

**A special meeting of the Education & Communities Committee will be held on Monday 27 March 2023 at 1.30pm.**

**Members may attend the meeting in person at Greenock Municipal Buildings or via remote online access. Webex joining details will be sent to Members and Officers prior to the meeting. Members are requested to notify Committee Services by 12 noon on Friday 24 March 2023 how they intend to access the meeting.**

**In the event of connectivity issues, Members are asked to use the *join by phone* number in the Webex invitation and as noted above.**

**Please note that this meeting will be live-streamed via YouTube with the exception of any business which is treated as exempt in terms of the Local Government (Scotland) Act 1973 as amended.**

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IAIN STRACHAN  
Head of Legal & Democratic Services

## **BUSINESS**

1. <b>Apologies and Declarations of Interest</b>	<b>Page</b>
2. <b>Provision of Secondary Gaelic Education in Inverclyde</b> Report by Corporate Director Education, Communities & Organisational Development	
<p>The reports are available publicly on the Council's website and the minute of the meeting will be submitted to the next standing meeting of the Inverclyde Council. The agenda for the meeting of the Inverclyde Council will be available publicly on the Council's website.</p> <p>Please note: this meeting may be recorded or live-streamed via You Tube and the Council's internet site, where it will be capable of repeated viewing. At the start of the meeting the Provost/Chair will confirm if all or part of the meeting is being recorded or live-streamed.</p> <p>You should be aware that the Council is a Data Controller under the Data Protection Act 2018. Data collected during any recording or live-streaming will be retained in accordance with the Council's published policy, including, but not limited to, for the purpose of keeping historical records and making those records available via the Council's internet site or You Tube.</p>	

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Enquiries to – **Diane Sweeney** – Tel 01475 712147

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>27 March 2023</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/19/23/MR</b>
<b>Contact Officer:</b>	<b>Michael Roach Head of Education</b>	<b>Contact No:</b>	<b>01475 712850</b>
<b>Subject:</b>	<b>Provision of Secondary Gaelic Education in Inverclyde</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 The purpose of this report is to provide the Education and Communities Committee with the options explored and the subsequent recommendation from the Advisory Group for the implementation of Secondary Gaelic Education within Inverclyde Council as identified by the options appraisal.
- 1.3 Section 4 of the report explores the options considered for the provision of secondary Gaelic education and the recommended option is that Gaelic provision within a secondary school in Inverclyde Council is considered.
- 1.4 Because of uncertainty in the requirements for secondary Gaelic provision for academic year 2023/24 as outlined in paragraph 4.6, and the potential late notification of need, it is recommended that the Committee approve delegated powers to the Corporate Director of Education, Communities and Organisational Development to explore provision for Gaelic secondary education in academic year 2023/24, actioning this if there is a demand for provision.

## **2.0 RECOMMENDATIONS**

- 2.1 The Education and Communities Committee is asked to:
- Approve that officers develop a proposal for establishing an offer of Gaelic Secondary Education provision for the academic year beginning August 2024 within Inverclyde Academy and bring the final proposal for statutory consultation back to the Education and Communities Committee.
  - Approve delegated powers to the Corporate Director of Education, Communities and Organisational Development to explore potential provision for Gaelic secondary education and identify resources in academic year 2023/24, actioning this if there is a demand for provision

**Ruth Binks,**  
**Corporate Director Education, Communities & Organisational Development**

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 Whinhill Primary school has a very strong and well-respected Gaelic unit and nursery class. Pupils from the school wishing to continue Gaelic into secondary education currently put a placing request into Glasgow Gaelic school. Currently there are 12 children attending Glasgow Gaelic School from Inverclyde and there are 35 children attending Whinhill Primary School Gaelic provision.
- 3.2 Initially, for the academic year 2020/21 Glasgow Gaelic School turned down the placing requests from Inverclyde, although subsequently the council accepted them. For academic years 2021/22 and 2022/23 Glasgow Gaelic School accepted all placing requests. As Glasgow Gaelic school continues to expand it is highly likely that the school will not be able to accommodate placing requests in the future.
- 3.3 Whilst there is no statutory requirement for a local authority to provide secondary Gaelic, Inverclyde Education services are keen for the pupils to continue their education in Gaelic and to continue that provision in Inverclyde.
- 3.4 In November 2021 the Education and Communities Committee agreed that officers continue to explore options for Gaelic medium secondary education for pupils currently attending Whinhill Primary School in the immediate future, medium and longer term. This was in response to the Glasgow Gaelic school reaching capacity and being unlikely to accept pupils from Inverclyde in the future.
- 3.5 In January 2022 the Education and Communities Committee agreed that officers undertake a statutory consultation on the identification of a catchment area for primary Gaelic provision. The Committee also approved the immediate creation of a Gaelic Advisory Group in relation to considering options for medium and longer-term Gaelic provision but did not approve the option for secondary education in Inverclyde for the immediate term.

### **4.0 PROPOSALS**

- 4.1 An Advisory Group was established in May 2022 to consider the future of secondary Gaelic Education in Inverclyde. The group have now met on 6 occasions, have overseen the commissioning and funding of an independent options appraisal (see appendix 1), and have identified and considered potential options and associated implications.
- 4.2 The options appraisal (see appendix 1) considered the following:
  - a stand-alone Gaelic Secondary School,
  - a co-located Gaelic Secondary School,
  - a joint provision arrangement with another local authority and;
  - Gaelic provision within a secondary school in Inverclyde Council.

The Options Appraisal provided information for each option on benchmarking and links with other authorities. It also considered compliance with legislation and statutory guidance, educational benefits and financial implications. The report outlines any risks to inform decision making and planning, in the short, medium, and longer term.
- 4.3 A summary of the options appraisal is attached to this paper as Appendix 2 and shares the advantages and risks of each option.
- 4.4 Given the significant benefits and fewer risks associated with option four, officers recommend taking this option forward. The significant benefits include having capacity at the link secondary school to accommodate the provision allowing for the development of cluster arrangements to provide clear progression pathways and to deliver enhanced supports where required. Pupils

would transfer alongside peers in the knowledge that they could continue to develop their Gaelic language skills, gain qualifications and have access to a wide range of subjects and opportunities for wider achievements where subjects could not be provided in Gaelic. There would be the space to deliver a wider Gaelic curriculum offer as numbers increased and a commitment to working with Whinhill to promote Gaelic arts and culture. The responsibility for quality assurance and school improvement would sit with Inverclyde’s Education Service.

