

# Education, Children and Families Committee

10am, Tuesday, 24 May 2016

## Gaelic Medium Education and Capacity at James Gillespie's and Boroughmuir High Schools

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|-------------------|-----------|
| Item number       | 7.8       |
| Report number     |           |
| Executive/routine | Executive |
| Wards             | All       |

### Executive summary

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A potential capacity issue at James Gillespie's High School (JGHS) was identified in the 'Strategic Management of School Places: P1 and S1 Intakes for August 2016' report which was submitted to the Education, Children and Families Committee Meeting on 1 March 2016 for consideration but was subsequently withdrawn.

Whilst a solution was subsequently identified to address the capacity issue at JGHS for August 2016, given the continuing pressure on the school due to rising school rolls and other factors the position is not sustainable without there being some change required to the current arrangements.

A Short Term Working Group was created to allow the Council to engage with key stakeholders to consider options to address the projected capacity issue at JGHS and allow a sustainable position to be reached. The purpose of this report is to provide Committee with an update regarding the matters considered by the Working Group, the conclusions reached and the proposed way forward.

### Links

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|--------------------------|---|
| Coalition pledges        | <a href="#">P4</a>                          |
| Council outcomes         | <a href="#">CO1</a> and <a href="#">CO2</a> |
| Single Outcome Agreement | <a href="#">SO3</a>                         |

## Gaelic Medium Education and Capacity at James Gillespie's and Boroughmuir High Schools

### Recommendations

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- 1.1 Note the decision taken by the Acting Executive Director of Communities and Families under the urgency provisions to create a 'Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School', the remit and membership of which are detailed in this report.
- 1.2 Note the content of this report and the proposed way forward.
- 1.3 Note that a further report will be taken to a future meeting of the Education, Children and Families Committee to seek approval to a statutory consultation to change the existing arrangements at James Gillespie's High School to address the capacity issue at the school; this being most likely a proposal to establish Darroch as a permanent annexe of both James Gillespie's High School and Boroughmuir High School.
- 1.4 Note that it is likely that a further report will be taken to a future meeting of the Education, Children and Families Committee to seek approval to a statutory consultation to change and restrict the catchment for Bun-sgoil Taobh na Pàirce to be only the City of Edinburgh Council area, and exclude the Lothian authorities.
- 1.5 Approve that, having achieved the purpose for which it was established, the 'Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School' should now cease and thank members of the Working Group for their participation and input.
- 1.6 Note that the future strategy for the provision of Gaelic Medium Education at early years, nursery, primary and secondary levels will be considered and will form part of the wider revised Council Gaelic Language Plan. This strategy will be co-produced between Council officers from Communities and Families and representatives of the Gaelic community through the Gaelic Implementation Steering Group and will be reported to a future meeting of the Education, Children and Families Committee for consideration.
- 1.7 Note that, based on the latest roll projections, even with the use of Darroch as a permanent annexe of both James Gillespie's High School and Boroughmuir High School, a capacity issue is very likely to arise beyond 2021. The use of Darroch would therefore represent a short to medium term solution and a long term solution for secondary GME would still require to be identified which

would be informed by the work which is planned to be undertaken on a strategy for 3-18 Gaelic Medium Education.

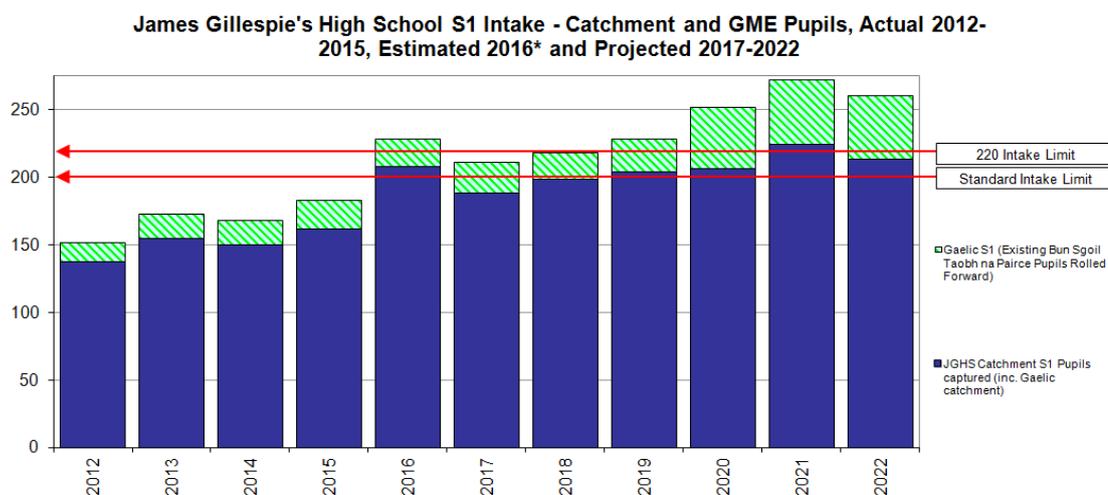
## Background

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- 2.1 A potential capacity issue at James Gillespie's High School (JGHS) was identified in the 'Strategic Management of School Places: P1 and S1 Intakes for August 2016' report (the 'SMSP 2016' report) which was submitted for consideration to the Education, Children and Families Committee Meeting on 1 March 2016 but was subsequently withdrawn. A revised and updated 'Strategic Management of School Places: P1 and S1 Intakes for August 2016' report is a separate item on the agenda for this Committee.
- 2.2 The 'SMSP 2016' report had highlighted that, due to an exceptionally high number of catchment registrations for entry into S1 in JGHS in August 2016 including those pupils transferring from Bun-sgoil Taobh na Pàirce, it was possible that some pupils might not have been successful in gaining a place at the school.
- 2.3 The capacity of any school is not unlimited and, whilst discussions with the management team of JGHS had identified that the S1 intake for August 2016 could have been increased from the standard 200 to (at that time what was considered to have been a maximum of) 220, this would have been insufficient to meet the projected demand for eligible places which was 229.
- 2.4 Committee had been asked to note the report and that any Gaelic Medium Education pupils unsuccessful in gaining a place at JGHS would be offered a place at Tynecastle High School or may accept a place at their mainstream catchment school. A separate report on the agenda for this Committee responds to a request from the Governance, Risk and Best Value Committee to consider whether due process was followed (which that report confirms was the case) and to identify any lessons learnt.
- 2.5 Following the withdrawal of the 'SMSP 2016' report, a solution was identified which will allow all eligible S1 registrations into JGHS for August 2016 to be accommodated. During March 2016, as a consequence of further detailed analysis work undertaken by the school regarding timetabling, the Head Teacher of JGHS confirmed that an S1 intake of 240 could be accommodated for August 2016 without any adaptations to the existing buildings being required.
- 2.6 At the time of issuing this report, the number of eligible S1 registrations into JGHS for August 2016 was 229 on the basis of which an intake limit of 240 would require to, and would, be set. This would allow all eligible S1 registrations to be accommodated and permit a number of placing requests into the school to be accepted.

2.7 However, given the continuing pressure on the school due to rising school rolls and other factors, the position at JGHS is not sustainable and the S1 intake limit could not be increased to a level which could accommodate all future demand without there being some change required to the current arrangements.

2.8 The table below shows both the historic and latest projected catchment S1 intakes for JGHS (taking into consideration known and projected housing developments in the area) and illustrates that based on the latest roll projections (which could obviously still change in the future) it is forecast that the standard S1 intake limit of 200 would be breached in each year from 2016 onwards and an increased S1 limit of 220 breached in each year from 2019 onwards (with the limit being met in 2018).



\*Based on available registration data as at April 2016 and therefore subject to change

2.9 It is likely that any changes required to the existing arrangements for JGHS in order to accommodate the level of S1 intakes expected in the future would require a statutory consultation to be undertaken in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

2.10 To consider options to address the capacity issue at JGHS and, having identified a proposed approach to then seek approval from Committee for, and then undertake, the necessary statutory consultation would be a very lengthy process.

2.11 In March 2016 it was a distinct possibility that alternative arrangements might have had to be put in place at JGHS for August 2017 as the roll projections showed the S1 intake limit being breached. Due to the requirement to progress consideration of the issue at the earliest opportunity, under the urgency provisions the Acting Executive Director of Communities and Families took the decision to create a 'Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School' ('the Working Group') involving elected members, Council officers and key

stakeholders to allow the Council to engage with key stakeholders to consider options to address the projected capacity issue at JGHS and allow a sustainable position to be reached. The Terms of Reference for the Working Group, which incorporate details of its remit and membership, are included in Appendix 1.

- 2.12 The purpose of this report is to provide Committee with an update regarding the matters which have been considered by the Working Group; the conclusions reached and the proposed way forward.

