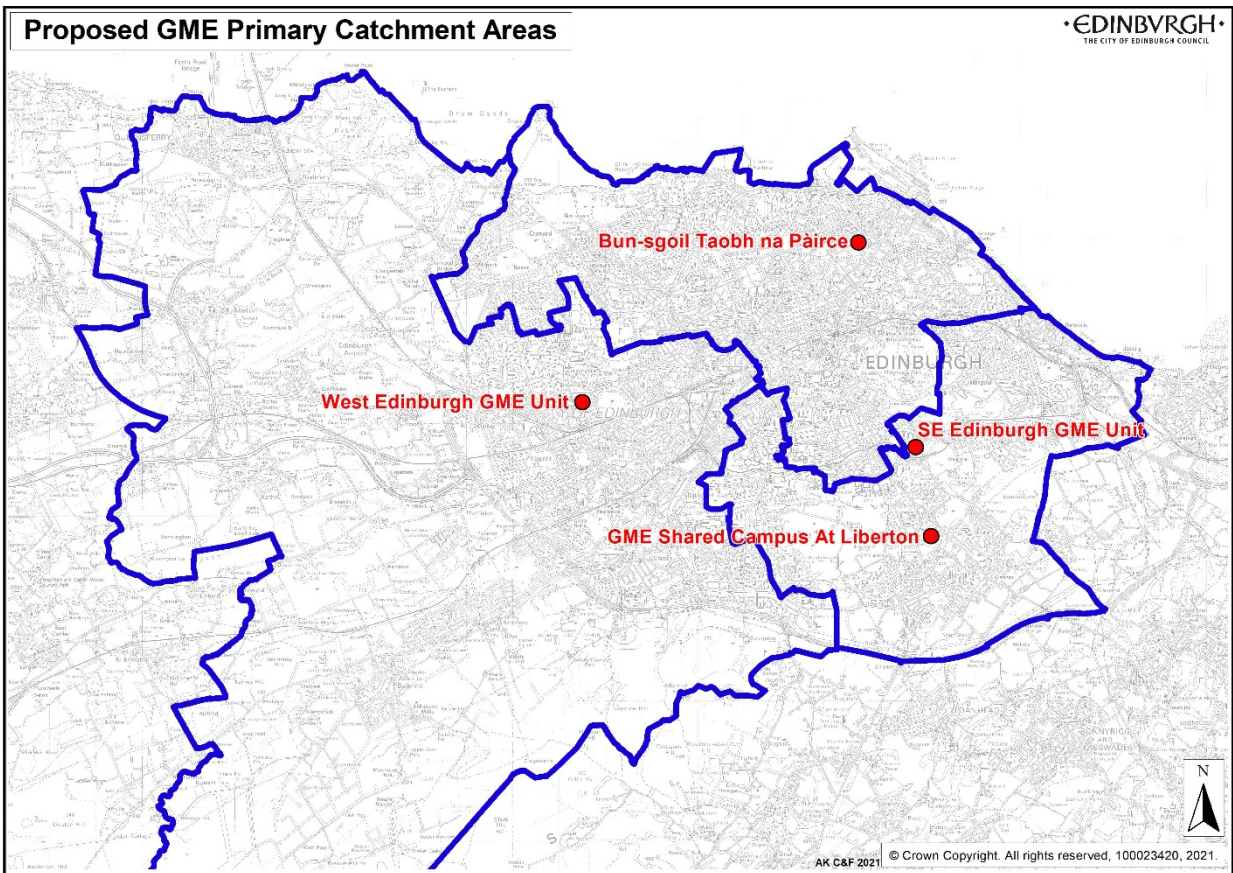
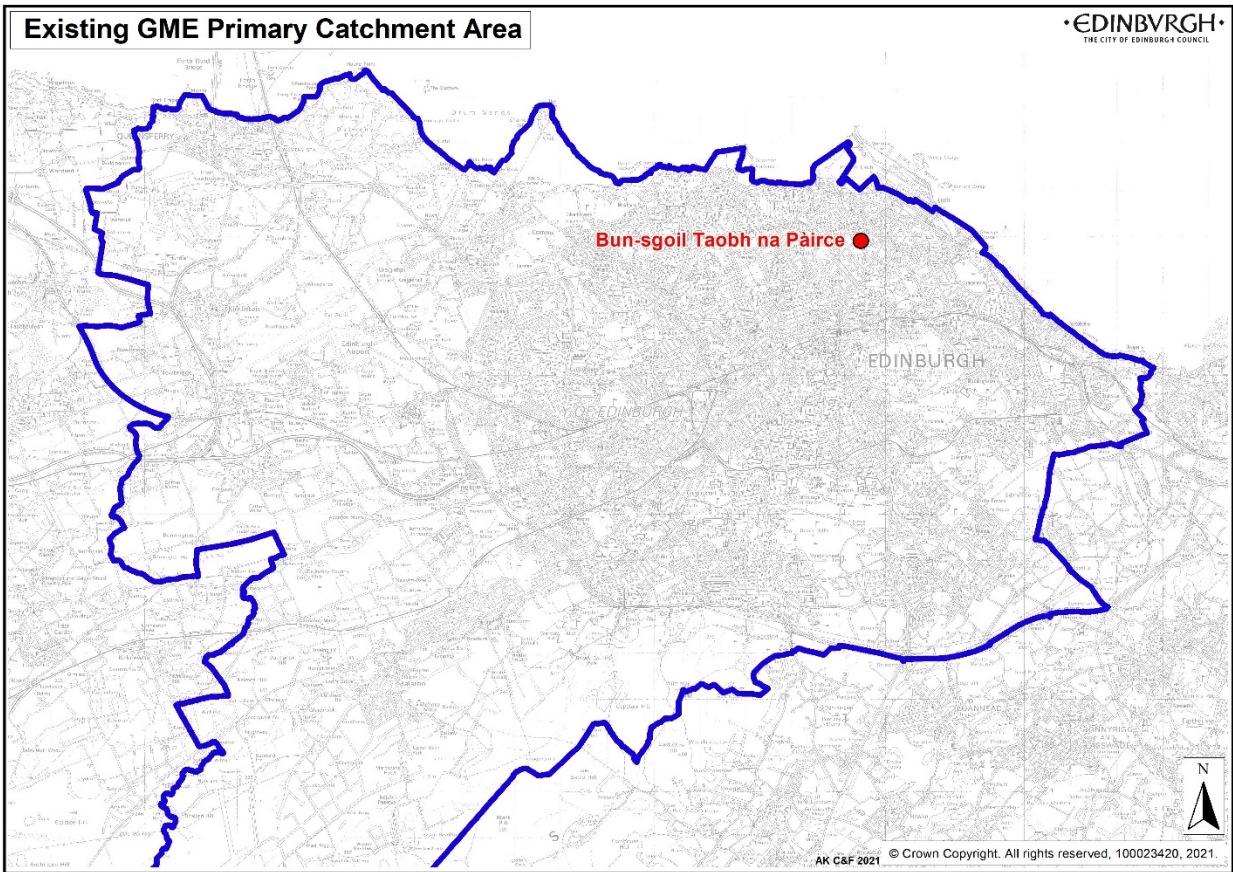
Level 1:3