- 4.5 If Committee agrees that secondary Gaelic provision is to be created in Inverclyde starting in Academic year 2024/25 then officers will bring back a proposal for statutory consultation to establish the provision. The anticipated initial costs are estimated to be £75,000 for staffing/ resources but as numbers and year groups grow this may increase longer term to £358,411 for staffing/ resources. Potential staffing and transport costs are provided in more detail in Appendix 3. All costings are approximate at the time of writing this document and based on current pupil numbers in primary 6 and 7 at Whinhill Primary GME. The initial staffing budget would be allocated from the overall secondary teacher allowance and the authority would also apply for a Gaelic specific grant which would give a contribution to the overall spend.
- 4.6 The initial issue of securing a transition from primary to secondary Gaelic education has not gone away. There is a chance that the small number of pupils who want to attend Glasgow Gaelic school next year will not be given a place. A final decision may not be known until as late as June 2023. This is similar to the situation in 2020 where the authority was praised for initially acting quickly to put arrangements in place. There is no guarantee that a teacher could be appointed within the timescale or that pupils would choose Gaelic provision in Inverclyde for academic year 2023/24 if Glasgow Gaelic school was not available. Given that the requests for Gaelic requirements for secondary provision in 2023/24 will remain uncertain and unknown, and given that the education services remain keen to support young people to continue Gaelic into secondary, this paper asks for delegated powers to the Corporate Director of Education, Communities and Organisational Development to explore potential provision for Gaelic secondary education and identify resources in academic year 2023/24, actioning this if there is a demand for provision.
- 4.7 Increasing Gaelic take up across the West of Scotland will mean increased demand for provision in the future. Inverclyde has good relationships with education partners across the West partnership and beyond and will continue to explore opportunities to work together to identify best practice and to work in partnership to ensure provision to meet any increasing demand.

**5.0 IMPLICATIONS**

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO	N/A
Financial	X		
Legal/Risk	X		
Human Resources	X		
Strategic (LOIP/Corporate Plan)	X		
Equalities & Fairer Scotland Duty	X		
Children & Young People’s Rights & Wellbeing	X		
Environmental & Sustainability		X	
Data Protection		X	

## 5.2 Finance

The initial staffing budget would be allocated from the overall secondary teacher allowance and the authority would also apply for a Gaelic specific grant which would give a contribution to the overall spend.

If capital options are needed, the authority can apply to the Scottish Government for Capital Grant. However, it is not expected that significant material changes will be required at Inverclyde Academy to accommodate Gaelic provision.

### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Secondary	Various	August 2024	£75,000		These are the initial costs of secondary Gaelic provision based on one teacher, resources, admin costs and transport and will be funded from within the Secondary Education budget and potentially through grant income. These costs could increase, depending on uptake, to in the region of £360k plus transport costs.
	Transport costs	August 2024	£7000		

## 5.3 Legal/Risk

If the creation of Gaelic Secondary in Inverclyde is supported this will be subject to a statutory consultation.

## 5.4 Human Resources

This report may result in the recruitment of a Gaelic teacher. Recruitment of Gaelic teachers can be difficult and this could mean that plans have to be adapted.

## 5.5 Strategic

This paper contributes to the aims and objectives of Inverclyde's Gaelic plan.

## 5.6 Equalities and Fairer Scotland Duty

### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA is required, and a copy will be made available on the Council's website using the following link: <a href="https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments/equality-impact-assessments-2023">https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments/equality-impact-assessments-2023</a>
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

### (b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

X	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

## 5.7 Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

X	YES – Assessed as relevant and a CRWIA is required, and a copy will be made available on the Council's website using the following link: <a href="https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments/equality-impact-assessments-2023">https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments/equality-impact-assessments-2023</a>
	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

## 5.8 Environmental/Sustainability

Summarise any environmental / climate change impacts which relate to this report.

There is a positive environmental impact from this paper because pupils will not travel so far to receive Gaelic education. An option discounted by this paper is the building of a new school which will have an impact on Inverclyde meeting net zero targets.

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 5.9 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## 6.0 CONSULTATION

6.1 The recommendations of this paper are the result of the Gaelic advisory group.

## 7.0 BACKGROUND PAPERS

7.1 [Inverclyde Council - Equality Impact Assessments 2023](#)



**Options Appraisal for the Provision of  
Secondary Gaelic Medium Education within Inverclyde Council  
Report by Jacqui MacDonald, Macdonald Education Consultants  
November 2022**

## **1.0 Introduction**

**1.1** In Session 2021/22, Inverclyde Council established a Gaelic Advisory Group, with representatives from Comann nam Pàrant, the Bòrd na Gàidhlig, Council officers and promoted staff from Whinhill Primary. The purpose of the group is to consider options for the provision of Gaelic Education in Inverclyde and to bring further reports and proposals to the Education and Communities Committee.

This report details the options for the implementation of Secondary Gaelic Medium Education (GME) within Inverclyde Council for consideration by the Gaelic Advisory Group and to inform strategic planning. Information is provided on the following criteria to inform decision making and planning, in the short, medium, and longer term:

- **Benchmarking and links with other authorities**  
Benchmarking and collaborative working with other authorities will inform and support development of Gaelic Medium Education. Benchmarking information is detailed in **Appendix 1**.
- **Compliance with Legislation and Statutory Guidance**  
Relevant legislation is referenced in Section 3, below. The Statutory Guidance on Gaelic Education provides advice and guidance to local authorities in relation to the legislative duties. All local authorities have a duty to develop a Gaelic Language Plan. The draft Inverclyde Gaelic Language Plan 2022 -2027 is subject to final approval.
- **Educational Benefits**  
The educational benefits of any option require to be clear for parents, staff and young people. These are informed by the following documents: Education Scotland Advice on Gaelic Education, Curriculum for Excellence and the National Improvement Framework which informs Inverclyde Education Services' Improvement Plan 2022/23.
- **Financial Implications**  
The Council has a duty to ensure best value of public expenditure to deliver the best possible outcomes for the public. The Council can apply for a grant from Scottish Government, including the Gaelic

Specific Grant and the Gaelic Schools Capital Fund. The Specific Grant must be applied for on an annual basis, can be up to 75% of the total cost and is dependent on approval by Scottish Government. The Statutory Guidance states:

*‘...education authorities are required to plan for mainstreaming grant-aided project costs as early as possible, and certainly no later than five years from commencement of the funding.’*

*Statutory Guidance on Gaelic Education<sup>1</sup>*

All developments will require to be funded from the Council’s budget and so the financial implications require to be considered within the options appraisal. Estimated costs for each option are provided and are based on current costs provided by Inverclyde Council Financial Team.

