



PARENT MEETING

COMANN NAM PÀRANT

4 February 2020

History of GME in Edinburgh

Primary:

1988 GME class (C1-3) opened in Tollcross Primary School

2010 CEC proposed capping the number of pupils able to access GME. After parental objections it then proposed a small extension to Tollcross Primary School or opening another GME unit at Leith Walk Primary. Parents campaigned against these proposals as they were thought not to represent best value for money, not a long-term solution and not to represent best practice in minority language education

2010-2012 Parents campaigned for a dedicated Gaelic primary

2013 Bun-sgoil Taobh na Pàirce opened

History of GME in Edinburgh

Secondary:

Some provision of GME at secondary level at James Gillespie's High School (Feeder high school of Tollcross Primary)

2010 CEC proposed moving the Gaelic pupils and teachers to Tynecastle High School for space reasons

2017 CEC proposed restricting the number of pupils going to JGHS based on their distance from school which disproportionately affected Gaelic pupils and would have effectively denied them access to GME

2018 CEC proposed moving the Gaelic pupils and teachers to Drummond High School – plans were dropped after opposition from Drummond parents

Current GME pupils in Edinburgh

GME pupils TnaP 2019-2020

Year	Total
C1	80
C2	62
C3	76
C4	53
C5	46
C6	59
C7	44
Total	420

GME Pupils JGHS 2019-2020

Year	Total
S1	27
S2	22
S3	27
S4	20
S5	9
S6	8
Total	113

**Total GME pupils in
Edinburgh: 533**

GME secondary projections

Year	2020	2021	2022	2023	2024	2025	2026
Total GME pupils at Secondary	113	149	199	225	251	305	340

For comparison: Castlebrae High School 241
Drummond High School 380

Sgoil Gàidhlig Glaschu Primary 436
2019 – 2020 Secondary 343

CEC commitments

The strategic growth plan for GME was approved by the Education, Children and Families Committee on 9 October 2018 and made a commitment to:

- By February 2020 - Confirm locations and secure funding **for new GME early years and primary facilities** and a **new dedicated GME secondary school**.
- By November 2020 – complete statutory consultation to establish the location and catchment area for new early years and primary facilities and the location for a new dedicated GME secondary school.

CEC responsibilities (Schools Closure)

- **Pre consult with relevant communities.** *“pre-consultation can be a good opportunity to consult the community on detailed aspects of the proposal and seek to resolve these ahead of formal consultation.”*
- **Produce an Educational Benefits Statement.** *“the local authority must demonstrate why the proposal is of overall positive educational benefit to the pupils of the affected school(s), children who would be likely to become pupils at the school(s) and other pupils in the authority area”.*
- Produce a detailed Proposal Paper
- Allow a 6 week public consultation period from when the proposal is made that must include 30 days when the affected schools are open.

Previously agreed CnamP position (2010)

A **dedicated GME nursery and primary school** is the preferred choice of parents, and the best option for CEC because:

- It offers the most **efficient delivery of GME** within Edinburgh, and excellent **value for money**, because it is simply mainstream education delivered through Gaelic.
- It is a proven model for increasing **fluency** and for normalising the use of Gaelic.
- Dedicated schools represent **best practice** and are the **international norm** – they lead to increased teacher supply, better continuity of provision and enhanced security and confidence levels.
- It is a model that has been demonstrated to secure **rapid growth**, enabling CEC to achieve Government targets for increasing the number of Gaelic speakers through GME.
- A dedicated GME school will contribute to **raising attainment** for Edinburgh's pupils.
- A dedicated school will place Edinburgh among the top tier of GME providers nationally providing CEC with an educational **success story**.

Previously agreed CnamP position (2019)

- The location should provide **permanent home for GME secondary.**
- It must have **a distinct Gaelic ethos**
- Its location **must support full immersion**

Gaelic schools

John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills: publicly outlining Scottish Government's position being that of

“maintaining support and encouragement for standalone Gaelic schools”

October 2018

Advice on Gaelic Education, Education Scotland

The key messages from the Advice relating specifically to secondary GME include the following points:

- The secondary level GME curriculum should remain one based on the principles of immersion.
- Schools need to aim to deliver a sufficient proportion of the curriculum through the medium of Gaelic.

S5 Higher performance: How schools in Scotland rank

School	Local Authority	% 5+ Highers ▲	Benchmark	SIMD
Jordanhill School	Grant-Aided	83	64	0.0
Dunblane High School	Stirling	76	64	0.0
Mearns Castle High School	East Renfrewshire	75	58	2.0
St Ninian's High School	East Renfrewshire	75	59	3.0
Williamwood High School	East Renfrewshire	73	60	5.0
Boroughmuir High School	Edinburgh, City of	71	68	0.0
Bearsden Academy	East Dunbartonshire	70	59	6.0
Gryffe High School	Renfrewshire	70	53	0.0
Douglas Academy	East Dunbartonshire	69	56	3.0
Glasgow Gaelic School	Glasgow City	68	44	15.0
Boclair Academy	East Dunbartonshire	67	53	14.0
Bishopbriggs Academy	East Dunbartonshire	66	44	18.0
Balfron High School	Stirling	62	50	0.0
Banchory Academy	Aberdeenshire	62	50	0.0

Sgoil
Gàidhlig
Glaschu

- Conclusion
- **“Though not definitive, evidence suggests that the ideal model for an immersion school would be a stand-alone institution so as to maximise the immersion experience and to ensure maximum levels of exposure to the language.** The international literature on language revitalisation highlights the importance of creating ‘breathing spaces’ for the minority language – spaces in which there is less pressure for speakers (who are also speakers of the dominant language) to switch languages. **As such, while this need not imply that a hypothetical co-location model would not be successful, careful planning would be required to ensure that the school remained a ‘breathing space’ for the immersion language.**

**Best Practice in Language
Immersion and the Issue of
Co-Located Schools
Summary Interim Report**

Bernadette O’Rourke,
Wilson McLeod and Joe
Simpson December 2019

GME at JGHS

S1

Gaelic
RMPS
GEOGRAPHY
HISTORY
MODERN
STUDIES
SCIENCE
DRAMA
PE
ART

S2

Gaelic
RMPS
GEOGRAPHY
HISTORY
MODERN
STUDIES
SCIENCE
DRAMA
PE
ART

S3/4

Gaelic
HISTORY
MODERN
STUDIES

S5+

HIGHER GAELIC
ADVANCED HIGHER
GAELIC

Current provision
at JGHS

WHO WORKS IN THE FACULTY?



Mr S. Charity
*Curriculum
Leader*



Mr R. Neithercut
GAELIC &
GEOGRAPHY



Ms I. Molleson
ART



Ms D. MacIver
HISTORY &
MODERN STUDIES



Mr C. Methven
GAELIC



Mrs R. Reilly
RMPS & GAELIC



Mr C. MacLellan
SCIENCE



Mrs M. Conroy
DRAMA



Ms B. Macleod
PE



Mr A. Carruthers
PE