4 East Market Street

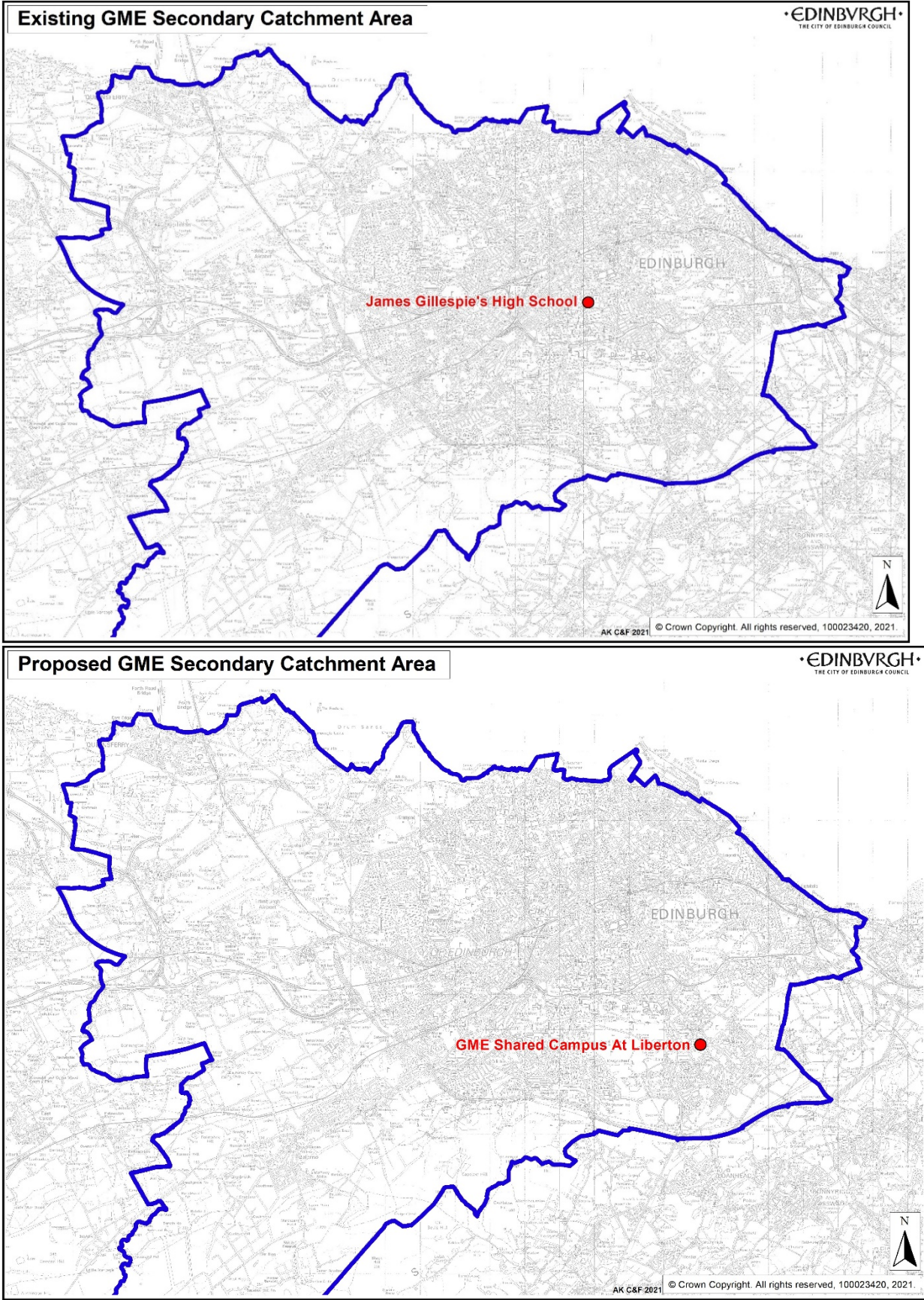
Edinburgh EH8 8BG

- 7.8 All responses, whether by letter, e-mail or submitted online should be received by no later than 5pm on **insert date**.
- 7.9 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.
- 7.10 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.
- 7.11 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in **insert date**. 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 1a – Existing and Proposed Primary GME Catchment Areas and school locations.



APPENDIX 1b – Existing and Proposed Secondary GME Catchment Areas and school locations.



Note of Meeting

Special Gaelic Implementation Group

8. 10:00am Friday 26 March 2021

9. Virtual Meeting Via Microsoft Teams

Present:

Councillor Alison Dickie (in the Chair), Councillor Chas Booth, Councillor Louise Young, Donald J. Macdonald (Head Teacher, James Gillespie's High School, JGHS), Anne MacPhail (Depute Head Teacher, Bun-sgoil Taobh na Pàirce), Ann Paterson (Corporate Gaelic Development Officer, CEC), Bethan Owen (Quality Improvement Officer, CEC), Brian Thunder (Comann nam Pàrant), Seamus Spencer (Taobh na Pàirce Parent Council), Crawford McGhie (Estates and Operational Support, CEC), Stuart Pescodd (Scottish Government), Rob Dunbar (The University of Edinburgh), Karen O'Brien (Communities and Families, CEC) and Stuart Pescodd (The Scottish Government), Gillian Kennedy (Service and Policy Advisor, CEC), Sharon May (Comann nam Pàrant), Sarah Scott (JGHS Parent Council), Lesley Bruce, Katie Murray, Karen O'Brien

Apologies

Eleanor Cunningham

1. Welcome and Apologies

Cllr Dickie welcomed those present to the Gaelic Implementation Group (GIG).

2. Declaration of Interests

Councillor Booth declared a non-financial interest as the parent of children attending Gaelic Medium Education.

3. Minutes

The minutes of the meeting of 2 February 2021 were approved as a correct record.

4. Outcome report of the informal consultation process on proposals for Secondary Gaelic Medium Education in Edinburgh

Councillor Dickie, Vice Convenor of the Education, Children and Families Committee reflected on the growth of Gaelic Medium Education (GME) in the city and how exciting a time it was for considering the proposals for Secondary GME in Edinburgh.

Bethan Owen, City of Edinburgh Council updated the group on the ongoing work with the senior leadership teams in the two GME settings in Edinburgh. Consultation work was also ongoing with the Scottish Government and there had been a public engagement in late 2020.

Crawford McGhie, City of Edinburgh Council updated the group that 23 April would be the start of the statutory consultation which would align with pupil registrations from August 2022.