## Main report

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- 3.1 The Working Group has met four times between 31 March 2016 and 17 May 2016.
- 3.2 The first key question which the Working Group required to consider was the options available to address the capacity issue at JGHS, this being intrinsically linked to the way in which secondary Gaelic Medium Education would be delivered in the future.
- 3.3 The main item for consideration at the first meeting on 31 March 2016 was a background paper which is included in full at Appendix 2 as it provides the necessary context for many of the matters which are covered later in this report.
- 3.4 This paper included an assessment of eight *possible* options which were identified on the assumption that there would be no increase in the current level of GME provision at primary level and that the future capacity requirements at secondary would be in the order of 350 places based on an annual S1 intake of 60 pupils.
- 3.5 The Working Group concluded and agreed that option 1 (changing the existing catchment area for JGHS) should be completely removed as a possible solution and that options 4, 5, 6, 7 and 8 should be removed from consideration as short-term solutions.
- 3.6 This left options 2 and 3 which required further analysis to be undertaken, particularly in relation to the future roll projections for both JGHS and the adjacent Boroughmuir High School (BHS) which was identified as also having potential capacity issues in the future for which a solution would require to be identified.
- 3.7 The methodology for secondary projections and the actual projections themselves are in the process of being updated with the intention that the final projections for all secondary schools will be included in a report to the Education, Children and Families Committee before the end of 2016.
- 3.8 However, as it was necessary to have updated data for both JGHS and BHS, the projections for these schools were produced based on the draft methodology which was shared with the Working Group. While these

projections are considered sufficiently robust for the purposes of this exercise it is important to note they will be subject to change on an annual basis as actual registration and intake data becomes available each year.

- 3.9 The projections have been produced assuming an S1 intake of 240 for JGHS in 2016 and a revised capacity for each school which is based on occupation of the new buildings and has been assumed as being 1,300 for JGHS and 1,200 for BHS.
- 3.10 As a result of the early rising rolls discussions with the school management of BHS it was agreed that the capacity of the new school would be 1,200 rather than the original plan of 1,165 due to the flexible design of the accommodation within the new building.
- 3.11 Regarding JGHS, as a consequence of further detailed analysis work undertaken by the school regarding timetabling and a risk assessment and consideration of the ability to implement an appropriate fire strategy, the Head Teacher of JGHS confirmed that an annual S1 intake of 220 could be accommodated on a permanent, sustained basis without any adaptations to the existing buildings being required. The additional timetabling work and use of flexible spaces at JGHS will allow the school to accommodate a future roll of up to 1,300; an increase from the current 1,150.
- 3.12 It may be possible that either JGHS or BHS could accommodate a (further) increase in capacity, perhaps by adapting the existing buildings, however this requires further consideration with the schools.
- 3.13 The table below shows the latest roll projections for JGHS and BHS, the combined capacity for both schools and the projected surplus/(gap) in overall capacity over the next ten years. As can be seen from the table, there is projected to be a gap in the available capacity across both schools from 2019 onwards.

|                               | 2016         | 2017         | 2018         | 2019         | 2020         | 2021         | 2022         | 2023         | 2024         | 2025         |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| BHS Roll                      | 1,158        | 1,176        | 1,216        | 1,275        | 1,334        | 1,408        | 1,483        | 1,517        | 1,533        | 1,532        |
| JGHS Roll                     | 1,183        | 1,193        | 1,217        | 1,261        | 1,320        | 1,397        | 1,442        | 1,460        | 1,493        | 1,508        |
| <b>Total Combined Roll</b>    | <b>2,341</b> | <b>2,369</b> | <b>2,433</b> | <b>2,536</b> | <b>2,654</b> | <b>2,805</b> | <b>2,925</b> | <b>2,977</b> | <b>3,026</b> | <b>3,040</b> |
| Combined Capacity             | 2,500        | 2,500        | 2,500        | 2,500        | 2,500        | 2,500        | 2,500        | 2,500        | 2,500        | 2,500        |
| <b>Capacity Surplus/(Gap)</b> | <b>159</b>   | <b>131</b>   | <b>67</b>    | <b>(36)</b>  | <b>(154)</b> | <b>(305)</b> | <b>(425)</b> | <b>(477)</b> | <b>(526)</b> | <b>(540)</b> |

### **Establish Darroch as a Permanent Annexe (Option 2)**

- 3.14 The Darroch facility is located in Gillespie Street, just off Gilmore Place, and is within a short walking distance of both JGHS and the site of the new BHS. It has been used as a primary and secondary school temporary decant facility on several occasions, most recently by JGHS where the pupils in the upper

school have been, and continue to be, based there whilst the new school is being constructed on the main school site. Committee approved the use of Darroch as a temporary decant location for JGHS on [9 November 2010](#) following a statutory consultation. Once the remaining new JGHS school buildings are completed in July 2016 the Darroch facility will be vacated.

- 3.15 There are a number of buildings on the Darroch site – a main block, an external toilet block and dining hall which are both located within temporary units and a technical building, the lower floor of which is currently leased to the NKS Group Nursery with the upper floor being used for storage. The main block comprises a mixture of classroom spaces (23 at present including support for learning), administration and offices and two small halls each of which are approximately 125m<sup>2</sup>. These halls provide examination accommodation and also space to use for some curriculum sports facilities.
- 3.16 To facilitate the use of Darroch as a decant location for JGHS, in advance of its occupation some upgrade works were undertaken, primarily to the main building, including the provision of toilets and changing rooms, some improvements to the condition of the building and some (mostly partial) upgrade works to services.
- 3.17 The roll projections shown above confirm that if Darroch were to be established as a permanent annexe as part of the solution to secondary rising rolls in south Edinburgh it would have to be available for use by both BHS and JGHS on a flexible basis.
- 3.18 The nature of the accommodation at Darroch means it is more suitable for teaching subjects that require general classroom space rather than for practical subjects and, as has been the case with the recent use by JGHS as a temporary decant location, is more suitable for senior pupils due to the need for pupils to transfer between two sites. As such, investigation of how Darroch could be best used as an annexe of JGHS and BHS in partnership by both schools to address their respective projected capacity issues will be undertaken; the emphasis being on teaching subjects to senior pupils. In addition to being used by both JGHS and BHS it could also offer the opportunity for it to be used as a senior phase resource for other local secondary schools on a consortium basis.
- 3.19 A detailed feasibility study will be progressed to establish what alterations would be required to the building to bring it up to an acceptable standard for use as a permanent teaching facility to meet the needs identified as a result of the educational review. This will include measures such as lifts as there is currently no wheelchair access to the upper floors of the main building.
- 3.20 The Darroch facility has recently been subject to a survey inspection and, whilst the full report is currently still being finalised, colleagues in Corporate Property have highlighted a number of the key issues which were identified:

- There are a number of issues with the main building for which the estimated rectification costs are £480,000 including boiler replacement, electrical upgrades and the refurbishment of windows.
  - There are a number of issues with the grounds for which the estimated rectification costs are £235,000 including the necessity to rebuild or repair the boundary walls which are in poor condition and to undertake patch repairs to defective surfaces.
  - The dining hall and toilet temporary units are reaching the end of their life expectancy.
- 3.21 The output of both the educational analysis and the feasibility study will allow a capacity to be established for the combined accommodation of JGHS, BHS and Darroch if used as a flexible teaching space for both schools. This would be necessary supporting information for the statutory consultation which would require to be undertaken if it was proposed to establish Darroch as a permanent teaching facility for both schools.
- 3.22 The extent to which secondary GME could be retained at JGHS can only be established once the foregoing analysis and feasibility work is completed. If it is assumed that Darroch could provide additional capacity of, for example, 350 places then secondary GME *should* be able to be fully accommodated at JGHS until at least 2021 however beyond that point an alternative solution would require to be identified.

### **Establish Darroch as a Stand-Alone (GME) School**

- 3.23 The Working Group asked that an assessment be undertaken regarding whether Darroch could operate as a stand-alone GME school.
- 3.24 An initial desktop exercise has been undertaken to consider this which assumed a capacity of 350 spaces, this being the approximate size of secondary school required to support a double-stream primary intake which is what exists for GME at present through Bun-sgoil Taobh na Pàirce.
- 3.25 The School Estate Planning Team has no reference data regarding the specific requirements for a secondary school of such an unusually small size therefore an estimate has had to be made of the number of timetabled spaces which would be required, this being 27 class spaces of which 16 would have to be practical spaces. The accommodation schedule identifies a net total space requirement (i.e. useable space excluding circulation and plant) for a 350 place secondary school of 4,592m<sup>2</sup>. In comparison, the net floor area of the existing buildings at Darroch is 2,958m<sup>2</sup> which includes 175m<sup>2</sup> for the toilet and dining temporary units which are reaching the end of their useful life and 555m<sup>2</sup> for the technical building, the majority of which is currently leased to a third party. There is obviously a significant shortfall in space.
- 3.26 The extent of 'fit' between the existing configuration of spaces in the Darroch buildings and the required configuration of spaces is likely to be poor and,

whilst a detailed assessment would require to be undertaken to confirm this definitively, it would be reasonable to assume that, in addition to a significant shortfall in the extent of necessary accommodation, there would also be compromises in the optimum room sizes for many spaces.