- **Risks**

The identification of any risks will ensure that the impact can be assessed, and mitigation measures put in place.

**1.2** The following options are detailed in the report:

- **Stand- alone GME Secondary School or a Co-located GME Secondary School.**
- **A Joint Provision Arrangement with another local authority**
- **GME provision within a secondary school in Inverclyde Council:**

## **2.0 Background and Current Context**

**2.1** Inverclyde Council has well established Gaelic Medium Education provision within Whinhill Primary. There is primary provision and a nursery class. Currently pupils who wish to continue Gaelic in secondary education make a placing request to the Glasgow Gaelic School. Transport is provided by Inverclyde Council. There is a high demand for places within the Glasgow Gaelic School, due to the expansion of Gaelic Medium provision within the city. As a result, placing requests may not be granted in the future, as was initially the case for the academic year 2020/21. In Session 2022/23, the cost of transport is £56,050 for 12 children to attend the Glasgow Gaelic School.

**2.2** The current roll within Whinhill Primary GME Provision and the Nursery Class is:

<b>Roll of Whinhill Primary Gaelic Medium Nursery and Primary Provision (October 2022)</b>		
<b>N4- 3</b>	<b>P1- &lt;5</b>	<b>P4- 9</b>
<b>N5- 10</b>	<b>P2- &lt;5</b>	<b>P5- &lt;5</b>
	<b>P3- 5</b>	<b>P6- 7</b>
		<b>P7- &lt;5</b>
<b>Total in Nursery 13</b>	<b>Total in Primary: 35</b>	

Currently most children live in the Greenock area; six children are placing requests within primary and three out of authority within the nursery. However, Renfrewshire have now established Primary GME Provision within their own authority and this is likely to reduce the number of placing requests in the future.

**2.5** The Council undertook a statutory consultation in 2022 to establish the catchment area for the Primary Gaelic Medium provision in Whinhill Primary; this is now the whole of Inverclyde Council. Transport is provided in line with the Council’s School Transport Policy for children, who are eligible. This ensures equality of access to Gaelic Medium Education for all children in Inverclyde. This may result in an increase in the number of children attending the Primary GME provision within Whinhill Primary as this option becomes more widely known and accessible to parents.

### **3.0 Legislation and Statutory Guidance**

#### **3.1 Relevant legislation includes:**

*The Education (Scotland) Act 2016, section 15:* Duty to promote GME and Learning states “...where an authority secures the provision of GME or GLE in pursuance of its duty under the 1980 Act to secure the provision of school education, including mandatory ELC, it must promote and support that provision so far as reasonably practicable.’

*The Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014* requires local authorities to carry out a statutory consultation in relation to any proposed changes to the admission arrangements or catchment area of a school.

**3.2** *The Statutory Guidance on Gaelic Education* provides advice and guidance to local authorities in relation to their duty to promote and support Gaelic Education. The Statutory Guidance does not detail how local authorities should provide Gaelic Education. This allows for flexibility to take account of the local context.

The following sections are relevant to the development of Gaelic Medium Education in the secondary sector.

*Education authorities should plan for continuity and progression throughout GME.*

*Section 2.1: Parents and young people should be encouraged to continue with GME throughout the school experience. The aim of GME should be to offer young people a progressive 0-18 learning experience. It is therefore considered essential that education authorities plan for continuity of GME in learning, with particular attention to key transition points such as moving from early learning and childcare (ELC) settings to P1, between P7 and S1 and between S3 and the Senior Phase.*

*Section 2.3 Continuity between different stages of GME is important in strengthening the confidence of parents in GME, and in encouraging participation by others. Continuity recognises Gaelic as integral to the curriculum, delivers a consistent education from 0-18 and helps young people achieve positive destinations beyond school.*

*Section 2.14 Where GME is available at primary level, it is considered essential that children and young people are given the opportunity to continue their language skills into secondary education. This will mostly be within the education authority that provided GMPE or it could be through a joint provision arrangement between education authorities. Links between staff at primary schools and secondary schools providing GME should be encouraged.*

*Section 2.15 The GME curriculum from S1 to S3 and into the Senior Phase (S4-S6) remains one based on the principle of immersion in Gaelic. It is considered essential that education authorities and schools identify the curricular areas and subjects, in addition to Gaelic, that are possible to deliver through the medium of Gaelic, based on the availability of staff and young people's choices.*

*Section 2.16 Schools should aim to deliver a sufficient proportion of the secondary curriculum through the medium of Gaelic to enable young people to continue to develop their fluency in Gaelic. Schools and education authorities should plan for this, taking their lead from the subjects for which qualifications are available from the SQA. Some secondary schools with GME will offer other subject provision and this will depend on local circumstances and teacher availability. Schools and education authorities should collaborate to develop secondary level GME curriculum*

*opportunities, sharing of expertise, courses and a range of delivery methods, including the use of distance learning and technology authorities should plan for this, taking their lead from the subjects for which qualifications are available.*

*Statutory Guidance on Gaelic Education*<sup>1</sup>

**3.3** The Draft Gaelic Plan for Inverclyde Council 2022-27 has the high-level aim of Increasing Learning in Gaelic; in relation to Secondary Gaelic Provision, it states:

*Explore opportunities, in partnership with Bòrd na Gàidhlig and with neighbouring authorities, within the first 18 months of the plan and make appropriate recommendations and if necessary, take applicable steps to develop Gaelic Medium Education provision at secondary level within the Inverclyde Council area.*

The proposed outcome is: *Appropriate provision for secondary pupils.*

*Draft Gaelic Language Plan: Inverclyde Council 2022 -27*<sup>2</sup>

#### **4.1 Options for Secondary Gaelic Medium Provision**

##### **4.1 A Stand-alone Secondary Gaelic Medium Secondary School or a Co-located Secondary Gaelic Medium Secondary School**

A Stand-alone provision is defined as a school, with its own management team, staffing and facilities.