Questions and comments from those attending were invited and the following themes emerged during the discussion:

- Comann nam Pàrant shared that parents had expressed an uncertainty around the delivery timescales and were requesting further information on logistics and were keen to understand the dialogue that would take place with the City of Edinburgh Council ahead of the statutory consultation.
- That it would be the Council's role to convince parents of the deliverability of the proposals which were outlined within the Outcome report of the informal consultation process on proposals for Secondary Gaelic Medium Education in Edinburgh and that the Council's approach of considering Gaelic in a holistic way was commended.
- That the Council would be seeking to engage with the parents from Taobh na Pàirce Parent Council alongside learner led consultation.
- That there would be value in undertaking learner led consultation with pupils of the Gaelic Schools in Glasgow and Inverness to help inform the City of Edinburgh's plans for GME.
- That a Headteacher of a generic school would be involved as a consultant.
- That GME was considered part of a wider strategy and a strategic approach was being taken, similar to the work of Edinburgh Learns for which information on this strategy could be shared with the Gaelic Implementation Group (GIG).
- Clarification on financial implications of funding growth of GME teaching that costs would be met by Scottish Government Grants and that a Depute Head Teacher Role would be created when the GME Secondary school moved to the proposed new setting.

- That some parents had outstanding questions regarding Outcome report of the informal consultation process on proposals for Secondary Gaelic Medium Education in Edinburgh.
- That the GIG agreed to the creation of an urgent subgroup to address outstanding parent questions.
- That acoustic levels needed to be reviewed at Darroch.
- That parents welcomed further information for the 2024 transition period and impressed the need to consider families who would be most acutely impacted by the changes to GME secondary at this time, and how they would be supported.
- That the consultation process would ascertain young people's aspiration for further GME subject offers.
- That the Scottish Government would be kept abreast of plans for Darroch in the event that plans for a second GME primary school did not materialise, and to acknowledge that the Scottish Government's investment in Darroch had led to the growth of Gaelic.
- That there was a requirement to clarify for parents references in the Outcome report of the informal consultation process on proposals for Secondary Gaelic Medium Education in Edinburgh units without a clear progression to school.
- That there was an inevitability that as GME grew in the city, pupil transportation costs would also increase with all GME students travelling across the city to the one GME Secondary provision.
- To note that the Council was reviewing plans to support growth in GME within early years with funding from Bòrd na Gàidhlig.

Decision

- 1) To agree to share with the Gaelic Implementation Group (GIG) information concerning Edinburgh Learns.
- 2) To agree to the creation of an urgent subgroup to address outstanding parent questions.

9. Dates of Future Meetings

The next meetings would be held on:

- 20 April 2021
- 25 August 2021
- 2 November 2021: Education

Gaelic Implementation Group

10:00, Friday, 26 March 2021

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

1. Recommendations

1.1 The Gaelic Implementation Group is asked to:

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

Contact:

Crawford McGhie, Senior Manager – Estates and Operational Support

Tel: 0131 469 3149

Bethan Owen, Quality Improvement Education Officer Languages 3-18

Tel: 0131 469 3039

E-mail: gme@edinburgh.gov.uk

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

2. Background

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

- **Growing the GME secondary curriculum – subjects and teachers.**

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

- **Implications on Immersion caused by sharing a site with Liberton High School.**

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

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

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

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

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

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

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

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

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

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

3. Main report

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

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

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

Maintaining Educational Excellence

- 3.2 A high-quality 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 level of parental engagement, the quality and flexibility of the learning and teaching environment and the school's overall ethos and culture.
- 3.3 A new educational facility provides opportunities to reimagine space and support for the breadth of learners' needs. It provides the opportunity to develop innovative, forward-looking provision to meet the learning needs of the whole community into the future. In a Gaelic Medium setting, we add to this the need to ensure these elements combine to enable the meaningful, rich and varied use of Gaelic language that will support fluency and confidence in our learners.
- 3.4 Within Edinburgh's Gaelic Learning Strategy, careful consideration will be given to the recruitment, development and enhancement of a staff team able to support a full, rich curriculum suited to the needs of the school community. Provision will align to Scottish Government guidance, delivering "a sufficient proportion of the curriculum through the medium of Gaelic to enable young people to continue to develop their fluency in Gaelic through immersion."² This will be achieved incrementally over time, working towards the ambition of maximising immersion in line with learners' needs.

² "Advice on Gaelic Education", Education Scotland, 2015., p21
Gaelic Implementation Group, 26 March 2021

Early Years

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

Croileagan 0-5 Groups

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

Edinburgh Council. We plan to make use of networks run by these partners to increase publicity for the service.

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

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

Primary

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

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

3.12 For the new primary provision in the south east the intention is the eventual location for the full primary school will be part of the new learning campus at Liberton. The GME infrastructure delivery plan at Liberton will be designed so that when the new

GME secondary school opens in 2025 the south east primary GME provision will also be delivered from that location.

- 3.13 For the new primary provision in the west the eventual location for the full primary school will be identified as part of the wider learning estate infrastructure plan aligned to the City Plan 2030.

Communication and Engagement plan

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

Secondary

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

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

- 3.19 As a result of the request for further information in this informal consultation further work has been carried out by the Granton regeneration project team. This analysis

has suggested that a suitably sized site would incur preparation and decontamination costs of £10.33m and result in the loss of 392 planned homes. This would have a significant impact on the Council achieving its affordable homes targets and strategy. Given these extra costs and wider strategic implications for delivering a new GME secondary school at Granton (when compared with the Liberton option) it is still assessed as being undeliverable.

- 3.20 Several responses also suggested that secondary GME provision should remain at James Gillespie's High School due to the extra capacity created by Darroch. However, that extra capacity is already projected to be required for the existing catchment intake and it would not be possible to grow GME at primary level and accommodate all of the pupils in James Gillespie's High School even with the extra capacity provided by Darroch.

Timeline and Capacities

- 3.21 The key milestones for the strategic plan are as follows:

- New Early Years facilities opened from 2021 onwards.
- New south east and west GME primary units opened in August 2022.
- New GME all through school opens on the Liberton Learning Campus in 2025 with the following groups of pupils attending the new facility
 - primary pupils from the south east GME
 - All s1 and s2 pupils

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

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

Transition

Existing provision at JGHS.

- 3.24 There are currently eight members of teaching staff delivering through Gaelic medium at James Gillespie High School (JGHS), including one curriculum leader and one member of staff offering Additional Support for Learning. Subjects and levels offered are shown in Appendix 2, along with Scottish Qualifications Authority National 5, Higher and Advanced Higher courses currently available in Gaelic..

Transition to Darroch

- 3.25 Pupils in S1 and S2 and the GME teaching and support team are scheduled to move to Darroch in 2022. A Deputy Head Teacher (DHT) for GME will be

appointed, as the first step in building a full Senior Leadership Team. S1 and S2 pupils will receive the majority of teaching at Darroch, travelling to the main campus for those subjects where specialist accommodation is required, (practical science, for example). It is envisaged that S3-S6 pupils will attend Darroch for subjects taught through GME. Additional support for pupils during transition will be offered by our Iomairtean Officer, who, as part of our transition strategy, will transfer from TnaP to be based at JGHS in 2021 and move on to Darroch with the pupils in 2022. Our current officer has a thorough understanding of GME and of pupil needs and will be well placed to support pupils in terms of Gaelic language and well-being. This work is underway, with the Iomairtean Officer currently supporting P7 pupils prior to transition to S1. Arrangements for enhanced transition from primary to secondary will see increased joint activity between primary and secondary sectors, allowing staff and pupils from primary to work alongside secondary learners and colleagues in a programme of planned collaborative activity, to take place at both TnaP and Darroch.

