

### Criteria for secondary GME:

The following criteria for secondary GME have been agreed by parents, are in line with recognised good practice, and are implemented in GME schools elsewhere in Scotland.

#### Mandatory

- A Gaelic education must produce fluent, confident speakers of the language.
- A Gaelic education must aspire to a level of immersion in the language – Gaelic speakers must be kept together at high school.
- Gaelic must be spoken and heard every day at school.
- Some subjects must be delivered in Gaelic.
- There must be the opportunity to take exams and gain qualifications in Gaelic.
- Learning support must be available in Gaelic.
- Provision must be sustainable and not require relocation in a few years.

#### Desirable

- Pupils should have a choice of subjects in Gaelic.
- A range of extra-curricular activities should be delivered in Gaelic, such as musical activities, Duke of Edinburgh, trips etc.
- The Head Teacher and/or other senior teachers should be Gaelic-speaking.

### Assessment CEC suggested options against the above criteria.

CEC Secondary Option	CEC comments	Meets GME criteria?	Other comments
1. James Gillespie's High School (JGHS) - existing local catchment reduced (and transferred to other secondary schools) to create additional capacity	<p>Pros:</p> <ul style="list-style-type: none"><li>• Retains GME provision at JGHS therefore provides continuity.</li><li>• No requirement for changes to be made to existing GME staffing arrangements.</li></ul> <p>Cons:</p> <ul style="list-style-type: none"><li>• A change would also be required to the underlying primary catchments i.e. it would not just be a change at secondary level.</li><li>• Likely to be significant objections from those in the local catchment area.</li><li>• May be difficult to identify adjacent secondary schools which could</li></ul>	<p>No.</p> <p>Provision would not be sustainable and would require relocation in a few years.</p>	<ul style="list-style-type: none"><li>• Not acceptable to disadvantage mainstream catchment JGHS.</li><li>• Would not attract Gaelic capital funding, as no capital investment.</li></ul>

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	<p>accommodate the necessary increase in pupils.</p> <ul style="list-style-type: none"> <li>• May require additional capital investment if new accommodation is required to be delivered which may have an impact on the timescales within which this could be put in place.</li> <li>• Difficulty in explaining any educational benefit for those local catchment pupils who would be affected.</li> <li>• Location of JGHS in the south of the city when the majority of pupils are from the north.</li> <li>• High S1 intakes from TnP are not expected for another four years therefore considerable scope for out-of catchment requests into the school at all stages in the interim.</li> </ul>		
<p>2. James Gillespie’s High School – additional capacity created by retaining Darroch as a permanent annexe</p>	<p>Pros:</p> <ul style="list-style-type: none"> <li>• Retains GME provision at JGHS therefore provides continuity.</li> <li>• No requirement for changes to be made to existing GME staffing arrangements.</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• Strong possibility that Darroch may be required for an alternative use to address capacity issues which may be identified in local secondary schools.</li> <li>• Would require capital investment to bring Darroch up to the required standard for a permanent establishment.</li> <li>• Location of JGHS in the south of the city when the majority of pupils are from the north.</li> <li>• High S1 intakes from TnP are not expected for another four years therefore considerable scope for out-of catchment requests into the school at all stages in the interim.</li> <li>• Would require JGHS to operate over two sites and would require pupils to travel between both sites to access all curricular needs as Darroch could not accommodate all needs.</li> <li>• Significantly increased revenue costs as essentially creating another permanent establishment.</li> </ul>	<p>Yes.</p> <p>All mandatory and desirable criteria met.</p>	<ul style="list-style-type: none"> <li>• Capital refurbishment of Darroch would be likely to attract Gaelic capital grant.</li> <li>• Would ensure capacity for all mainstream catchment JGHS pupils, which looks unlikely to be guaranteed without additional capacity.</li> <li>• Increased revenue costs will be incurred anyway due to rising rolls.</li> <li>• 2-site campus has worked well during the decant.</li> <li>• Option to share facility with other schools during the rising rolls “bubble”.</li> <li>• Retains maximum flexibility for creation of GME high school if required in the future.</li> <li>• Retains GME provision in a central location.</li> </ul>