A Co-located school is a separate establishment and has its own management team and staffing but has shared facilities with another school, for example for PE, Technical and Science. It would be dependent on a suitable site being identified within the grounds of a secondary school, in order that a campus model could be developed. Inverclyde Council's Property Team have stated that no suitable site is currently available and so this option cannot be progressed at this time.

##### **4.1.1 Benchmarking and links with other authorities**

Benchmarking information is detailed in **Appendix 1**.

There is only one Stand-alone Secondary Gaelic Medium Secondary School in Central Scotland, the Glasgow Gaelic School. It opened in 2006 and developed from GME provision within Hillpark Secondary. More capacity was required because of the increasing demand for GME provision. This has continued and the expansion of Gaelic Medium Education in the primary sector has put pressure on the roll of the secondary provision. Glasgow

currently has three Primary GME provisions with plans for a fourth Primary GME provision. The current roll of the secondary provision is 390.

*Glasgow City Council Website*<sup>7</sup>

Within the West Partnership and neighbouring authorities, there are three Secondary GME provisions – in East Dunbartonshire, North and South Lanarkshire. All of these are provision within a secondary school.

Renfrewshire has recently established Primary GME within a primary school with new entrants in the early stages. Those pupils in Primary 4 to 7 are continuing in their current provision out with the authority. Parents of children, who currently attend Whinhill Primary GME, may opt to make a placing request to secondary provision within Inverclyde if it were to be established. East Renfrewshire is planning to establish primary GME provision. West Dunbartonshire has a small number of children at the primary stages, who attend Glasgow Gaelic School. North Ayrshire has GME in primary and pupils can attend Kilmarnock Academy in East Ayrshire for Secondary GME provision.

There are currently no Co-located Secondary GME Schools. However, City of Edinburgh Council are currently considering establishing a Stand-alone or a Co-located Secondary GME provision. The options are being explored and are subject to consultation.

#### **4.1.2 Educational Benefits**

Research by *O.Rourke et al* considered the benefits of a stand-alone and a co-located school for Gaelic Medium Education. The link to the research is detailed in **Appendix 2**. It took account of schools in Ireland and Wales, where stand-alone provision is more common. These schools provided a more immersive experience and so supported pupils to develop bilingualism.

It concluded that:

*Though not definitive, evidence suggests that the ideal model for an immersion school would be a stand-alone institution so as to maximise the immersion experience and to ensure maximum levels of exposure to the language.*

*O'Rourke et al: Best Practice in Language Immersion and the Issue of Co-Located Schools (2020)*<sup>3</sup>

Education Scotland's Advice on Gaelic Education detailed the importance of immersion in the Broad General Education and into the Senior Phase.

- *The Gaelic Medium curriculum from S1 to S3 and into the senior phase remains one based on the principles of immersion.*
- *To allow progression in immersion, schools need to aim to deliver a sufficient proportion of the curriculum through the medium of Gaelic.*

*Advice on Gaelic Education: Education Scotland Updated 2022* <sup>4</sup>

The secondary curriculum has a wide range of subjects, which require to be taught by subject specialists. An immersive experience requires subjects to be taught through the medium of Gaelic in the Broad General Education and into the Senior Phase. Education Data collected by the Bòrd na Gàidhlig <sup>6</sup> showed a slight decrease in the number of secondary teachers in 2020/21. This impacts on the capacity of Secondary GME schools to offer a fully immersive curriculum. For example, the Glasgow Gaelic School is only able to offer some subjects through the medium of Gaelic. Where subjects cannot be delivered in Gaelic, they are delivered in English.

Local authorities are working with the Bòrd na Gàidhlig to increase the number of teachers, who would be able to deliver subject specialisms in Gaelic. However, recruitment is a significant constraint to the further development of Gaelic Medium Education particularly in the secondary sector.

A Stand-alone School would require a viable number of pupils, as interaction with a wider peer group is an important aspect of secondary education.

The roll projection for secondary provision is:

<b>Roll Projections ( no placing requests)</b>			
<b>Calendar Year</b>	<b>Year group</b>	<b>Number of pupils in each year</b>	<b>Total number of pupils</b>
<b>2023</b>	S1	< 5	<5
<b>2024</b>	S1	< 5	<12
	S2	7	
<b>2025</b>	S1	< 5	< 17
	S2	7	
	S3	< 5	
<b>2026</b>	S1	9	<26
	S2	<5	
	S3	7	
	S4	<5	

The small number of pupils projected to transfer to secondary over the period from 2023 – 26 is a significant risk to the viability of a Stand-alone Secondary

GME School in terms of educational benefits in the short to medium term. If provision were to develop with more pupils accessing Primary GME, a Stand-alone or Co-located School could be progressed.

#### **4.1.3 Compliance with Legislative and Statutory Guidance**

A Stand-alone or Co-located school would comply with the legislative and statutory guidance in relation to Gaelic Education. It would comply with the Draft Inverclyde Gaelic Plan.

The creation of a Stand-alone or Co-located school would require a statutory consultation under the Schools (Consultation) Act 2010.

#### **4.1.4 Financial Implications**

As stated above, there is no suitable site for a Co-located School and so that option has not been included in this section.

The school referred to below is costed on the size of a setting which would accommodate approximately 30-50 pupils.

It is difficult to give an accurate projection of the cost of a Stand-alone provision. It would be dependent on a suitable site being available, the cost of any adaptations, the full staffing costs – promoted staff, teaching staff, support staff, ancillary staff, resources, transport, and catering costs.

If there were to be an increase in the number of pupils to justify a larger Stand-alone school, full projected costs, both capital and revenue, could be calculated.

However, in order to provide estimated costs for comparison purposes, as part of the options appraisal, the following staffing model has been used. This is the minimum staffing to establish a Stand-alone GME secondary school. As the school roll increased over time, there would be a requirement to increase the number of teaching staff, with a resultant impact on the financial implications:

- Inverclyde’s Property Team have estimated the capital build costs as £15,405,600 for a Stand-alone School.
- The estimated annual revenue costs is in the region of £881,397. Initial teaching staff has been estimated as:
  - a Head Teacher,
  - 1fte (Full Time Equivalent) Principal Teacher, and
  - 8fte Teachers.