- 3.27 If the main building was retained and adapted and the other three buildings (i.e. the technical building and the two temporary buildings for toilets and dining) demolished and removed, part of the site footprint could be cleared for the possible construction of new building(s) to address any deficiency in space within the main building. This approach would create more flexibility in addressing the fit factor and may provide a more acceptable set of compromises. However a detailed feasibility design exercise would be required to demonstrate the potential of this approach and there would be technical and significant potential planning issues which would need to be taken into consideration.
- 3.28 However there is, perhaps, a more fundamental issue. The above assessment is based on the existing GME primary capacity. In the event that the Council decided to extend the level of GME provision in the future then Darroch would obviously have to accommodate a higher capacity. As an illustration, the accommodation schedule for a 700 space secondary school identifies a net total space requirement (i.e. useable space excluding circulation and plant) of 6,882m<sup>2</sup>. In comparison, the net floor area of the existing buildings at Darroch is 2,958m<sup>2</sup>. The issues identified above for a 350 capacity school would be further exacerbated for a higher capacity.
- 3.29 A 350 space secondary school requires a much greater area per student place than a 700 space school. This is an inevitable consequence of a very small school and is generally related to the need for specific practical accommodation (such as PE and practical spaces) which still has to be provided, even if the spaces are timetabled less frequently than in larger schools.
- 3.30 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations, and the extent of compliance, or otherwise, of the Darroch site with these regulations also requires to be considered.
- 3.31 The regulations specify that for a secondary school which has a capacity of between 320 and 500 pupils, the total site size should be 3.2 hectares comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 1.6 hectares; and
  - An area for playing fields of not less than 1.6 hectares

- 3.32 The regulations do not actually require that playing fields (or pitches) are adjacent to the actual school building but that they are *available* to the school i.e. could be elsewhere and off-site. In Edinburgh there are many schools where the maximum areas for playing fields are not met however the city complies with the regulations by virtue of the extensive alternative pitch provision which is available to schools throughout the city. There is no reason why this argument could not be applied here.
- 3.33 The size of the Darroch site is approximately 0.45 hectares which is considerably smaller than the size which the regulations specify as being required for the main site (i.e. excluding playing fields) of a dedicated secondary school which has a capacity of between 320 and 500 pupils for which a minimum site of 1.6 hectares would be required.
- 3.34 In certain circumstances a smaller site area than would be required by the regulations could be provided with the consent of the Scottish Government subject to it being agreed that it would be impractical or unreasonable to apply the standards within the legislation. It is difficult to see how an argument could be made to substantiate such a significant variation from the expected standard.
- 3.35 For the reasons set out above it is not proposed that any further detailed examination be undertaken of the potential use of Darroch as the site for a stand-alone GME secondary school. A further significant issue would be the necessity to find a solution to the capacity issues at both JGHS and BHS. If Darroch was not available as a shared facility to both schools it is unclear how the capacity issue at BHS could be addressed as it would be illogical to suggest using JGHS as some form of annexe of BHS.

### **Move the Entire Provision of Secondary GME from JGHS to another Secondary School (Option 3)**

- 3.36 The implementation of the accommodation solution described above for Option 2 would be subject to the requirement for a statutory consultation to be undertaken (the outcome of which cannot be guaranteed) and further analysis is required to establish the additional capacity which could be provided at Darroch.
- 3.37 It is therefore considered prudent to progress further evaluation of Option 3 in the event that it has to be progressed in the short term. This further analysis would also be beneficial if (as appears highly likely from the latest roll projections) secondary GME cannot be accommodated in JGHS, even with the potential additional use of Darroch as a permanent annexe, beyond 2021.
- 3.38 As a starting point, an assessment has been undertaken of the schools at which it would be considered feasible to accommodate secondary GME in the future. This assessment focused on non-denominational secondary schools and ranked them regarding their suitability to accommodate GME based on access/geographical acceptability and anticipated ease of providing the

necessary capacity within existing accommodation or through extension if required. The assessment is provided in the following table.

| Secondary School      | Location      | Opportunity to expand accommodation   | Ranking     |
|-----------------------|---------------|---|-------------|
| Castlebrae CHS        | east central  | Council owned and capacity possibly available within existing accommodation and option for expansion. | high        |
| Leith Academy         | north central | Council owned and space for expansion   | high        |
| Liberton HS           | south central | Council owned and space for expansion   | high        |
| Broughton HS          | central       | PPP school but space for expansion  | medium/high |
| Craigroyston CHS      | west central  | PPP school but space for expansion  | medium/high |
| Drummond CHS          | central       | PPP school, possible capacity within existing accommodation and possible scope for expansion          | medium/high |
| Trinity Academy       | north central | Council owned but limited scope for expansion   | medium/high |
| Craigmount HS         | west          | PPP school but space for expansion  | medium      |
| Forrester HS          | west          | PPP school but space for expansion  | medium      |
| Gracemount HS         | south east    | PPP school but space for expansion  | medium      |
| The Royal High School | west          | PPP school but space for expansion  | medium      |
| WHEC                  | south west    | Council owned and capacity possibly available within existing accommodation and option for expansion. | medium      |
| Balerno CHS           | peripheral    | Council owned and space for expansion   | low         |
| Boroughmuir HS        | central       | Council owned but no scope for expansion  | low         |
| Currie HS             | peripheral    | Council owned and space for expansion   | low         |
| Firrhill HS           | south         | PPP school and limited scope for expansion  | low         |
| JGHS                  | central       | DBFM but no scope for expansion   | low         |

| Secondary School | Location     | Opportunity to expand accommodation  | Ranking |
|------------------|--------------|--|---------|
| Portobello HS    | east central | Council owned but no scope for expansion   | low     |
| Queensferry HS   | peripheral   | Council owned and space for expansion however already required for projected local population growth | low     |
| Tynecastle HS    | central      | PPP school and limited scope for expansion   | low     |

- 3.39 Based on this assessment the projections for the seven schools ranked either “high” or “medium/high” in the table above will be updated and an exercise undertaken to calculate the impact of adding secondary GME to each school.
- 3.40 This will determine the extent of any extensions which would be required to the existing accommodation at each school to accommodate both the projected roll and the projected number of secondary GME pupils. This will take into consideration any anticipated increase which may also be required in the capacity of the school to meet the demands of both rising rolls and the significant level of new housing development which is expected in many parts of the city over the next five to ten years. It should be noted that both Liberton High School and Trinity Academy have been shortlisted for further consideration under the [Wave 4 School Investment Programme](#).
- 3.41 The projections for secondary GME pupils which have been used above are based on the primary GME provision in the city remaining as that currently provided at Bun-sgoil Taobh na Pàirce. The future strategy for the provision of GME at early years, nursery, primary and secondary levels will be considered and will form part of the wider revised Council Gaelic Language Plan. This strategy will be co-produced between Council officers from Communities and Families and representatives of the Gaelic community through the Gaelic Implementation Steering Group and will be taken to a future meeting of the Education, Children and Families Committee for consideration. One of the conclusions arising from this strategy may be the necessity to expand the level of existing GME provision.
- 3.42 In order to support this work and future proof the assessment being carried out at the seven secondary schools identified above, the analysis will include an assessment of whether or not the capacity at the seven schools could, if required in the future, be increased further to accommodate an expansion of GME primary (and, in turn, secondary) provision in the city. This would be necessary in any event as, if the current level of primary GME provision was extended in the future, this could not be accommodated at secondary level within JGHS, even with the additional use of Darroch as a permanent annexe.

- 3.43 It is expected that this analysis will be completed in line with the work currently being carried out on rising rolls in the secondary sector for which an update report will be submitted to the Education, Children and Families Committee before the end of 2016.