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3. Move entire provision from JGHS to one different secondary	<p>Pros:</p> <ul style="list-style-type: none"> <li>Ensures that GME provision is provided at one location.</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>May be difficult to identify an alternative secondary schools which could accommodate the necessary increase in pupils.</li> <li>May require additional capital investment if new accommodation is required to be delivered which may have an impact on the timescales within which this could be put in place.</li> <li>May represent a challenge to establish GME in new schools, particularly if there is currently either little or no presence.</li> <li>Would require changes to be made to existing GME staffing arrangements.</li> </ul>	<p>No.</p> <p>Provision would not be sustainable and would require relocation in a few years.</p>	<ul style="list-style-type: none"> <li>Figures clearly show that no other school has capacity.</li> <li>Would not attract Gaelic capital funding, as no capital investment.</li> </ul>
4. 2 schools (each serving 2 localities)	<p>Pros:</p> <ul style="list-style-type: none"> <li>By spreading the additional capacity requirement across more than one school the possibility of finding schools with sufficient spare capacity is increased.</li> <li>Opportunity to expand the reach of GME into more than one school and possibly attract interest from the remainder of the cohort.</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>The P7 cohort would be split on entering secondary. However, this could be mitigated by assigning each of the two streams in the primary school into a different secondary school.</li> <li>May be difficult to identify alternative secondary schools which could accommodate the necessary increase in pupils.</li> <li>May require additional capital investment if new accommodation is required to be delivered which may have an impact on the timescales within which this could be put in place.</li> <li>May represent a challenge to establish GME in new schools, particularly if there is currently either little or no presence.</li> <li>Would require changes to be made to existing GME staffing arrangements and likely to be an issue in recruiting sufficient qualified staff.</li> <li>Increased revenue costs.</li> </ul>	<p>No.</p> <p>Gaelic speakers not kept together at high school – too small a cohort for immersion.</p> <p>Very limited opportunities for developing additional GME subjects as critical mass lost.</p>	<ul style="list-style-type: none"> <li>Significant difficulties in staffing additional locations.</li> <li>Staff lack a peer-group – likely to lead to retention issues</li> <li>This model goes against established good practice in all other GME locations e.g. Glasgow, Inverness.</li> <li>Would not attract Gaelic capital funding, and could lose funding for staff member currently provided by SG, if sufficient levels of immersion not provided.</li> <li>Interest from remainder of cohort would relate to Gaelic for learners only, and would not support delivery of GME.</li> <li>Suggestion of primary streaming based on future secondary may not be workable in practice, e.g. how to ensure roughly equal sized groups, or allocate people who move house part way through?</li> </ul>