The provision of a broad curriculum is required in secondary education, i.e., subjects across the eight curricular areas. (English; Mathematics; Science; Social Studies; Expressive Arts, Modern Languages, Technologies, Health and Wellbeing and Religious Education) The 8fte would include some part time staff as there are several subjects within some curricular areas, and all require to be taught by a subject specialist. (e.g., in Expressive Arts – Music, Drama and Art and Design; Technologies – Technical Education; Home Economics and Computing).

While the Scottish Government’s Gaelic Grant can contribute to the initial development costs of Gaelic Education provision, as stated in Section 1.1 above, the Council would have to plan to mainstream the costs of the provision from the Council’s budget within five years.

It would be difficult for the Council to demonstrate best value of public expenditure for the small number of pupils projected to attend a Stand-alone provision at this time.

#### **4.1.5 Risks**

The most significant risk of a Stand- alone Secondary GME provision at this time, is whether it is viable due to the small number of pupils, who would be able to attend. Only pupils who had experienced Gaelic Medium Education in Primary or were fluent in Gaelic could attend a Secondary GME Provision.

If Inverclyde Council were to establish Secondary GME provision as a Stand-alone provision, an inter-authority Joint Provision Arrangement could be progressed for pupils from that authority to access secondary education within the Inverclyde provision. However, any Joint Provision Arrangement, formal or informal, would require approval by that Council’s decision-making bodies. A formal arrangement would require Inverclyde to undertake a statutory consultation under the Schools (Consultation) Act to consult on the admissions arrangements to the school. This would enable parents to enrol their child without the need for a placing request. An informal arrangement would require parents to make a placing request. The other authority would have to consider transport costs to the provision within Inverclyde. This cost would require to be balanced against provision being established within their own authority. Any arrangement would be entirely dependent on parental choice and parents may wish their child to be educated within a local school rather than travel to Inverclyde. Any Joint Provision Arrangement would require consultation with all stakeholders and political approval to progress it. It is not possible to predict the number of placing requests a provision may attract over time.

The subjects, which could not be provided in Gaelic, would have to be delivered in English to ensure the delivery of a broad and balanced curriculum. This would be a significant resource issue in a Stand-alone school, as teachers would need to be recruited for the other subjects, which are not delivered in Gaelic. There is a risk that the Gaelic Medium Provision is not able to deliver a quality immersive experience.

A Stand-alone School may be considered in the medium and longer term if there was sufficient number of pupils and subject to appropriate resourcing. It is not an option in the short term as interim arrangements would require to be in place for children transferring to secondary until the Stand-alone school was completed as the lead-in time for a new build school is three to four years.

#### **4.2 Joint Provision Arrangement with another local authority for Secondary GME provision**

Council officers have held preliminary discussion with other authorities to explore this option.

A formal Joint Provision Arrangement would require political approval from the decision-making bodies of both Councils. The host Council would have to consider the capacity of the Secondary GME provision to ensure it could allocate places without parents making a placing request. This would ensure clarity for parents and build their confidence that there is progression in Gaelic Medium Education for their child. However, this would constitute a change to the admission arrangements for the school and so would require the host Council to carry out a statutory consultation under the Schools (Consultation) Act 2010.

An informal arrangement, such as currently in place with Glasgow Gaelic School, would require parents to make a placing request. Transport may be provided by Inverclyde Council as at present. Placing requests are granted unless certain criteria apply; for example, the requirement to employ an additional teacher or it would give rise to significant expenditure on extending or otherwise altering the accommodation or facilities provided in connection with the school. This means that a placing request is subject to an approval process and does not guarantee a place at the school. There are risks associated with this as detailed in Section 4.2.5 below.

##### **4.2.1 Benchmarking and links with other authorities**

There are several examples of pupils from one authority travelling to access GME in another authority. These are in place, because the authority does not have GME provision within its own school estate; these are informal arrangements with parents submitting a placing request and travel costs may be met by the Council.

Any arrangement would require to be a school in an authority within a reasonable travelling distance for pupils. For the purposes of this report, a travelling time of up to 1 hour has been used to identify options. These are:

- Glasgow City Council: Glasgow Gaelic School
- Argyll and Bute: Dunoon Grammar
- East Dunbartonshire Council: Bishopbriggs Academy

Currently, parents are required to make a placing request to Glasgow Gaelic School and there is no formal arrangement in place.

A Report to Glasgow's Education, Skills and Early Years Committee in August 2022, detailed the demand for places in the city's primary Gaelic Medium provision and the plans to open a fourth primary provision in 2027. This aims to ease the accommodation pressure on the secondary provision but the expansion in the primary sector will lead to an increasing demand for places at the Glasgow Gaelic School.

*Glasgow City Council Website*<sup>7</sup>

It is not likely that a formal Joint Provision Arrangement with Glasgow City Council could be progressed at this time. However, the current informal arrangement could continue but there would be uncertainty for parents in relation to placing requests being granted.

There is a high demand for places in Bishopbriggs Academy, East Dunbartonshire and no placing requests were successful in Session 2021/22. It is not likely a Joint Provision Arrangement with East Dunbartonshire Council could be progressed.

*East Dunbartonshire Council Website*<sup>8</sup>

Officers from Inverclyde Council had constructive discussions with Argyll and Bute Education Service in relation to a Joint Provision Arrangement. This option will be explored in more detail in the sections below.

#### **4.2.2 Compliance with Legislation and Statutory Guidance**

A Joint Provision Arrangement with Argyll and Bute would comply with legislation and statutory guidance in relation to Gaelic Education. It would also comply with the high-level aim in the Inverclyde Language Plan.

As previously detailed, a formal Joint Provision Arrangement with another authority would require that authority to undertake a statutory consultation, if the arrangement constituted a relevant proposal under the Schools Consultation Act (2010). A change to the admission arrangements to a Secondary GME provision would require a statutory consultation under the Act. This would require approval from the Council's decision-making bodies to progress and then approve the change.