- 3.26 Provision for extra-curricular activity that allows for meaningful engagement with Gaelic language will be developed during the transition phase at Darroch, coordinated by the Iomairtean officer and pupil voice groups and drawing on support from parents, families and the wider Gaelic community. With all GME learning taking place at Darroch, staff based there full-time and pupils and community members engaging in a range of activities through Gaelic, Darroch will develop as a GME hub where pupils and staff can build and strengthen an ethos and identity as a Gaelic learning community to carry through to the new setting.

Supporting Transition to New School

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

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

These activities include:

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

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

Supporting Immersion, Ethos and Identity

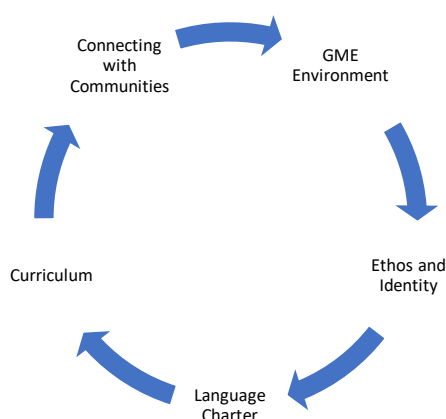
3.29 In supporting immersion for pupils in GME, we take as our guide the Principles of Immersion as outlined in the key Scottish Government document, “Advice on Gaelic Education”, 2015. <https://education.gov.scot/media/kfvffcd1/gael3-advice-on-gaelic-education-eng-nov-19.pdf>

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

- The rationale for the curriculum needs to be based on a shared understanding of Gaelic Medium Education and bilingualism.
- Staff, young people, parents and partners need to be clear on the purpose and value of Gaelic Medium Education.
- The Gaelic Medium curriculum from S1 to S3 and into the senior phase remains one based on the principles of immersion.
- Young people need to experience a continuum of learning in the broad general education and the senior phase with opportunities to develop their fluency across all four contexts of the curriculum.
- To allow progression in immersion, schools need to aim to deliver a sufficient proportion of the curriculum through the medium of Gaelic.

- Gaelic Medium Education needs to be a compulsory part of the Broad General Education up to the end of S3, after which learners move on into the senior phase from S4-S6.
- The “1+2 Approach to Language Learning in Scotland” should be used in schools with Gaelic Medium provision to enable all young people in English medium education to learn Gaelic as an additional language.

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



GME Environment

- 3.32 A GME environment needs to reflect the importance of Gaelic language and culture in the way it looks, feels and sounds. In terms of the physical environment, this means dedicated spaces for learning and community activity – e.g. entrance/reception, classrooms, sports facilities, communal spaces – with Gaelic signage and display and designed to support immersive teaching and learning. Through learner-led consultation, we will seek the views of GME pupils, families, staff and Gaelic community members as to how and where they learn best, ensuring active involvement in campus design from the outset.
- 3.33 Learners need to hear Gaelic all around them as much as possible. This means we will plan for the incremental increase in school staff able to use Gaelic in all aspects of school life, through providing professional learning to increase fluency and confidence in the language and through recruitment of fluent Gaelic speakers where possible. We will continue to develop and strengthen partnership with groups in the wider Gaelic community, so the school becomes a vibrant hub of Gaelic cultural

activity, creating space for meaningful use of Gaelic language and encouraging involvement in Gaelic culture. This work will be supported by our Iomairtean Officer and our Corporate Gaelic Development Officer.

Ethos and Identity

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

Language Charter

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

Curriculum

- 3.36 Curriculum delivery in Gaelic within the Broad General Education will grow incrementally over time as we expand and in step with the needs, interests and ambitions of our learners. Further detail on curriculum delivery and expansion is given in the sections below. Learning activities need to maximise use of Gaelic language and present opportunities to increase fluency and confidence. Learners need opportunities to learn through Gaelic in a broad range of contexts which change regularly, to allow for active, meaningful and relevant engagement with language for different purposes. Providing Gaelic medium teaching through subjects and learning activities that lend themselves to the kind of rich and diverse use of language that supports fluency will be prioritised in the Broad General Education. Examples of these are Social Subjects, Physical Education, Key Adult Time and Expressive Arts. Learning other languages through the Scottish Government 1+2 Approach to Language Learning <https://www.gov.scot/binaries/content/documents/govscot/publications/corporate-report/2012/05/language-learning-scotland-12-approach/documents/00393435-pdf/00393435-pdf/govscot%3Adocument/00393435.pdf> will also be encouraged to allow pupils to recognise, celebrate and benefit more fully from their skills as bilingual learners. The curriculum will develop over time across the Broad General Education and into the Senior Phase, to reflect the GME learning community.

Connecting with Communities

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

Building the GME Team

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

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

Curriculum Choice

- 3.42 We are committed to ensuring that the breadth of the curriculum offer for GME pupils continues to grow at each stage of transition, at the new school and for those senior pupils remaining at JGHS to complete chosen courses. This will be achieved through a blend of GME and EME teaching, using local teachers, some working between two sites. Maximum use will be made of the new facility, with careful use of timetabling to minimise the need for staff to move between sites and to enable access to the GME environment for senior pupils completing courses at JGHS in the early years of opening.
- 3.43 Curriculum breadth will be supported as appropriate by digital delivery, using, for example, our partnership with Esgoil. <http://www.e-sgoil.com/>
- 3.44 The Scottish Government commends recent support to schools offered by Esgoil as follows:
- 3.45 E-Sgoil, originally created to offer greater learning opportunities for pupils in the Western Isles, provides online learning resources and live learning and teaching across primary and secondary levels. Since September 2020, E-Sgoil has had in place programmes across BGE and senior phase to support schools' contingency plans, and e-Sgoil has responded to all requests made by schools to support young people learning at home whilst self-isolating. Almost 3000 young people from 273 secondary schools across all local authorities have made over 7000 registrations to access senior phase study support webinars. E-Sgoil will continue to develop its offer during 2021, and will continue as a key aspect within the national offer.

(“Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan” Scottish Government, February 2021, p14)

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

4. Next Steps

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

5. Financial impact

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

6. Stakeholder/Community Impact

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

7. Further Information

Annex 1 – Estimated school roll projections and year group pathways

Annex 2 – GME Subject Offer and Projections up to 2025

Annex 3 – Sample Staff Projections for GME Secondary

Annex 1 - Estimated school roll projections and year group pathways

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

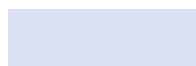
These projections assume steady growth in the numbers attending primary school across the city so that by 2033 there would be 3 GME primary schools each feeding 60 pupils every year into the secondary school.