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<p>5. 4 schools (each serving a locality)</p>	<p>Pros:</p> <ul style="list-style-type: none"> <li>By spreading the additional capacity requirement across more than one school the possibility of finding schools with sufficient spare capacity is increased.</li> <li>Opportunity to expand the reach of GME into more than one school and possibly attract interest from the remainder of the cohort.</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>The P7 cohort would be split on entering secondary. However, this could be mitigated by assigning each of the two streams in the primary school into a different secondary school.</li> <li>May be difficult to identify alternative secondary schools which could accommodate the necessary increase in pupils.</li> <li>May require additional capital investment if new accommodation is required to be delivered which may have an impact on the timescales within which this could be put in place.</li> <li>May represent a challenge to establish GME in new schools, particularly if there is currently either little or no presence.</li> <li>Would require changes to be made to existing GME staffing arrangements and likely to be an issue in recruiting sufficient qualified staff.</li> <li>Increased revenue costs.</li> </ul>	<p>No.</p> <p>Gaelic speakers not kept together at high school – far too small a cohort for immersion.</p> <p>Almost impossible to develop additional GME subjects as critical mass lost.</p>	<ul style="list-style-type: none"> <li>Extreme difficulties in staffing 4 locations.</li> <li>Staff lack a peer-group – likely to lead to retention issues</li> <li>This model goes against established good practice in all other GME locations e.g. Glasgow, Inverness.</li> <li>Would not attract Gaelic capital funding, and could lose funding for staff member currently provided by SG, if sufficient levels of immersion not provided.</li> <li>Interest from remainder of cohort would relate to Gaelic for learners only, and would not support delivery of GME.</li> <li>Potential for imbalance of numbers between groups, if certain locations had only a small number of pupils, and thus difficult to deliver any meaningful GME.</li> </ul>
<p>6. No dedicated secondary schools as delivered on a peripatetic basis</p>	<p>Pros</p> <ul style="list-style-type: none"> <li>Likely to be limited, if any, new infrastructure required.</li> <li>Opportunity to expand the reach of GME into more than one school and possibly attract interest from the remainder of the cohort.</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>The P7 cohort would be split on entering secondary.</li> <li>Would require changes to be made to existing GME staffing arrangements and likely to be an issue in recruiting sufficient qualified staff.</li> <li>Would not be possible to provide an immersive experience in each secondary school.</li> </ul>	<p>No.</p> <p>Gaelic speakers not kept together at high school – no immersion.</p> <p>No opportunity for GME subjects.</p>	<ul style="list-style-type: none"> <li>Inefficient use of staff time, travelling to multiple schools. Virtually impossible to provide Gaelic classes over 6 year groups in an unknown number of locations (and potentially changing every year) via peripatetic teaching. For example, could have 1 secondary GME pupil in Queensferry or Balerno – how could this be accommodated?</li> <li>Could still potentially have a relatively large number of GME pupils in certain locations which will already be over capacity.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Staff lack a peer-group and extensive travel – likely to lead to retention issues</li> <li>• This model goes against established good practice in all other GME locations e.g. Glasgow, Inverness.</li> <li>• Would not attract Gaelic capital funding, and very likely to lose funding for staff member currently provided by SG, as sufficient levels of immersion not provided.</li> </ul>
7. New GME High School	<p>Pros:</p> <ul style="list-style-type: none"> <li>• Ensures that GME provision is provided at one location.</li> <li>• Opportunity for full immersion at secondary.</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• Very significant new infrastructure costs.</li> <li>• No site identified.</li> <li>• Would require changes to be made to existing GME staffing arrangements and likely to be an issue in recruiting sufficient qualified staff.</li> <li>• Very significant additional running costs.</li> </ul>	<p>Yes.</p> <p>All mandatory and desirable criteria met.</p>	<ul style="list-style-type: none"> <li>• Would be very likely to attract Gaelic capital funding.</li> <li>• Reduces pressure on other high schools with rising rolls, at much reduced cost to CEC. Additional schools and running costs likely to be required anyway, due to rising rolls.</li> <li>• May need to be a longer term plan until numbers increase sufficiently.</li> </ul>
8. Dedicated secondary provision in an all through school (in place of Taobh na Pàirce primary)	<p>Pros:</p> <ul style="list-style-type: none"> <li>• Opportunity for full all-through immersion.</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>• Very significant new infrastructure costs.</li> <li>• No site identified.</li> <li>• Would require changes to be made to existing GME staffing arrangements and likely to be an issue in recruiting sufficient qualified staff.</li> <li>• Very significant additional running costs.</li> </ul>	<p>Yes.</p> <p>All mandatory and desirable criteria met.</p>	<ul style="list-style-type: none"> <li>• Would be very likely to attract Gaelic capital funding.</li> <li>• Reduces pressure on other high schools with rising rolls, at much reduced cost to CEC. Additional schools and running costs likely to be required anyway, due to rising rolls.</li> <li>• May need to be a longer term plan until numbers increase sufficiently.</li> <li>• Rising primary rolls may mean that TnP is required as additional primary capacity.</li> </ul>