#### **4.2.3 Educational Benefits**

*'The GME curriculum from S1 to S3 and into the Senior Phase remains one based on the principle of immersion.'*

*Statutory Guidance on Gaelic Education: Section 2.15<sup>1</sup>*

The availability of suitably qualified fluent Gaelic speakers, who can teach secondary subjects through the medium of Gaelic, is a significant constraint on the provision of a rich and immersive curriculum in the Broad General Education and into the Senior Phase. The benchmarking information in **Appendix 1** details that some subjects are taught through the medium of Gaelic in the Glasgow Gaelic School: Greenfaulds High School in North Lanarkshire and Kilmarnock Academy in East Ayrshire. Progression in Gaelic Language is provided in other GME Secondary schools – Bishopbriggs Academy, Dunoon Grammar, and Calderglen High School. None currently offer a fully immersive curriculum at this time, although authorities continue to work with the Bòrd na Gàidhlig to promote and increase the number of Gaelic teachers.

All children and young people have an entitlement within Curriculum for Excellence to have:

*...coherent, smooth and well-paced progression through the experiences and outcomes, particularly across transitions from early learning and childcare to primary, from primary to secondary and beyond school.*

*Building the Curriculum 3<sup>9</sup>*

To achieve a coherent curriculum from 3 to 18, there requires to be cluster working with primary and secondary staff working to plan and develop approaches to the curriculum, learning, teaching and assessment. This

ensures well-paced progression across transitions and is more achievable when children transfer from primary to secondary within a school cluster.

Arrangements would require to be put in place to develop transition arrangements and joint working between Whinhill Primary GME and Dunoon Grammar. This would be particularly important for a child with additional support needs, who would require an enhanced transition to secondary school.

Inverclyde's Education Services Improvement Plan has strong partnership with parents as a Strategic Outcome:

*All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.*

*Inverclyde's Education Services Improvement Plan 2022/23*<sup>5</sup>

A Joint Provision Arrangement with another local authority, for example Argyll and Bute, would provide clarity for parents and build confidence that their child could continue to develop their Gaelic language skills. However, there would be less opportunity for the partnership with parents to be progressed as the main locus for parental engagement is led by the school and this would be out with Inverclyde.

#### **4.2.4 Financial Implications**

The main financial implication of a Joint Provision Agreement would be the funding of transport costs. In Session 2022/23 the transport costs to the Glasgow Gaelic School is £56,050 for 12 pupils. It is not possible to give an accurate projection in relation to transport costs as they vary each year and are subject to procurement. However, there is a possibility that the expansion of the catchment area to the whole of Inverclyde Council will result in more parents choosing Primary GME for their child. Inverclyde Council is committed to promoting and supporting the development of Gaelic Medium Education and this will include information for parents on how to access provision in early years and primary. This may increase the number of children who will then progress to secondary GME in the future, with a resultant increase in transport costs.

#### **4.2.5 Risks**

There are several risks associated with a Joint Provision Agreement.

It would be dependent on parents choosing to make a placing request and their child then travelling a considerable distance to attend a Secondary GME school in Glasgow or Dunoon. This would involve travel of at least 50 minutes, dependent on traffic, to another school at the beginning and end of the school day. Transport to Dunoon would require travel on the ferry; parents and young people may have concerns about this. There is the risk that in bad weather the ferry would be cancelled; a risk assessment would be required with contingency arrangements put in place to ensure children's safety.

Access to after school activities can be limited as school transport is not flexible and parents would have to arrange transport themselves for their child to access after school clubs or study support activities, which often take place at the end of the school day. Some parents and young people may prefer to continue their secondary education within their own community in Inverclyde at the expense of developing progression in the Gaelic language

A Joint Provision Agreement would be dependent on the other authority having the capacity to accept placing requests. As has been seen with Glasgow Gaelic School, this can change over time and there is a growing demand for Gaelic Medium Education at the primary stages, which could result in placing requests being refused. This is a risk to the Council as it would cause concern and anxiety for parents and young people and make transition to secondary education difficult. It may result in complaints to the Council in relation to the duty to promote and support Gaelic Education 3 to 18.

Inverclyde's Education Services Improvement Plan 2022/23 includes these Strategic Outcomes :

- *All children and young people benefit from high quality learning experiences.*
- *All children and young people in Inverclyde experience a high-quality curriculum that meets their needs.*

*Inverclyde's Education Services Improvement Plan 2022/23*<sup>5</sup>

Inverclyde's Education Service would not have responsibility for assuring the quality of provision within another authority. It would be the responsibility of the host local authority and Inverclyde would have no locus on decisions in relation to policies and staffing.

Inverclyde Council would have less scope to develop parental and community involvement in Gaelic Learning and Gaelic Medium Education. Strong partnerships with parents and the wider community are a strategic outcome within the Education Service's Improvement Plan. This is more difficult when pupils are being educated out with the authority.

#### **4.3.0 GME provision within a secondary school in Inverclyde Council**

The establishment of GME provision within an Inverclyde Secondary School would require the authority to identify a school, which had the capacity to accommodate an increase in pupils, taking account of roll projections. Inverclyde Academy is the secondary school linked to Whinhill Primary, where the Primary GME provision is located, and it has the capacity to accommodate Secondary GME provision.

#### **4.3.1 Benchmarking and Links with other authorities**

Benchmarking information is detailed in **Appendix 1**.

The provision of secondary Gaelic Medium Education has been developed over time. GME provision within a secondary school is the most common provision of Gaelic Medium Education in the secondary sector in Central Scotland. In North Lanarkshire, some subjects are delivered through the medium of Gaelic within Greenfaulds High School. In other schools, pupils can progress and develop their Gaelic language skills, although an immersive experience is not provided. Where there is Gaelic Medium provision, it provides the opportunity to promote and develop the Gaelic Language across and out with the school; for example, in North Lanarkshire, Greenfaulds High School is a Gaelic Hub to support other pupils to learn Gaelic.

Establishing Secondary GME provision within Inverclyde Academy would provide opportunities for collaboration across and out with the West Partnership to develop the provision in the short, medium and long term. Provision of professional learning for staff, through a collaborative approach, would develop the knowledge and skills of staff, including senior leaders, to understand and fully develop an inclusive ethos to ensure that Gaelic has equal status with English in the school environment.

#### **4.3.2 Compliance with Legislation and Statutory Guidance**

Establishing Secondary GME provision within Inverclyde Academy would comply with the legislative requirements, which places a duty on authorities to promote and support Gaelic Medium Education, as far as is reasonably practicable.