Pathways for Year Groups

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



enhanced transition before new school completed



enhanced transition when new school open



full attendance at new GME secondary school



full attendance at James Gillespie's High School

Appendix 2 - GME Subject Offer and Projections up to 2025

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

Notes:

N5 – SQA National Five Level

H – SQA Higher Level

AH – SQA Advanced Higher Level

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

Geography

History

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

Mathematics

Modern Studies

Appendix 3

Sample Staff Projections for GME Secondary

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

Note:

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

CL 2022 to develop Science and technologies.

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



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APPENDIX 3 - Further information requested following publication of the informal consultation outcome report

Parent Council Questions

The following issues were raised by the Parent Council chairs. Answers are provided in *italics* below each issue raised.

- **Community links:** what steps can/will be taken to ensure that there are strong community links in the locations of the proposed new schools and to avoid difficulties and resentments springing up?

A detailed communication and engagement plan will be created and implemented for the whole city aligned to the strategic growth plan. There will be a focus on dedicated engagement sessions with the school communities at which it is proposed to establish new GME primary school units and with the Liberton High School community.

- **Transition JGHS/new High School:** how will a small group of GME teachers be deployed over the two schools to continue and expand GME; and how will links be maintained between GM-pupils in the two settings?

All BGE teaching and learning within the BGE will be provided at the new school, with teaching staff primarily based at the new setting and travelling to JGHS as necessary in the initial years of opening. As the number of year groups based full-time at the new school increases, so the need for travel between the two sites will diminish. As part of arrangements for transition, senior pupils will be involved in a range of activities at the new school. The balance of how time for teachers and pupils is spent between the two schools will be dependent on the course choices of pupils in third to sixth years and on the programme of transition events. Examples of transition activity and strategies to help maintain contact between year-groups is given in the Outcome Report in Appendix Three. It is anticipated that pupils and families will be able to add significantly to the existing list of possibilities during our Learner-led Consultation.

- **Leadership:** will there be an education officer assigned at Council level to lead the overall project with regard to managing transition and ensuring that a quality and immersive education is provided to GM pupils at all stages of transition – primary/secondary and secondary/secondary – and in ensuring that training, mentoring and support will be provided to staff delivering the project at school level? This will be key to the success of the transition, as the staff team will be small, and the project is an unusual and challenging one.

The project and those staff involved in its success are and will continue to be led by a team of officers and school leaders. Stakeholder input into leadership of the project will continue to be key and will be facilitated by the work of the Gaelic Learning Estate Strategy Steering Group and the Learner-led Consultation process.

- **Staff fluency:** what steps will be taken to ensure there are sufficient numbers of staff fluent in Gaelic recruited, and that staff who are Gaelic learners are given support, training and time (both within and outwith the school) to develop fluency?

Our approach to recruitment is outlined in the Outcome Report, which can be found in Appendix Three. Further information is given in response to the question on Teacher Numbers below.

We have in place a successful programme of Career Long Professional Learning for GME staff, which was designed by our teams to meet the specific needs of our teachers, support staff, learners and distinct contexts. This programme will continue to evolve and reflect our unique settings as our teams grow and provision expands. We support our GME staff in accessing external professional learning opportunities in line with their professional pathways and development needs.

- **Staff Budget:** we would welcome something more explicit with regards to budgeting for GME staff growth – that there will be sufficient budgetary provision for the new GME posts envisaged in the paper and that this will not impinge on EME staffing at JGHS. The nature and extent of the budget for GME teaching posts has been an issue of contention for some time and more clarity that sufficient funds will allocated is necessary.

A dedicated working group will be set up the school management team to ensure that the growth of staffing for GME does not have a detrimental impact on EME staffing at JGHS.

- **Darroch – capacity and facilities:** could we have more specific information about what facilities will be available at the Darroch building when passed over to JGHS (i.e. what kind of classrooms, and how many? What is the capacity? What non-classroom facilities will there be, such dining room? PE?).

Details of the layout for Darroch and the accommodation schedule have been shared with the Parent Council chairs.

- **GME staff deployment:** the paper indicates that the aim is for all GME staff will be based full-time at the Darroch, but there will not be specialist classroom provision there. Two of the current GM-staff teach Physics and PE both of which require specialist space/equipment. How will this be managed? Will the building be under the control of the JGHS HT to use as is deemed appropriate, for example, if additional accommodation is also needed for non-GME purposes?

While the Darroch Annexe will have a GME focus there are some subjects which will require to be taught at the JGHS main campus. The additional accommodation at Darroch may also have to be used for non GME teaching if necessary.

- **Specialist accommodation:** How will the increase in the JGHS roll over time to an expected peak of about 1800 affect accommodation at the main JGHS campus? For instance, if there is no provision of specialist classroom space at the Darroch, will there be sufficient for such a large roll at Warrender Park Road? This is already becoming an issue, for instance with science labs.

An assessment will be made of current provision at the main campus and whether additional specialist classroom space is required to be created out of some of the existing general classroom spaces.

- We would welcome further information around **Transition** - particularly the pathways for current C3/C4 (and proposals around P7s moving to new school). There need to be secure pathways for all groups, the impression we have from parents particularly with children in the 'transition years' is that further information and engagement is required. The issue of sibling guarantee has also been raised.

Dedicated resources will be put in place to support pupils most affected during the transition years. This will be a central focus for the work of the Gaelic Learning Estate Strategy Steering Group, many of whom have a great deal of experience in supporting transitions. Pupils and families in cohorts following the three distinct pathways through transition will be central to the Learner-led Consultation process and have direct and active input into planning for the new school to encourage a sense of ownership. This will include, for example, researching and planning the physical environment, curriculum design, ethos and identity (school name/badge/uniform/motto), extra-curricular programme. There will be opportunities through joint activities for pupils and families to form bonds and develop a sense of community in the years leading up to and during transition. There will be joint activities with pupils from Liberton catchment schools so that friendship can be encouraged to form. It is anticipated that during the consultation process, young people and families will shape the transition process through the creativity they will bring to the table.

- **Teacher numbers** - with the proposed primary expansion and secondary growth - alongside 'grow your own' how are the Council intending to ramp up teacher recruitment? As an example of the specific pressures here- we are aware of current probationary teachers at B TnP with uncertainty about contracts at the end of the year.

We are working with colleagues at GTCS to obtain more detailed information as to levels of Gaelic language, preferred pathways into GME and areas of specialism for the teachers identified as having some interest in moving into GME by the recent GTCS survey. Quality Improvement Officers will make contact with this group to discuss possible future support. We continue to work with Initial Teacher Education colleagues to support student teachers as they move into the profession. We continue to support our own EME teachers with access to local and national resources to upskilling Gaelic language and immersive pedagogy.

- **Curriculum** - can further information assurances be given around the breadth of curriculum growth for the school - subjects such as Music, History do not appear on the table.

Existing staffing levels will ensure the current GME curriculum offer can be maintained as a minimum and built on as we add to our curriculum incrementally over time. Tables shown offer an example of possible growth but detail of planning

for curriculum growth will be decided in consultation with learners and families as part of the Learner led Consultation process. History is included in the table, although information regarding geography needs to be updated.