#### **Primary School Catchment Area**

- 3.44 In the primary sector GME is provided at the dedicated GME Primary School, Bun-sgoil Taobh na Pàirce. The catchment area for this school is Edinburgh and the Lothians; this being a legacy from Lothian Regional Council.
- 3.45 The continued inclusion of the Lothian authorities in the catchment for Bun-sgoil Taobh na Pàirce represents a risk of the capacity of the school being exceeded by requests for places from pupils who live outwith Edinburgh.
- 3.46 The number of pupils making such requests varies from year to year (there are four registrations for August 2016) however with the growing interest in the Gaelic language it is reasonable to expect that this could increase. There are currently 25 pupils who attend Bun-sgoil Taobh na Pàirce who come from outwith Edinburgh, the details of which are shown in the following table. It should be noted that those pupils from Fife are out-of-catchment.

| Stage        | West Lothian | Mid Lothian | East Lothian | Fife     | Total     |
|--------------|--------------|-------------|--------------|----------|-----------|
| P1           | -            | -           | 2            | -        | 2         |
| P2           | 1            | 4           | 2            | 1        | 8         |
| P3           | 1            | 1           | 5            | -        | 7         |
| P4           | -            | 1           | -            | -        | 1         |
| P5           | -            | 1           | 1            | 1        | 3         |
| P6           | 2            | -           | 1            | -        | 3         |
| P7           | -            | -           | 1            | -        | 1         |
| <b>Total</b> | <b>4</b>     | <b>7</b>    | <b>12</b>    | <b>2</b> | <b>25</b> |

- 3.47 Consideration is therefore being given to undertaking a statutory consultation to change and restrict the catchment for Bun-sgoil Taobh na Pàirce to be only the City of Edinburgh Council area. This would require the Lothian authorities to make their own arrangements for both primary and secondary GME in the future albeit pupils from those areas would still be able to make placing requests into Bun-sgoil Taobh na Pàirce, however these requests would only be accommodated if sufficient capacity was available in the school. The Acting Director of Communities and Families has written to each of the Lothian Authorities to make them aware of this possible intention.
- 3.48 There was general support from the Working Group for such a proposal. It was acknowledged that any change to the catchment area would require a full statutory consultation to be undertaken and that, if this was to be progressed,

the timing of any change and the treatment of siblings would require particularly careful consideration.

- 3.49 The implementation date for any such change would require to be no earlier than August 2018 as a statutory consultation process could not be progressed and concluded in advance of the start of P1 intake process for August 2017 later this year.
- 3.50 This matter requires further consideration therefore, in the interim, Committee is asked to note that it is likely that a report will be taken to a future meeting of the Education, Children and Families Committee to seek approval to a statutory consultation to change and restrict the catchment for Bun-sgoil Taobh na Pàirce to be only the City of Edinburgh Council area, and exclude the Lothian authorities.

### **Conclusions Reached and Proposed Way Forward**

- 3.51 There is currently not anticipated to be a capacity issue at JGHS for August 2017. Based on current arrangements the projected S1 intake for JGHS for 2017 is 211; this assumes no repeat of the anomalous situation in 2016 where the number of pupils increased compared with the September census. This level of intake could be accommodated within the increased S1 intake limit for JGHS of 220.
- 3.52 This allows more time to fully consider a solution to the capacity issue at JGHS for which the most likely proposal will be to establish Darroch as a permanent annexe of both JGHS and BHS. Taking into consideration the time required to undertake the necessary statutory consultation and to undertake the works which would be required to the Darroch facility, it is unlikely that it would be possible to bring the facility into use as a permanent annexe of both JGHS and BHS until August 2018 at the earliest.
- 3.53 However, further work is required to confirm the feasibility of that option and to establish the detailed information which would be necessary to inform the report which will require be taken to a future meeting of the Education, Children and Families Committee. This report would seek approval to the statutory consultation which would be required regarding any proposed change to the existing arrangements at JGHS and BHS to address the capacity issue at both schools. In summary the following further actions require to, and will, be progressed in advance of that report being taken to Committee:
- (i) An educational review will be undertaken to consider how Darroch could be best used as an annexe of both JGHS and BHS in partnership by both schools to address their respective projected capacity issues; the emphasis being on teaching subjects to senior pupils.
  - (ii) A detailed feasibility study will be undertaken to establish what alterations and other works would be required to Darroch, and the

associated costs, to bring it up to an acceptable standard for use as a permanent teaching facility and for it to be capable of being used for the intended purpose as advised by the outcome of the educational review.

- (iii) Discussion will be progressed with the Scottish Government regarding the possibility of capital and revenue funding being available to support the cost of any changes which might be required to the current arrangements for GME, or to arrangements at JGHS to allow GME to continue to be supported there.
- (iv) Updated roll projections will be produced for the seven schools identified in this report at which it would be considered feasible to accommodate secondary GME in the future, and an exercise undertaken to calculate the impact of adding secondary GME to each of them. This analysis will be future proofed by assessing whether or not the capacity at the seven schools could, if required in the future, be increased further to accommodate any future expansion of GME secondary provision.

3.54 Based on the latest roll projections, even with the use of Darroch as a permanent annexe of both James Gillespie's High School and Boroughmuir High School, a capacity issue is very likely to arise beyond 2021. The use of Darroch would therefore represent a short to medium term solution and a long term solution would still require to be identified which would be informed by the work which is planned to be undertaken on a 3-18 GME strategy.

#### **Timescales and Statutory Consultation**

- 3.55 The actions identified above will be progressed and it is expected that the report to seek approval to the statutory consultation which would be required regarding any proposed change to the existing arrangements at both JGHS and BHS to address the capacity issue at both schools would be taken to Committee for consideration by no later than December 2016.
- 3.56 The circumstances in which a statutory consultation would require to be undertaken and the associated requirements for the ensuing process are set out in the Schools (Consultation) (Scotland) Act 2010 which was amended in part 15 of the Children and Young People (Scotland) Act 2014.
- 3.57 Both options 2 and 3 would represent a relevant proposal under the legislation which would require a statutory consultation to be undertaken; option 2 would represent a proposal to relocate (in part) two schools and option 3 would represent a proposal to permanently discontinue the provision of Gaelic Medium Education in a stage of education in a school that also provided the stage of education through English medium education. Option 3 would obviously also involve a relocation.
- 3.58 For some aspects of the consultation process, the legislation specifies timescale requirements which must be adhered to which have a direct bearing

on how quickly the process can be undertaken; the key elements being as follows:

- The consultation period itself, which begins when the proposal paper is published, must be for a minimum of six weeks and include at least 30-days of term time.
- On completion of the consultation period and submission of the required relevant documentation to them, Education Scotland is required to produce a report considering the educational benefits of the proposal. This report is required to be finalised within a maximum of three weeks although this can be extended by agreement between the authority and Education Scotland.
- The consultation report requires to be published a minimum of three weeks in advance of the meeting at which the decision is taken.
- As it would involve a proposal to permanently discontinue GME at JGHS, option 3 would be considered as a closure. In such circumstances the following additional timescales would apply:
  - The council must notify Scottish Ministers within a period of six working days after taking its final decision.
  - Ministers have a power to call in a closure decision, but only where it appears to Ministers that the Council has failed in a significant regard to comply with the Act's requirements or, in coming to its decision, has failed to take proper account of a material consideration relevant to the proposal. Ministers have up to eight weeks from the date of the Council's decision to decide whether or not to issue a call-in notice.
  - During the first three weeks of this period, anyone is able to make representations to Ministers on whether the decision should be called-in. There follows a period of up to a further five weeks for Ministers to decide whether or not to issue a call-in notice. Ministers may require information from the authority during this period.
  - During the call-in period, the Council may not proceed further, in whole or part, with the proposed closure. Ministers may come to a decision sooner than eight weeks (but not before the three weeks for representations to be made to them has elapsed).
  - If Ministers call in a closure proposal, it is referred to the Convener of the School Closure Review Panels. The Convener must, within the period of seven days beginning with the day on which the call in notice is issued, constitute a School Closure Review Panel. In determining a closure proposal, the Panel may refuse consent to the proposal, refuse consent and remit it to the education authority for a

fresh decision or grant consent to the proposal, either subject to conditions, or unconditionally.

- The education authority may not implement its proposed closure in whole or in part until the Panel has made its determination. The Panel must notify the education authority of its decision within eight weeks from when the Panel was constituted or within 16 weeks if the Panel has issued a notice to the education authority that a decision has been delayed.

3.59 As explained above, there are many timescale requirements which must be adhered to when undertaking the statutory consultation process. In addition, school holidays can have a bearing on the availability of Council staff.

3.60 It is estimated that following the approval of Committee to any proposal to consult, a period of approximately seven months will be required to undertake the statutory consultation, allow Education Scotland to assess the educational benefits and then produce and present the Outcomes of Consultation report to either Committee or Council for consideration. For any proposal under option 3, which is not considered likely and would only be proposed in the event that option 2 proved to not be feasible, a further period of up to a maximum of 32 weeks could apply before the Council could proceed with any proposal.

## Measures of success

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4.1 There are no measures of success associated directly with this report.

## Financial impact

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5.1 There are no financial implications arising directly from this report.

5.2 The financial implications associated with any change to the existing arrangements at JGHS will be set out in the subsequent report to Committee which sought approval to undertake a statutory consultation regarding any proposed change.

5.3 Initial discussions have been held with the Scottish Government regarding the possibility of capital and revenue funding being available to support the cost of any changes which might be required to the current arrangements for GME or to arrangements at James Gillespie's High School to allow GME to continue to be supported there.

5.4 The Scottish Government intimated it would be happy to consider any detailed proposals once they had been developed but indicated that the level of funding available was relatively limited, the annual capital funding allocation to cover all aspects of Gaelic provision being £4m.