The provision within Inverclyde Academy would provide clarity for parents and young people and build confidence in Gaelic Medium Education and it may encourage others to participate.

The Statutory Guidance on Gaelic Education, states:

*Education authorities should plan for continuity and progression through GME. Parents and young people should be encouraged to continue with GME throughout the school experience.*

*Statutory Guidance on Gaelic Education: Part 2<sup>1</sup>*

The establishment of a GME provision within an existing secondary school does not require a statutory consultation under the Schools (Consultation) Act 2010. However, the Council would have to consider the admissions arrangements, in line with the catchment area for the primary provision at Whinhill Primary. This would require a statutory consultation as it would constitute a relevant proposal under the Schools (Consultation) Act.

### **4.3.3 Educational Benefits**

The Inverclyde Council Education Services Improvement Plan has the following strategic outcomes:

- *Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.*
- *All children and young people benefit from high quality learning experiences.*
- *All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.*
- *All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.*
- *All children and young people in Inverclyde experience a high-quality curriculum that meets their needs.*
- *All children and young people feel safe and included in our schools and are achieving their potential.*



The establishment of Secondary GME within Inverclyde Academy is in line with these strategic outcomes.

All children and young people have an entitlement within Curriculum for Excellence to have:

*...coherent, smooth and well-paced progression through the experiences and` -outcomes, particularly across transitions from early learning and childcare to primary, from primary to secondary and beyond school.*

*Building the Curriculum 3*<sup>9</sup>

The transition arrangements and cluster working between Whinhill Primary, and Inverclyde Academy would require to be developed to ensure coherent and progression in learning for pupils, who have attended the Primary Gaelic Medium provision. This would provide children, who have developed Gaelic language skills, a clear progression pathway through secondary education and support them to achieve qualifications. Children from the Primary GME provision in Whinhill Primary would transfer with their peers from the English Medium provision, which would ensure they had support from children who have attended the same primary school.

Enhanced transitions for children, with additional support needs, can take place over an extended period of time if children transfer to their cluster secondary school. Children with additional support needs, from the Primary GME at Whinhill, could begin transition from Primary 6 and throughout Primary 7 to ensure the support was in place in Inverclyde Academy when they begin S1.

The curriculum in secondary GME should be based on the principles of immersion to support and develop bilingualism. However, this is dependent on the recruitment of suitably qualified teachers, who are fluent in Gaelic. Immersion can be achieved incrementally over time, and Inverclyde Education Service can work with the Bòrd na Gàidhlig to promote teachers to undertake the required training to be able to teach in Gaelic.

The educational benefit of secondary GME provision within a secondary school is that pupils have access to a wide range of subjects and opportunities for wider achievement, where subjects cannot be provided in Gaelic. This includes the opportunity to develop skills for life, learning and work as part of the Developing the Young Workforce. Pupils in the GME provision would

have access to a broad curriculum and the opportunities for wider achievement within Inverclyde Academy.

The use of digital technology can provide resources to support learning in Gaelic and this can be incorporated into professional learning for staff as well as learning and teaching approaches. It can augment and support the delivery of subjects through Gaelic. This could be developed as part of the curriculum provision within Inverclyde Academy.

The development of a wide range of partnerships would provide educational benefits. The provision within Inverclyde Academy would provide clarity and confidence for parents in relation to Gaelic Medium Education. Partnership with parents is important in supporting children's learning and development, particularly if they are not Gaelic speakers.

The development of secondary provision within Inverclyde Council would ensure equality and inclusion with access to Gaelic Medium Education both at primary and secondary available within the Council's Education Service. Having the provision within Inverclyde Academy would provide more opportunities for developing strong partnerships with parents through Comann nam Pàrant. The development of an inclusive ethos, with Gaelic having an equal status in the school environment and the life of the school, would be important in supporting and promoting the development of the Gaelic language within and beyond the school,

Provision within the authority would ensure that the responsibility for quality assurance and school improvement are the responsibility of Inverclyde's Education Service.

Collaboration out with the authority is a strong feature of effective practice through the Regional Improvement Collaboratives. This would provide an important means of enhancing professional learning in Gaelic Education both at school and authority level.

There are educational benefits for those children, who are learning Gaelic as part of 1+2 Languages, where a third language is introduced in the later stages of primary and into secondary. Inverclyde Academy could be developed into a Gaelic Language Hub with pupils having the opportunity to study Gaelic as part of modern languages.

#### **4.3.4 Financial Implications**

There are financial implications to establishing Secondary GME provision within Inverclyde Academy.

The recruitment of a suitably qualified teacher and resources would be required in the short term to establish the provision. The initial start-up costs are estimated in the region of £108,778.

In the medium and longer term, the staffing costs would increase, for example the recruitment of a principal teacher and an increase in the number of teaching staff. The estimated revenue costs for the medium- and longer-term development of the provision is in the region of £371,811.

Transport costs would be required for pupils, who were eligible for free school transport. These would increase as more pupils transferred to secondary. However, costs would be lower than the transport costs to the Glasgow Gaelic School or Dunoon Grammar, due to the shorter distance.

An application for up to 75% of the cost can be made to the Scottish Government's Gaelic Specific Grant. As detailed in Section 1, costs require to be mainstreamed into the Council's budget within five years. While some of the costs would be offset by more pupils being educated within the authority, which is reflected in the Grant Aided Expenditure from Scottish Government, there are financial implications for the Council's budget.

#### **4.3.5 Risks**

The most significant risk is the availability of suitably qualified teachers, who are fluent in Gaelic, to deliver the curriculum. The short-term aim would be the recruitment of a teacher, who is qualified to teach the Gaelic language. It is also possible to explore a teacher working across primary and secondary to develop provision in the short term. In the medium-term, the aim would be to increase the subjects which were delivered in Gaelic, linked to those for which qualifications are available through the SQA; this would require additional funding and resourcing. The Bòrd na Gàidhlig can provide advice to the Education Service on ways to promote the recruitment of Gaelic speaking teachers. An audit may identify teachers, who are already employed within Inverclyde schools, who may transfer to the Secondary GME provision. As the GME provision grew, pupils would still have access to a broad and balanced curriculum, delivered in English. This could be provided by teachers within Inverclyde Academy, with no additional financial implications.