- **Learning Environment and acoustics** - Given the importance of acoustics to language acquisition in GME, it's critical that the Council's Gaelic Learning Steering Group and estates capital team ensures that refurbishment of Darroch and any new school is done to the requisite standards (BB93) - and that this approach is applied to urgently improve the acoustics in learning spaces at Bunsgoil Taobh na Pairce (recent test data has demonstrated significant divergence from recommended norms). We welcomed the Council's decision to progress work in the Nursery, however other spaces were judged as low priority - this would appear inconsistent with the Council's commitment to grow GME and ensure high quality provision in the city. We would ask this is reassessed given the evidence of substandard acoustics in the test data and the negative impact on learning of the poor acoustics

Further acoustic work will be taken forward at Bunsgoil Taobh na Pairce based on the capital budget and staff resources available for delivery. At present both are limited particularly with the staff resources that would lead on this work currently still being dedicated to COVID pandemic related improvement work.

City of Edinburgh Council Questions

The following information relates to questions asked and answered at meetings of the City of Edinburgh Council. Some further requests for information still required to be addressed and answers are provided below. All answers are approximate and based on the level of analysis it was able to carry out in the limited time available. Several assumptions were required for some of the analysis below. Notably, an average walking pace of 3.5 mph, an average cycling speed of 12 mph and an 'as the crow flies' distance compared to actual distance travelled (by road and path) ratio of 80%.

Original Question 1

What assessments have been done of the likely average walking/cycling time for pupils at each of the four options for GME secondary, compared to James Gillespies High School and the temporary Darroch site?

Original Answer 1

Secondary GME has a city wide catchment area. In line with policy any pupil living more than 3 miles from any secondary GME school would receive transport support, usually in the form of a bus pass. As such it is only expected that those living within 3 miles of any option would walk or cycle to school. No further detailed assessment on walking and cycling has been carried out.

Further Question

Further to the answer to question 1, what proportion of the current school roll at Taobh na Pairce live within 3 miles of each of the four options for GME secondary as well as Darroch and JGHS, broken down by school year?

Additional Answer

Within 3 Miles

Castlebrae	P1	P2	P3	P4	P5	P6	P7	Total
Within 3 miles	20	30	19	22	14	16	23	144
Outside	40	48	39	49	37	26	35	274
Total	60	78	58	71	51	42	58	418
Within 3 miles	33.3%	38.5%	32.8%	31.0%	27.5%	38.1%	39.7%	34.4%
Outside	66.7%	61.5%	67.2%	69.0%	72.5%	61.9%	60.3%	65.6%

Darroch	P1	P2	P3	P4	P5	P6	P7	Total
Within 3 miles	46	64	45	62	33	36	43	329
Outside	14	14	13	9	18	6	15	89
Total	60	78	58	71	51	42	58	418
Within 3 miles	76.7%	82.1%	77.6%	87.3%	64.7%	85.7%	74.1%	78.7%
Outside	23.3%	17.9%	22.4%	12.7%	35.3%	14.3%	25.9%	21.3%

Granton	P1	P2	P3	P4	P5	P6	P7	Total
Within 3 miles	33	46	34	45	27	22	28	235
Outside	27	32	24	26	24	20	30	183
Total	60	78	58	71	51	42	58	418
Within 3 miles	55.0%	59.0%	58.6%	63.4%	52.9%	52.4%	48.3%	56.2%
Outside	45.0%	41.0%	41.4%	36.6%	47.1%	47.6%	51.7%	43.8%

JGHS	P1	P2	P3	P4	P5	P6	P7	Total
Within 3 miles	46	63	43	57	32	34	42	317
Outside	14	15	15	14	19	8	16	101
Total	60	78	58	71	51	42	58	418
Within 3 miles	76.7%	80.8%	74.1%	80.3%	62.7%	81.0%	72.4%	75.8%
Outside	23.3%	19.2%	25.9%	19.7%	37.3%	19.0%	27.6%	24.2%

Liberton	P1	P2	P3	P4	P5	P6	P7	Total
Within 3 miles	11	13	6	11	10	7	19	77
Outside	49	65	52	60	41	35	39	341
Total	60	78	58	71	51	42	58	418
Within 3 miles	18.3%	16.7%	10.3%	15.5%	19.6%	16.7%	32.8%	18.4%
Outside	81.7%	83.3%	89.7%	84.5%	80.4%	83.3%	67.2%	81.6%

WHEC	P1	P2	P3	P4	P5	P6	P7	Total
Within 3 miles	21	31	23	29	20	19	26	169
Outside	39	47	35	42	31	23	32	249
Total	60	78	58	71	51	42	58	418
Within 3 miles	35.0%	39.7%	39.7%	40.8%	39.2%	45.2%	44.8%	40.4%
Outside	65.0%	60.3%	60.3%	59.2%	60.8%	54.8%	55.2%	59.6%

Original Question 2

How compatible are each of the four options for GME secondary, compared to James Gillespies High School and the temporary Darroch site, with the '15 minute city' agenda?

Original Answer 2

Secondary school catchment areas in the city are of a scale that they would not be considered as one of the services which should be available within a 15 min or 20 min city concept. In line with policy pupils are expected to walk or cycle up to 3 miles to reach their catchment secondary schools (which takes much longer than 15 mins to walk). Beyond 3 miles travel support is provided.

Further question

Further to the answer to question 2, what proportion of the current Sgoil-araich and P1-4 at Taobh na Pairce currently live within a) 15 minutes' walk; b) 15 minutes' cycle of each of the four options, plus Darroch and JGHS?

Further answer

Within 0.7 Miles (15 Minute Walking Distance)

Castlebrae	P1	P2	P3	P4	P5	P6	P7	Total
Within 0.7 Miles		1		1			1	3
Outside	60	77	58	70	51	42	57	415
Total	60	78	58	71	51	42	58	418
Within 0.7 Miles	0.0%	1.3%	0.0%	1.4%	0.0%	0.0%	1.7%	0.7%
Outside	100.0%	98.7%	100.0%	98.6%	100.0%	100.0%	98.3%	99.3%

Darroch	P1	P2	P3	P4	P5	P6	P7	Total
Within 0.7 Miles	1	3		1	2		7	14
Outside	59	75	58	70	49	42	51	404
Total	60	78	58	71	51	42	58	418
Within 0.7 Miles	1.7%	3.8%	0.0%	1.4%	3.9%	0.0%	12.1%	3.3%
Outside	98.3%	96.2%	100.0%	98.6%	96.1%	100.0%	87.9%	96.7%

Granton	P1	P2	P3	P4	P5	P6	P7	Total
Within 0.7 Miles		5	2	4	4	1	2	18
Outside	60	73	56	67	47	41	56	400
Total	60	78	58	71	51	42	58	418
Within 0.7 Miles	0.0%	6.4%	3.4%	5.6%	7.8%	2.4%	3.4%	4.3%
Outside	100.0%	93.6%	96.6%	94.4%	92.2%	97.6%	96.6%	95.7%