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

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- 6.1 The timing of the proposed approach is predicated on there being no anticipated capacity issue at JGHS for August 2017. Based on current arrangements the projected S1 intake for JGHS for 2017 is 211; this assumes no repeat of the anomalous situation in 2016 where the number of pupils increased compared with the September census.
- 6.2 This level of intake could be accommodated within the increased S1 intake limit for JGHS of 220. However, if the August 2017 S1 intake goes beyond the projected level and exceeds 220 and further analysis with the school concludes that a 240 S1 intake could not be accommodated for that year (should it be required), there remains a risk that S1 places into the school in August 2017 would have to be capped and the S1 intake prioritised based on sibling and then distance.
- 6.3 A similar risk arises should a long term solution for GME at secondary not be in place for 2021 and as such this report, alongside the minutes of the meetings of the Short Term Working Group on GME and Capacity at JGHS, will be provided to the Gaelic Implementation Steering Group to inform their discussion on 3-18 GME provision.
- 6.4 There are no other risks or policy, compliance or governance issues arising directly from this report.

## **Equalities impact**

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- 7.1 There are no equalities issues arising directly from this report.

## **Sustainability impact**

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- 8.1 There are no sustainability issues arising directly from this report.

## **Consultation and engagement**

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- 9.1 The proposed approach in this report has been informed by the informal consultation undertaken with key stakeholders through the Working Group. Having achieved the purpose for which it was established, it is recommended that the 'Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School' should now cease and members of the group should be thanked for their participation and input.
- 9.2 Any change to the existing arrangements at JGHS will almost inevitably require a statutory consultation to be undertaken. The statutory consultation process itself will be governed by the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. This will necessitate formal engagement with, and the involvement of, a range of stakeholders.

- 9.3 It is the intention that a report will be taken to a future meeting of the Education, Children and Families Committee to seek approval to a statutory consultation to change the existing arrangements at James Gillespie’s High School to address the capacity issue at the school; this being most likely a proposal to establish Darroch as a permanent annexe of both James Gillespie’s High School and Boroughmuir High School.
- 9.4 Following the approach which has been adopted in other schools when considering issues of capacity, an informal working group will be established involving Council officers and representatives from the school management and Parent Councils of both JGHS and BHS. The establishment of this group will allow informal consultation to be undertaken with key stakeholders regarding any proposal in advance of the statutory consultation being proposed for approval and undertaken and is a process which has worked well in other such circumstances.

## Background reading/external references

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None

### Alistair Gaw

Acting Executive Director of Communities and Families

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## Links

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|                                 |  |
|---------------------------------|--|
| <b>Coalition pledges</b>        | P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools   |
| <b>Council outcomes</b>         | C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.<br>C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. |
| <b>Single Outcome Agreement</b> | S03 - Edinburgh’s children and young people enjoy their childhood and fulfil their potential   |

**Appendices**

1. Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School - Terms of Reference
2. Working Group Background Paper

## Appendix 1

### Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School - Terms of Reference

#### 1 Introduction

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- 1.1 James Gillespie's High School (JGHS) is currently the catchment secondary school for those pupils living in the primary school catchments of Tollcross, James Gillespie's, Sciennes, Preston Street and Royal Mile Primary Schools. In addition, those pupils attending Bun-sgoil Taobh na Pàirce (TnP) have the right to attend JGHS regardless of their secondary school catchment.
- 1.2 The current arrangements at JGHS are not sustainable. Given the continuing pressure on the school due to rising school rolls and other factors including the decision which has now been taken to accommodate all catchment pupils for August 2016, it is the intention to take a report to the next meeting of the Education, Children and Families Committee on 24 May 2016 seeking approval to undertake a statutory consultation regarding the arrangements for secondary Gaelic Medium Education (GME) with effect from August 2017.
- 1.3 The statutory consultation process itself will be governed by the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. This will necessitate formal engagement with, and involvement of, a range of stakeholders in considering any options which may be proposed for consultation.
- 1.4 Ultimately it will be the responsibility of the Acting Executive Director of Communities and Families to propose options for consultation to the Education, Children and Families Committee. However, there is considered to be merit and benefit in having an informal engagement with key stakeholders in advance of the formal statutory consultation process commencing to inform the approach which should be taken. It is proposed that a Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School be established for this purpose.

#### 2 Membership

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- 2.1 Elected Members
  - Convenor of Education, Children and Families (Chair)
  - Deputy Convenor of Education, Children and Families
  - Member of Education, Children and Families Committee from Conservative Group
  - Member of Education, Children and Families Committee from Green Group

- Member of Education, Children and Families Committee from Liberal Democrat Group
- Member of the Gaelic Implementation Steering Group

## 2.2 Key stakeholders

- A representative from the non Councillor representatives on the Education, Children and Families Committee
- A representative from Comann nam Pàrant
- A representative from Bòrd na Gàidhlig
- A representative from the Parent Council, James Gillespie's High School
- A representative from the Parent Council, Bun-sgoil Taobh na Pàirce
- A representative from the Parent Council, Tollcross Primary School
- A representative from the Parent Council, James Gillespie's Primary School
- A representative from the Parent Council, Sciennes Primary School
- A representative from the Parent Council, Preston Street Primary School
- A representative from the Parent Council, Royal Mile Primary School

Should any option(s) be identified for consideration which would involve the delivery of secondary GME at any other secondary schools then a representative from the Parent Council for any such school would be invited to attend.

## 2.3 Officer support

- Alistair Gaw, Acting Executive Director of Communities and Families
- Billy MacIntyre, Head of Operational Support
- Andy Gray, Head of Schools and Lifelong Learning
- Crawford McGhie, School Estate Planning Manager
- Sheila Paton, Senior Education Manager
- Liz Gray, Quality Improvement Manager
- Donald Macdonald, Head Teacher James Gillespie's High School

The list above is not exhaustive and other Council officers may be invited to attend depending on the matters which are under discussion at any meeting. Should any option(s) be identified for consideration which would involve the delivery of secondary GME at any other secondary schools then the Head Teacher for any such school would be invited to attend.

## 2.4 Working Arrangements.

Consistency of membership will aid the Working Group's effectiveness. Where substitutes are necessary, for elected members from the Education, Children and Families Committee these should come from the same political party and for key stakeholders be nominated by the school/organisation/members of the appropriate group.

### 3 Remit

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- 3.1 The purpose of the Working Group is to allow the City of Edinburgh Council to engage with key stakeholders in advance of the formal statutory consultation process which will be required regarding the arrangements for secondary Gaelic Medium Education with effect from August 2017.
- 3.2 It will be the responsibility of the Acting Executive Director of Communities and Families to propose options for consultation to the Education, Children and Families Committee on 24 May 2016. The working group will provide an opportunity to explore with key stakeholders any areas which would assist in informing the approach to be taken and allow them to provide informal feedback in advance of the statutory consultation process being progressed. The areas would include, but not restricted to:
- the options which should be considered,
  - transition arrangements (if necessary), and
  - the timing of the statutory consultation process.

### 4 Approach

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- 4.1 The Working Group would not be a formally constituted sub-Committee of the Education, Children and Families Committee.
- 4.2 Whilst a minute would be taken of each meeting, as these represent informal discussions these would not be incorporated within the final report to the Education, Children and Families Committee or published in any other way. However, it should be noted that these minutes could fall within the scope of the Freedom of Information (FOI) legislation and may require to be released (redacted as appropriate) should they fall within the scope of any FOI request which was submitted to the Council.
- 4.3 An initial meeting would be scheduled to share any existing information with group members to facilitate discussion following which any matters regarding which further information and/or discussion were required would be identified. It is anticipated that the main topic for discussion at the first meeting would be the consideration of available options.
- 4.4 Further meetings would be scheduled as necessary to follow up on any outstanding or further matters.
- 4.5 The Acting Director of Communities and Families is required to produce a draft report by no later than 4 May 2016 for consideration at the Agenda Planning Meeting on 9 May 2016. The final report, incorporating any changes identified as necessary at the Agenda Planning meeting, will be published on 18 May 2016. There is therefore only a little over eight weeks available to produce the report for consideration at the Education, Children and Families Committee on 24 May 2016 therefore meetings will require to be scheduled to be held on at least a two-weekly basis.

4.6 It is a very tight timescale to identify a firm proposal, or proposals, for statutory consultation for consideration by Committee on 24 May 2016; the key driver for which being the necessity to have revised arrangements in place for the year when it is anticipated that the capacity of JGHS would be exceeded. Whilst the latest projected S1 intake for August 2017 exceeds the intake limit of 200, initial indications from the JGHS school management are that this could be accommodated by increasing the intake limit in that year to 220. If the ability to do this is confirmed it would, if it proves to be either necessary or appropriate, allow further time to consider the matter in advance of taking a final report to Committee regarding any proposed statutory consultation.