JGHS	P1	P2	P3	P4	P5	P6	P7	Total
Within 0.7 Miles	2	3		2			5	12
Outside	58	75	58	69	51	42	53	406
Total	60	78	58	71	51	42	58	418
Within 0.7 Miles	3.3%	3.8%	0.0%	2.8%	0.0%	0.0%	8.6%	2.9%
Outside	96.7%	96.2%	100.0%	97.2%	100.0%	100.0%	91.4%	97.1%

Liberton	P1	P2	P3	P4	P5	P6	P7	Total
Within 0.7 Miles	2	3	3	1	2		3	14
Outside	58	75	55	70	49	42	55	404
Total	60	78	58	71	51	42	58	418
Within 0.7 Miles	3.3%	3.8%	5.2%	1.4%	3.9%	0.0%	5.2%	3.3%
Outside	96.7%	96.2%	94.8%	98.6%	96.1%	100.0%	94.8%	96.7%

WHEC	P1	P2	P3	P4	P5	P6	P7	Total
Within 0.7 Miles								
Outside	60	78	58	71	51	42	58	418
Total	60	78	58	71	51	42	58	418
Within 0.7 Miles	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Outside	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Within 2.4 Miles (15 Minute Cycling Distance)

Castlebrae	P1	P2	P3	P4	P5	P6	P7	Total
Within 2.4 Miles	12	11	9	10	10	9	13	74
Outside	48	67	49	61	41	33	45	344
Total	60	78	58	71	51	42	58	418
Within 2.4 Miles	20.0%	14.1%	15.5%	14.1%	19.6%	21.4%	22.4%	17.7%
Outside	80.0%	85.9%	84.5%	85.9%	80.4%	78.6%	77.6%	82.3%

Darroch	P1	P2	P3	P4	P5	P6	P7	Total
Within 2.4 Miles	32	37	25	33	14	21	27	189
Outside	28	41	33	38	37	21	31	229
Total	60	78	58	71	51	42	58	418
Within 2.4 Miles	53.3%	47.4%	43.1%	46.5%	27.5%	50.0%	46.6%	45.2%
Outside	46.7%	52.6%	56.9%	53.5%	72.5%	50.0%	53.4%	54.8%

Granton	P1	P2	P3	P4	P5	P6	P7	Total
Within 2.4 Miles	18	25	14	22	18	11	16	124
Outside	42	53	44	49	33	31	42	294
Total	60	78	58	71	51	42	58	418
Within 2.4 Miles	30.0%	32.1%	24.1%	31.0%	35.3%	26.2%	27.6%	29.7%
Outside	70.0%	67.9%	75.9%	69.0%	64.7%	73.8%	72.4%	70.3%

JGHS	P1	P2	P3	P4	P5	P6	P7	Total
Within 2.4 Miles	26	30	24	31	14	19	24	168
Outside	34	48	34	40	37	23	34	250
Total	60	78	58	71	51	42	58	418
Within 2.4 Miles	43.3%	38.5%	41.4%	43.7%	27.5%	45.2%	41.4%	40.2%
Outside	56.7%	61.5%	58.6%	56.3%	72.5%	54.8%	58.6%	59.8%

Liberton	P1	P2	P3	P4	P5	P6	P7	Total
Within 2.4 Miles	5	5	4	4	7	1	8	34
Outside	55	73	54	67	44	41	50	384
Total	60	78	58	71	51	42	58	418

Within 2.4 Miles	8.3%	6.4%	6.9%	5.6%	13.7%	2.4%	13.8%	8.1%
Outside	91.7%	93.6%	93.1%	94.4%	86.3%	97.6%	86.2%	91.9%

WHEC	P1	P2	P3	P4	P5	P6	P7	Total
Within 2.4 Miles			3	5	3	2	2	15
Outside	60	78	55	66	48	40	56	403
Total	60	78	58	71	51	42	58	418
Within 2.4 Miles	0.0%	0.0%	5.2%	7.0%	5.9%	4.8%	3.4%	3.6%
Outside	100.0%	100.0%	94.8%	93.0%	94.1%	95.2%	96.6%	96.4%

Original Question 3.

What is the estimated average public transport travel time for the current P1-3 years at Bun-sgoil Taobh na Pairce to each of the four options for GME secondary, compared to James Gillespie's High School and the temporary Darroch site?

Original Answer 3.

James Gillespie's - 30 minutes

Darroch - 27 minutes

Castlebrae - 40 minutes

Granton - 26 minutes

Liberton - 39 minutes

WHEC - 45 minutes

Original Question 4

What is the estimated average public transport travel time from a likely city-wide catchment of each of the four options for GME secondary, compared to James Gillespies High School and to the temporary Darroch site?

Original Answer 4.

James Gillespie's - 28 minutes

Darroch - 25 minutes

Castlebrae - 38 minutes

Granton - 27 minutes

Liberton - 37 minutes

WHEC - 43 minutes

Further question

Further to the answer to questions 3 and 4, how were these answers calculated, and did it assume travel at rush hour or outside of rush hour, in pre-covid or post-covid travel conditions?

Further answer

Average times were calculated using the Lothian Buses Journey Planner. The travel times are averaged and do not include a few minutes' walk either side of the bus journey. These relate to pre-covid travel conditions.

Original Question 5

What proportion of the current school roll at Taobh na Pairce live within the following distances of each of the four options for GME secondary, James Gillespies High School, and the temporary Darroch site, broken down by school year:

- (a) less than 1km
- (b) between 1km and 3km
- (c) greater than 3km

Original Answer 5.

What proportion of the current school roll at Taobh na Pairce live within the following distances of each of the four options for GME secondary, James Gillespie's High School, and the temporary Darroch site, broken down by school year:

- (a) less than 1km
- (b) between 1km and 3km
- (c) greater than 3km

	1k	1-3k	Over 3k
James Gillespie's	2.9%	10.5%	86.6%
Darroch	3.3%	13.9%	82.8%
Castlebrae	0.7%	11.2%	88.0%
Granton	4.1%	8.1%	87.8%
Liberton	3.3%	3.1%	93.5%
WHEC	0.0%	2.4%	97.6%

Further Question

Further to the answer to question 5, please can you supply this information broken down by school year?

Further Answer

Within 1K

Castlebrae	P1	P2	P3	P4	P5	P6	P7	Total
Within 1K		1		1			1	3
Outside	60	77	58	70	51	42	57	415
Total	60	78	58	71	51	42	58	418
Within 1K	0.0%	1.3%	0.0%	1.4%	0.0%	0.0%	1.7%	0.7%
Outside	100.0%	98.7%	100.0%	98.6%	100.0%	100.0%	98.3%	99.3%

Darroch	P1	P2	P3	P4	P5	P6	P7	Total
Within 1K	1	3		1	2		7	14
Outside	59	75	58	70	49	42	51	404
Total	60	78	58	71	51	42	58	418
Within 1K	1.7%	3.8%	0.0%	1.4%	3.9%	0.0%	12.1%	3.3%
Outside	98.3%	96.2%	100.0%	98.6%	96.1%	100.0%	87.9%	96.7%

Granton	P1	P2	P3	P4	P5	P6	P7	Total
Within 1K		4	2	4	4	1	2	17
Outside	60	74	56	67	47	41	56	401
Total	60	78	58	71	51	42	58	418

Within 1K	0.0%	5.1%	3.4%	5.6%	7.8%	2.4%	3.4%	4.1%
Outside	100.0%	94.9%	96.6%	94.4%	92.2%	97.6%	96.6%	95.9%

JGHS	P1	P2	P3	P4	P5	P6	P7	Total
Within 1K	2	3		2			5	12
Outside	58	75	58	69	51	42	53	406
Total	60	78	58	71	51	42	58	418
Within 1K	3.3%	3.8%	0.0%	2.8%	0.0%	0.0%	8.6%	2.9%
Outside	96.7%	96.2%	100.0%	97.2%	100.0%	100.0%	91.4%	97.1%

Liberton	P1	P2	P3	P4	P5	P6	P7	Total
Within 1K	2	3	3	1	2		3	14
Outside	58	75	55	70	49	42	55	404
Total	60	78	58	71	51	42	58	418

Within 1K	3.3%	3.8%	5.2%	1.4%	3.9%	0.0%	5.2%	3.3%
Outside	96.7%	96.2%	94.8%	98.6%	96.1%	100.0%	94.8%	96.7%

[illegible]

Between 1-3K

Castlebrae	P1	P2	P3	P4	P5	P6	P7	Total
Between 1-3K	7	6	6	4	9	3	12	47
Not Between 1-3K	53	72	52	67	42	39	46	371
Total	60	78	58	71	51	42	58	418
Between 1-3K	11.7%	7.7%	10.3%	5.6%	17.6%	7.1%	20.7%	11.2%
Not Between 1-3K	88.3%	92.3%	89.7%	94.4%	82.4%	92.9%	79.3%	88.8%

Darroch	P1	P2	P3	P4	P5	P6	P7	Total
Between 1-3K	8	7	7	13	8	5	10	58
Not Between 1-3K	52	71	51	58	43	37	48	360
Total	60	78	58	71	51	42	58	418
Between 1-3K	13.3%	9.0%	12.1%	18.3%	15.7%	11.9%	17.2%	13.9%
Not Between 1-3K	86.7%	91.0%	87.9%	81.7%	84.3%	88.1%	82.8%	86.1%

Granton	P1	P2	P3	P4	P5	P6	P7	Total
Between 1-3K	6	7	2	6	4	4	5	34
Not Between 1-3K	54	71	56	65	47	38	53	384
Total	60	78	58	71	51	42	58	418
Between 1-3K	10.0%	9.0%	3.4%	8.5%	7.8%	9.5%	8.6%	8.1%
Not Between 1-3K	90.0%	91.0%	96.6%	91.5%	92.2%	90.5%	91.4%	91.9%

JGHS	P1	P2	P3	P4	P5	P6	P7	Total
Between 1-3K	5	3	5	11	9	1	10	44
Not Between 1-3K	55	75	53	60	42	41	48	374
Total	60	78	58	71	51	42	58	418
Between 1-3K	8.3%	3.8%	8.6%	15.5%	17.6%	2.4%	17.2%	10.5%
Not Between 1-3K	91.7%	96.2%	91.4%	84.5%	82.4%	97.6%	82.8%	89.5%

Liberton	P1	P2	P3	P4	P5	P6	P7	Total
Between 1-3K	1	2		2	3	1	4	13
Not Between 1-3K	59	76	58	69	48	41	54	405
Total	60	78	58	71	51	42	58	418
Between 1-3K	1.7%	2.6%	0.0%	2.8%	5.9%	2.4%	6.9%	3.1%
Not Between 1-3K	98.3%	97.4%	100.0%	97.2%	94.1%	97.6%	93.1%	96.9%

WHEC	P1	P2	P3	P4	P5	P6	P7	Total
Between 1-3K			1	3	2	2	2	10
Not Between 1-3K	60	78	57	68	49	40	56	408
Total	60	78	58	71	51	42	58	418
Between 1-3K	0.0%	0.0%	1.7%	4.2%	3.9%	4.8%	3.4%	2.4%
Not Between 1-3K	100.0%	100.0%	98.3%	95.8%	96.1%	95.2%	96.6%	97.6%

Within 3K

Castlebrae	P1	P2	P3	P4	P5	P6	P7	Total
Within 3K	7	7	6	5	9	3	13	50
Outside	53	71	52	66	42	39	45	368
Total	60	78	58	71	51	42	58	418
Within 3K	11.7%	9.0%	10.3%	7.0%	17.6%	7.1%	22.4%	12.0%
Outside	88.3%	91.0%	89.7%	93.0%	82.4%	92.9%	77.6%	88.0%

Darroch	P1	P2	P3	P4	P5	P6	P7	Total
Within 3K	9	10	7	14	10	5	17	72
Outside	51	68	51	57	41	37	41	346
Total	60	78	58	71	51	42	58	418
Within 3K	15.0%	12.8%	12.1%	19.7%	19.6%	11.9%	29.3%	17.2%
Outside	85.0%	87.2%	87.9%	80.3%	80.4%	88.1%	70.7%	82.8%

Granton	P1	P2	P3	P4	P5	P6	P7	Total
Within 3K	6	11	4	10	8	5	7	51
Outside	54	67	54	61	43	37	51	367
Total	60	78	58	71	51	42	58	418
Within 3K	10.0%	14.1%	6.9%	14.1%	15.7%	11.9%	12.1%	12.2%
Outside	90.0%	85.9%	93.1%	85.9%	84.3%	88.1%	87.9%	87.8%

JGHS	P1	P2	P3	P4	P5	P6	P7	Total
Within 3K	7	6	5	13	9	1	15	56
Outside	53	72	53	58	42	41	43	362
Total	60	78	58	71	51	42	58	418
Within 3K	11.7%	7.7%	8.6%	18.3%	17.6%	2.4%	25.9%	13.4%
Outside	88.3%	92.3%	91.4%	81.7%	82.4%	97.6%	74.1%	86.6%

Liberton	P1	P2	P3	P4	P5	P6	P7	Total
Within 3K	3	5	3	3	5	1	7	27
Outside	57	73	55	68	46	41	51	391
Total	60	78	58	71	51	42	58	418
Within 3K	5.0%	6.4%	5.2%	4.2%	9.8%	2.4%	12.1%	6.5%
Outside	95.0%	93.6%	94.8%	95.8%	90.2%	97.6%	87.9%	93.5%

WHEC	P1	P2	P3	P4	P5	P6	P7	Total
Within 3K			1	3	2	2	2	10
Outside	60	78	57	68	49	40	56	408
Total	60	78	58	71	51	42	58	418
Within 3K	0.0%	0.0%	1.7%	4.2%	3.9%	4.8%	3.4%	2.4%
Outside	100.0%	100.0%	98.3%	95.8%	96.1%	95.2%	96.6%	97.6%