## Appendix 2

### Working Group Background Paper

#### 1 What is Gaelic Medium Education?

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- 1.1 Gaelic Medium Education (GME) is discussed in the 2015 report by Education Scotland [Advice on Gaelic Education](#). The key messages are as follows:
- GME is based on the principle of language immersion.
  - GME provision should encompass the four contexts of the curriculum within Curriculum for Excellence: the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement.
  - In secondary, it is advised that there should be a focus on maximising the totality of GME across the curriculum and in a full range of contexts.
  - There should be planned and progressive immersion opportunities to help impact on fluency.
- 1.2 Education Scotland strongly advises that GME is not merely language learning; it is also the delivery of subjects through the medium of Gaelic and having Gaelic at the heart of the life, culture and ethos of the school.
- 1.3 What does this look like?
- Gaelic in the wider life and work of the school and as part of the school ethos.
  - Subject provision, including Gaelic Language (known as Gàidhlig) and subjects through the medium of Gaelic.
  - Interdisciplinary learning.
  - Opportunities for wider achievement e.g. music, competitions and performance.
- 1.4 Gaelic Learners Education (GLE)
- Gaelic Learners Education (GLE) refers to Gaelic learning as an additional language in an English Medium Education (EME) context.
  - According to the Education Scotland advice and guidance on GLE: “In English medium education, Gaelic language learning is part of children’s and young people’s entitlement to learning a language. Gaelic Learner Education is an overarching term which spans across 3-18 provision.” ([Gaelic Education 3-18 in Language Learning in Scotland: A 1+2 Approach](#)).
  - In line with local strategic development models for 1+2, GLE is being developed in both Tynecastle and JGHS clusters.

- 1.5 A summary of the existing provision of both GME and GLE in the city is included at Appendix 1.

## 2 Primary Sector - Bun-sgoil Taobh na Pàirce

- 2.1 In the primary sector GME is provided at the dedicated GME Primary School, Bun-sgoil Taobh na Pàirce (TnP). The catchment area for this school is Edinburgh and the Lothians; this being a legacy from Lothian Regional Council.
- 2.2 Demand for places at TnP continues to be very healthy, there being 64 registered pupils for the P1 intake in August 2016 including four from outwith Edinburgh. However, there are three placing requests out and a number of deferrals are anticipated therefore an intake limit of 60 has been set.
- 2.3 The table below shows an analysis of the pupil roll at TnP as at the September 2015 census. This shows, by year group, the total pupils by locality and shows a growing trend emerging of a significant proportion of the pupils attending the school coming from the north of the city, particularly the North East which is the locality in which TnP is located. Within the P1 intake in August 2015, 63.1% of the pupils were from the North East locality with 82.5% being from the north of the city. Of the 60 Edinburgh pupils registered for P1 in August 2016, 38.3% are from the North East locality with 73.3% being from the north of the city.

| Locality             | P1        | P2        | P3        | P4        | P5        | P6        | P7        | Total      | % Total       |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|---------------|
| North East           | 36        | 20        | 16        | 8         | 4         | 3         | 5         | 92         | 35.1%         |
| North West           | 11        | 16        | 16        | 10        | 5         | 8         | 10        | 76         | 29.0%         |
| South East           | 7         | 13        | 10        | 9         | 9         | 9         | 5         | 62         | 23.7%         |
| South West           | 2         | 5         | 8         | 5         | 4         | 5         | 3         | 32         | 12.2%         |
| <b>Sub-Total CEC</b> | <b>56</b> | <b>54</b> | <b>50</b> | <b>32</b> | <b>22</b> | <b>25</b> | <b>23</b> | <b>262</b> | <b>100.0%</b> |
| Out of Council       | 1         | 9         | 6         | 1         | 3         | 4         | 1         | 25         |               |
| <b>Total</b>         | <b>57</b> | <b>63</b> | <b>56</b> | <b>33</b> | <b>25</b> | <b>29</b> | <b>24</b> | <b>287</b> |               |

- 2.4 Under section 5 (1) of the recently introduced Education (Scotland) Act 2016, a person who is the parent of a child who is under school age and has not commenced attendance at a primary school may request the education authority in whose area the child is resident to assess the need for Gaelic medium primary education.
- 2.5 The City of Edinburgh Council has already made a very significant commitment to the development and delivery of Gaelic medium primary education through the establishment of TnP, a double-stream school with an annual intake limit of 60, which could be increased by exception to 66 should circumstances require it. There is currently no evidence to suggest that the

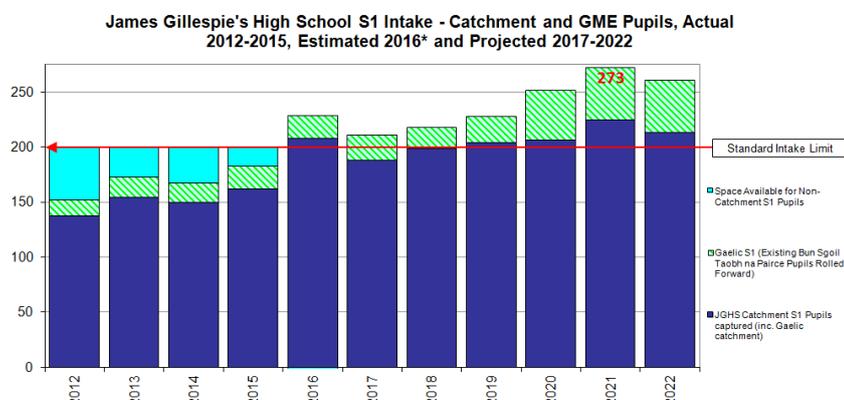
demand for GME would require any expansion of the existing capacity at primary level however this will be kept under review.

### 3 Primary Sector – Lothian Authorities

- 3.1 The continued inclusion of the Lothian authorities within the catchment for TnP represents a risk of the capacity of the school being exceeded by requests for places from pupils who live outwith Edinburgh. The number of pupils making such requests varies from year to year (there are four registrations for August 2016) however with the growing interest in the Gaelic language it is reasonable to expect that this could increase.
- 3.2 For this reason, it is recommended that the forthcoming statutory consultation includes a proposal to change and restrict the catchment for TnP to be only the City of Edinburgh Council area. This would require the Lothian authorities to make their own arrangements for both primary and secondary GME in the future albeit pupils from those areas would still be able to make placing requests into TnP, however these requests would only be accommodated if sufficient capacity was available in the school.

### 4 Secondary Sector - James Gillespie’s High School

- 4.1 James Gillespie’s High School (JGHS) is currently the catchment secondary school for those pupils living in the primary school catchments of Tollcross, James Gillespie’s, Sciennes, Preston Street and Royal Mile Primary Schools. In addition, those pupils attending TnP have the right to attend JGHS regardless of their secondary school catchment. There is no catchment area for secondary GME in Edinburgh; it is not possible for a pupil to enter S1 in JGHS (or at any year stage) on the basis of GME without them having first attended, and wishing to transfer from, TnP.
- 4.2 The table below shows both the historic and projected S1 intakes for JGHS, (taking into consideration known and projected housing developments in the area) and illustrates that it is forecast that the standard intake limit of 200 will be breached in each year from 2016 onwards.



\*Based on available registration data February 2016 and therefore subject to change

- 4.3 James Gillespie's High School currently [*this was the position as at 18 March 2016*] has 238 S1 catchment registrations for August 2016 (down from the 243 previously reported). Between January 2015 and August 2015 the school experienced a 6% drop in its registration numbers and a similar scale of drop off is anticipated between January 2016 and August 2016. Accordingly, by August 2016 it is estimated that there will be demand for 229 catchment S1 places at the school. The standard S1 intake limit for the school is 200; however a decision was taken to guarantee that all catchment P7 pupils, including those from TnP, who are registered for the start of the August 2016/17 school session will be able to attend JGHS.
- 4.4 The way in which all catchment pupils will be accommodated in the school has not been determined and will require very careful consideration. Based on an estimated catchment requirement of 229, to provide the guarantee which has now been made would require the S1 intake limit for August 2016 to be increased to 240, 20% higher than normal and potentially requiring 11 of the many placing requests into the school to be granted. The Council will now discuss with the JGHS school management how the additional pupils can be accommodated for the 2016/17 session and the implications which this will have for either future S1 intakes and/or the range of subjects which can be taught in the school.
- 4.5 The current arrangements at JGHS are obviously not sustainable and there is continuing pressure on the school due to rising school rolls and other factors including the decision which has now been taken to accommodate all catchment pupils for August 2016.
- 4.6 The number of S1 pupils residing in the JGHS catchment area and attending the school has not exceeded 163 pupils in the last five years and, while an increase was anticipated for the 2016/17 session, the number of registrations suggests that the scale of the increase will significantly exceed expectations. Projections would suggest that this is a spike. However, there are several factors which mean high intakes should be anticipated in the years that follow:
- (i) there has been an increase in the percentage of pupils transferring from P7 to S1 within the JGHS catchment area. For example, in 2010 there were 178 P7 pupils registered at Council run non-denominational primary schools residing in the JGHS catchment area. In 2011 there were 153 non-denominational S1 pupils residing in the same area. This represented a drop of 14% in the population between P7 and S1 and is principally attributed to a loss to the private sector. By 2012 this drop off had reduced to 9.9% and last year this reduced further to 7.6%.
  - (ii) the percentage of the available S1 population within the JGHS catchment choosing to attend JGHS has increased. This is as a result of a drop in the number of pupils requesting and gaining a place at another non-denominational secondary school and a fall in the percentage of pupils

from the JGHS catchment area choosing to attend St Thomas of Aquin's RC High School. Between 2010 and 2015 the percentage of the S1 catchment population attending another non-denominational school fell from 12.6% to 4.2% while the percentage attending St Thomas of Aquin's RC High School fell from 15.9% to 10.0%.

- 4.7 If analysis of the August 2016 intake, which will be undertaken in October 2016, shows that the percentage of catchment pupils transferring from P7 to S1 and/or the percentage of catchment pupils retained by the school has increased this will further increase the projections for 2017 onwards. It is unclear at present whether this will be the case, however, given how close the existing projections for 2017 onward are to the intake limit it requires that planning be undertaken on the basis that catchment (and GME) demand from 2016 will continue to exceed the standard intake limit of 200 and that intakes beyond 2019 will increase beyond 250.
- 4.8 Regarding the cause of the spike in 2016 this cannot be determined with any certainty until we have the final catchment data and can analyse it. However it would appear that the answer may relate to the number of P7 pupils in 2015 and the school's catchment retention rate. At the time of the census in September 2015 there were 249 non-denominational and denominational P7 pupils in the JGHS catchment area attending a Council primary school. This included 21 P7 pupils from TnP who do not reside in the JGHS catchment area. However in February 2016 there were 265 registrations for S1 from P7 pupils in the JGHS catchment area (including from TnP) to either JGHS (243) or St Thomas of Aquin's RC (22).
- 4.9 Ordinarily, a drop between P7 and S1 would be expected rather than an increase. Where there is an increase, the usual answer would be that this could be pupils from the independent sector switching to a Council school. However, we know that only three of the 243 JGHS registrations come from pupils not previously registered at a Council primary school. Accordingly, this suggests that it may be pupils moving into the area from other parts of the city between the September census and now. Further analysis is required.

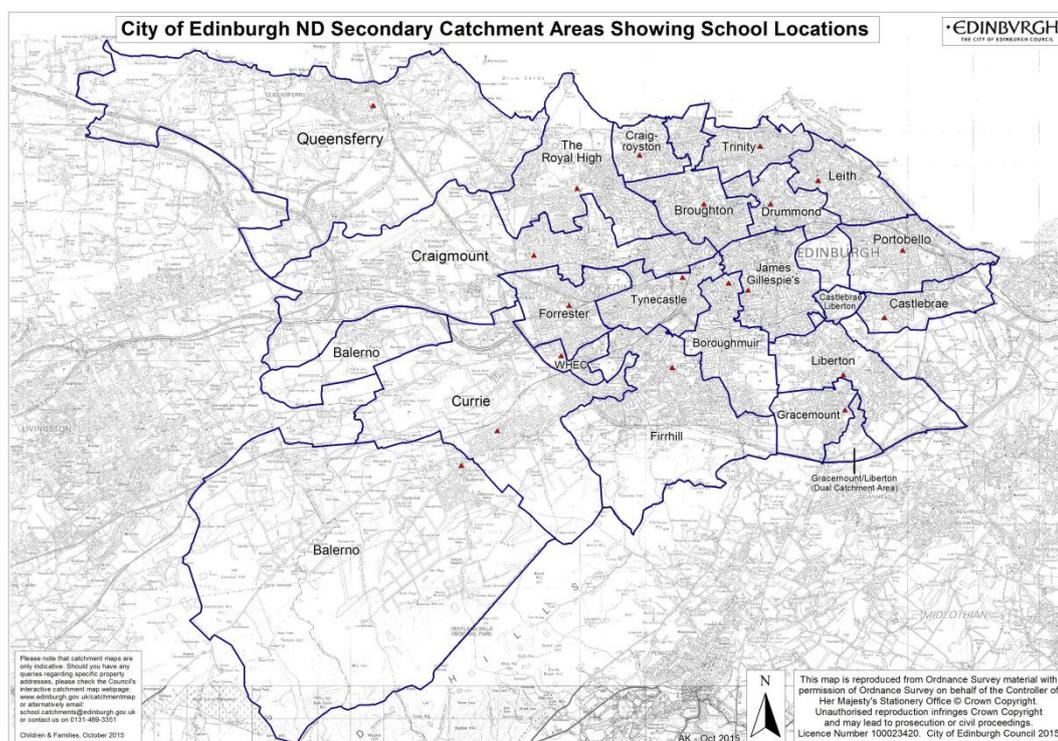
## **5 Secondary Sector – Council Wide**

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- 5.1 The potential issue of capacity at James Gillespie's High School was identified several years ago and, at its meeting of [16 December 2010](#), Council approved that a statutory consultation should be carried out proposing the relocation of GME provision for future S1 intakes from JGHS to Tynecastle High School.
- 5.2 A [short life cross-party working group](#) with representatives from relevant stakeholders was established to consider the various key factors which would have arisen regarding the re-location of secondary level GME provision from JGHS to Tynecastle High School. This included consideration of the content and timing of the necessary statutory consultation process including transition

arrangements and costs. The short life working group met three times between February and April 2011 however the statutory consultation was ultimately never progressed.

- 5.3 There are currently 20 non-denominational secondary schools in the city for which the catchment areas are shown in the following map.



- 5.4 Annual GME primary intakes to TnP of 60 would translate to a potential GME secondary population of approximately 350 S1-S6 pupils with an S1 intake of 60. The table below shows the current position regarding the 20 non-denominational secondary schools in the Council estate with the roll data being taken from the September 2015 census.

| School       | 2015 Roll | Capacity | Variance | 2015 S1 Roll | S1 Intake Limit | Variance |
|--------------|-----------|----------|----------|--------------|-----------------|----------|
| Balerno      | 700       | 850      | 150      | 115          | 160             | 45       |
| Boroughmuir  | 1,159     | 1,165    | 6        | 207          | 200             | (7)      |
| Broughton    | 1,067     | 1,200    | 133      | 216          | 220             | 4        |
| Castlebrae   | 118       | 600      | 482      | 22           | 120             | 98       |
| Craigmount   | 1,118     | 1,400    | 282      | 222          | 260             | 38       |
| Craigroyston | 473       | 600      | 127      | 95           | 120             | 25       |
| Currie       | 722       | 900      | 178      | 115          | 180             | 65       |
| Drummond     | 352       | 600      | 248      | 45           | 120             | 75       |
| Firrhill     | 1,085     | 1,150    | 65       | 200          | 220             | 20       |

| School          | 2015 Roll | Capacity | Variance | 2015 S1 Roll | S1 Intake Limit | Variance |
|-----------------|-----------|----------|----------|--------------|-----------------|----------|
| Forrester       | 731       | 900      | 169      | 142          | 180             | 38       |
| Gracemount      | 615       | 650      | 35       | 115          | 120             | 5        |
| JGHS            | 1,149     | 1,150    | 1        | 196          | 200             | 4        |
| Leith Academy   | 896       | 950      | 54       | 153          | 180             | 27       |
| Liberton        | 551       | 850      | 299      | 111          | 160             | 49       |
| Portobello      | 1,295     | 1,400    | 105      | 238          | 260             | 22       |
| Queensferry     | 753       | 1,000    | 247      | 150          | 180             | 30       |
| The Royal High  | 1,260     | 1,200    | (60)     | 218          | 220             | 2        |
| Trinity Academy | 793       | 950      | 157      | 121          | 180             | 59       |
| Tynecastle      | 519       | 900      | 381      | 103          | 180             | 77       |
| WHEC            | 290       | 750      | 460      | 58           | 140             | 82       |

- 5.5 The table above shows that, in the current year, there is a level of spare capacity at some secondary schools in both overall terms and at S1. The six schools which currently have spare S1 intake capacity of around, or in excess, of 60 have been highlighted.
- 5.6 However, the rising school rolls which have been experienced in the primary sector will very shortly work through to the secondary sector. The impact of this, higher stay-on rates and the significant new housing development reflected in the second proposed Local Development Plan, will mean that many secondary schools will experience significant pressure on their accommodation. This will mean that over the next few years many schools will have far less spare capacity than that suggested in the table above.
- 5.7 Careful consideration will be required regarding what secondary schools might be able to either accommodate GME provision within their existing capacity or would be capable of expansion to do so which, assuming there was sufficient space on the existing school site to do so, would entail significant cost. In light of the fact that a significant proportion of pupils entering TnP are now from the north of the city, the location of any school(s) will also be a relevant factor.

## 6 Conclusions and Next Steps

- 6.1 The current arrangements at JGHS are not sustainable. Given the continuing pressure on the school due to rising school rolls and other factors including the decision which has now been taken to accommodate all catchment pupils for August 2016, it is the intention to take a report to the next meeting of the Education, Children and Families Committee on 24 May 2016 seeking

approval to undertake a statutory consultation regarding the future arrangements for secondary Gaelic Medium Education.

- 6.2 The statutory consultation process itself will be governed by the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. This will necessitate formal engagement with, and involvement of, a range of stakeholders in considering any options which may be proposed for consultation.
- 6.3 Ultimately it will be the responsibility of the Acting Executive Director of Communities and Families to propose options for consultation to the Education, Children and Families Committee. However, there is considered to be merit and benefit in having an informal engagement with key stakeholders in advance of the formal statutory consultation process commencing to inform the approach which should be taken. It is proposed that a Gaelic Medium Education Working Group be established for this purpose, the terms of reference for which have been covered in a separate report.
- 6.4 One of the first key considerations will be what options might be available for the future delivery of secondary Gaelic Medium Education. An initial assessment of possible options has been undertaken which is included at Appendix 2. It should be noted that this assessment had been undertaken on the assumption that there would be no increase in the current level of GME provision at primary level and that the future capacity requirements at secondary would be in the order of 350 places based on an annual S1 intake of 60.

Billy MacIntyre  
Head of Operational Support, Communities and Families

18 March 2016

## Annex 1

### Current GME and GLE provision

#### James Gillespie's High School (JGHS) - GME development

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- Currently 81 young people in the GME programme.
- GME is delivered through until the end of the Broad General Education.
- There is an option to continue Gàidhlig into the Senior Phase (S4 – S6) and onto certificate level (National 5, Higher and Advanced Higher).
- There is good uptake of Gàidhlig in the Senior Phase (Nat 5/Higher/Advanced Higher). The vast majority of students go on to complete Higher Gàidhlig, and many also continue to do Advanced Higher Gàidhlig. Attainment is strong and above the national average.
- Subjects being taught through the medium of Gaelic are PE, Art, Modern Studies and RME.
- No subjects are currently taught through the medium of Gaelic at SQA qualification level.
- National 5 Modern Studies (N5 Nuadh-Eolas) through the medium of Gaelic is being offered as a choice for session 2016/17. This class is expected to run.

#### JGHS - GLE development

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- GLE is being delivered across all JGHS cluster primaries with input at either P4 or P5 across the cluster.
- Preston Street Primary is delivering Gaelic as a main 1+2 Language (L3).
- S1 and S2 cohort all experience taster blocks of Gaelic for learners which provide progression from primary cluster input.
- JGHS has developed an S3 Languages for Life and Work Award for learners. This has run in previous years but there is no current uptake.
- JGHS also offer Gaelic Learner Education (GLE) courses in the Senior Phase. This has run in previous years however there is no current uptake.

#### JGHS - Wider Achievement in Gaelic

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- Gaelic has been embedded into the school's life and ethos with a visible profile in multi cultural events.
- Students participate in various creative writing and cultural competitions at national level including Scottish Book Trust Young Writers' Award, the 'National Gàidhlig Debate and the National Mod.

- Partnerships include Comunn na Gàidhlig (CNAG), Historic Scotland and Glasgow Gaelic School.

### **Tynecastle High School Cluster - GME development**

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- There is currently no provision of GME in the Tynecastle cluster.

### **Tynecastle High School Cluster - GLE development**

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- Two of the Tynecastle cluster primary schools currently deliver GLE; Stenhouse Primary from nursery onwards and P5 to P7 in Balgreen Primary.
- Since August 2015, GLE is delivered in S1 and S2 for all learners at Tynecastle.
- GLE provision at the school has doubled in 2015/16 with provision now continuing into S2. It is planned for this model to progress into S3.
- Half of the S1 year group continues with a progressive programme of GLE from primary and the other half (who have previously studied Mandarin) follow a beginners GLE programme. This model continues into S2.
- Staffing is shared across Tynecastle High School and JGHS.

### **Tynecastle Cluster - Wider Achievements GLE**

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- A range of GLE projects include partnership projects with Historic Scotland in both Stenhouse Primary and Tynecastle High School.
- Gaelic has been embedded very successfully into the life and ethos of many of the schools delivering both GME and GLE provision. Stenhouse Primary school has visible Gaelic signage throughout the school and a Gaelic choir.

## Annex 2

### Options for the future delivery of secondary Gaelic Medium Education

| Option  | Primary                   | Primary Catchments            | Secondary  | Secondary Catchment           | Pros   | Cons  |
|---|---------------------------|-------------------------------|--|-------------------------------|--|---|
| The following options assume there would be <b>no increase</b> in the capacity at primary level |                           |                               |  |                               |  |   |
| 1   | Bun Sgoil Taobh na Pàirce | CEC Local Authority area only | James Gillespie's High School (JGHS) - existing local catchment reduced (and transferred to other secondary schools) to create additional capacity | CEC Local Authority area only | <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> | <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 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>Difficulty in explaining any educational benefit for those</li> </ul> |

| Option | Primary                   | Primary Catchments            | Secondary  | Secondary Catchment           | Pros   | Cons   |
|--------|---------------------------|-------------------------------|--|-------------------------------|--|--|
|        |                           |                               |  |                               |  | <p>local catchment pupils who would be affected.</p> <ul style="list-style-type: none"> <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>  |
| 2      | Bun Sgoil Taobh na Pàirce | CEC Local Authority area only | James Gillespie's High School – additional capacity created by retaining Darroch as a permanent annexe | CEC Local Authority area only | <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> | <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</li> </ul> |

| Option | Primary                   | Primary Catchments            | Secondary  | Secondary Catchment           | Pros  | Cons  |
|--------|---------------------------|-------------------------------|--|-------------------------------|---|---|
|        |                           |                               |  |                               |   | <p>not expected for another four years therefore considerable scope for out-of catchment requests into the school at all stages in the interim.</p> <ul style="list-style-type: none"> <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> |
| 3      | Bun Sgoil Taobh na Pàirce | CEC Local Authority area only | Move entire provision from JGHS to one different secondary | CEC Local Authority area only | <ul style="list-style-type: none"> <li>• Ensures that GME provision is provided at one location.</li> </ul> | <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</li> </ul>  |

| Option | Primary                   | Primary Catchments            | Secondary                             | Secondary Catchment                    | Pros   | Cons  |
|--------|---------------------------|-------------------------------|---------------------------------------|--|--|---|
|        |                           |                               |                                       |  |  | <p>within which this could be put in place.</p> <ul style="list-style-type: none"> <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>  |
| 4      | Bun Sgoil Taobh na Pàirce | CEC Local Authority area only | 2 schools (each serving 2 localities) | 2 areas (each aligned to 2 localities) | <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> | <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</li> </ul> |

| Option | Primary                   | Primary Catchments            | Secondary                           | Secondary Catchment                  | Pros   | Cons  |
|--------|---------------------------|-------------------------------|-------------------------------------|--------------------------------------|--|---|
|        |                           |                               |                                     |                                      |  | <p>within which this could be put in place.</p> <ul style="list-style-type: none"> <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>         |
| 5      | Bun Sgoil Taobh na Pàirce | CEC Local Authority area only | 4 schools (each serving a locality) | 4 areas (each aligned to a locality) | <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</li> </ul> | <ul style="list-style-type: none"> <li>• The P7 cohort would be split on entering secondary.</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> </ul> |

| Option | Primary                   | Primary Catchments            | Secondary  | Secondary Catchment   | Pros   | Cons  |
|--------|---------------------------|-------------------------------|--|---|--|---|
|        |                           |                               |  |   | cohort.  | <ul style="list-style-type: none"> <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> |
| 6      | Bun Sgoil Taobh na Pàirce | CEC Local Authority area only | No dedicated secondary schools as delivered on a peripatetic basis | No specific GME catchment for secondary as would attend their 'normal' catchment school | <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> | <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>               |
| 7      | Bun Sgoil Taobh na Pàirce | CEC Local Authority area only | New GME High School  | CEC Local Authority area only   | <ul style="list-style-type: none"> <li>• Ensures that GME provision is provided at one location.</li> </ul>  | <ul style="list-style-type: none"> <li>• Very significant new infrastructure costs.</li> <li>• No site identified.</li> </ul>   |

| Option | Primary  | Primary Catchments            | Secondary  | Secondary Catchment           | Pros   | Cons  |
|--------|--|-------------------------------|--|-------------------------------|--|---|
|        |  |                               |  |                               | <ul style="list-style-type: none"> <li>• Opportunity for full immersion at secondary.</li> </ul> | <ul style="list-style-type: none"> <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>  |
| 8      | Close Bun Sgoil Taobh na Pàirce and replace with two streams as part of all through school (perhaps also with the requirement for nursery) | CEC Local Authority area only | Dedicated secondary provision in an all through school | CEC Local Authority area only | <ul style="list-style-type: none"> <li>• Opportunity for full all-through immersion.</li> </ul>  | <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> |