#### **5.0 Conclusion**

This Report is provided to Inverclyde's Education Service for consideration by the Gaelic Advisory Group to inform the strategic planning of Gaelic Medium Education within Inverclyde Council. Consultation with all stakeholders will be important in order to progress the development of Gaelic Medium Education. Parents, young people and staff will have questions or concerns that will require to be addressed and it will be an opportunity to discuss these and the benefits of Gaelic Medium Education for children and young people.

## Appendix 1 Benchmarking Information

Gaelic Medium Provision within local authorities in West Partnership (shown in <b>BOLD</b> ) and nationally 2020-21			
Authority	Sector	Number of pupils	Secondary Provision GME
<b>Glasgow</b>	<b>Nursery</b>	<b>113</b>	Stalalone School : A number of subjects are taught through the medium of Gaelic : Mathematics, Social Subjects, RE and Science
	<b>Primary</b>	<b>781</b>	
	<b>Secondary</b>	<b>390</b>	
<b>Inverclyde</b>	<b>Nursery</b>	<b>&lt; 10</b>	No secondary provision
	<b>Primary</b>	<b>35</b>	
<b>East Dunbartonshire</b>	<b>Nursery</b>	<b>21</b>	Provision within Bishopbriggs Academy: Gaelic language only at present.
	<b>Primary</b>	<b>91</b>	
	<b>Secondary</b>	<b>30</b>	
<b>South Lanarkshire</b>	<b>Nursery</b>	<b>11</b>	Provision within Calderglen HS: Gaelic language only at present.
	<b>Primary</b>	<b>69</b>	
	<b>Secondary</b>	<b>&lt;10</b>	
<b>North Lanarkshire</b>	<b>Nursery</b>	<b>42</b>	Provision within Greenfaulds HS: Gaelic in the following subjects has been developed since the provision opened in 2001/02 : French, Social Subjects, Music and Science
	<b>Primary</b>	<b>153</b>	
	<b>Secondary</b>	<b>69</b>	
<b>Aberdeen City</b>	<b>Nursery</b>	<b>&lt;10</b>	Provision within Hazelhead Academy:
	<b>Primary</b>	<b>41</b>	

	Secondary	<10	
Argyll and Bute	Nursery	35	Provision within 5 schools including Dunoon Grammar.
	Primary	224	
	Secondary	76	
East Ayrshire	Nursery	15	Provision within Kilmarnock Academy. A number of subjects are taught through the medium of Gaelic.
	Primary	32	
	Secondary	< 10	
Edinburgh	Nursery	65	Provision within James Gillespie HS: A number of subjects are taught through the medium of Gaelic
	Primary	415	
	Secondary	156	
Highland	Nursery	349	Provision within 13 secondary schools
	Primary	1058	
	Secondary	415	
Perth and Kinross	Primary	45	Provision within 2 secondary schools
	Secondary	<10	
	Primary	72	Provision within Wallace High School
Stirling	Secondary	17	
	Nursery	333	Provision within 4 secondary schools
Western Isles	Primary	770	
	Secondary	311	

### *Information from Bord na Gàidhlig 2020-21* <sup>6</sup>

### **Other information from West Partnership and neighbouring authorities**

Authority	Primary numbers	Secondary Provision
North Ayrshire	Kilwinning- Whitehurst Park	No secondary provision in LA

	6 pupils in P1 and P2 Before NA had own provision, children attended East Ayrshire- James Hamilton Primary School but do not have pupil numbers to share.	East Ayrshire offer provision through Kilmarnock Academy
Renfrewshire	Glasgow and Whinhill 17 (7 attending Primary within Whinhill) Have now established GME Primary Provision within the authority	No secondary provision in LA, children attend GGS
West Dunbartonshire	Attend Glasgow Gaelic School 6 children at Primary stages	No secondary provision in LA, children attend GGS
Argyll and Bute (Dunoon)	Sandbank There are 7 pupils in primary 7	Children attend Dunoon Grammar

## Appendix 2      References

1. [Statutory-Guidance-for-Gaelic-Education.pdf \(gaidhlig.scot\)](#)
2. [Inverclyde Gaelic Language Plan - Inverclyde Council](#)
3. [Microsoft Word - Best Practice in Language Immersion and the Issue of Co-Located Schools Final Report.docx \(gaidhlig.scot\)](#)
4. [Advice on Gaelic Education - Updated March 2022](#)
5. [Education, Communities and Organisational Development - Inverclyde Council](#)
6. [Data-Foghlaim-POBLACH-2020-21.pdf \(gaidhlig.scot\)](#)
7. [Committee Information - View Committee Document \(glasgow.gov.uk\)](#)
8. [Placing Request figures 2022/23 | East Dunbartonshire Council](#)
9. [Building the Curriculum | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)



## Appendix 2 Options Appraisal Summary: Recommended Option 4

	Option 1 Stand-alone	Option 2 Co-located	Option 3 Joint Provision Arrangement	Option 4 Provision within a secondary school
<b>Benefits</b>	<ol style="list-style-type: none"> <li>1. Complies with the legislative and statutory guidance</li> <li>2. Provide a more immersive experience</li> <li>3. Provide clarity for parents and build confidence that their child could continue to develop their Gaelic language skills</li> <li>4. Transition arrangements developed to provide a clear progression pathway through secondary education</li> <li>5. Enhanced transitions for children, with additional support needs, taking place over an extended period</li> <li>6. Provide opportunities for developing strong partnerships Comann nam Pàrant</li> <li>7. Responsibility for quality assurance and school improvement responsibility of Inverclyde Education Service</li> </ol>	<ol style="list-style-type: none"> <li>1. Complies with the legislative and statutory guidance</li> <li>2. Provide a more immersive experience</li> <li>3. Provide clarity for parents and build confidence that their child could continue to develop their Gaelic language skills</li> <li>4. Transition arrangements developed to provide a clear progression pathway through secondary education</li> <li>5. Enhanced transitions for children, with additional support needs, taking place over an extended period</li> <li>6. Provide opportunities for developing strong partnerships Comann nam Pàrant</li> <li>7. Responsibility for quality assurance and school improvement responsibility of Inverclyde Education Service</li> </ol>	<ol style="list-style-type: none"> <li>1. Complies with the legislative and statutory guidance</li> <li>2. Provide clarity for parents and build confidence that their child could continue to develop their Gaelic language skills</li> <li>3. Officers from Inverclyde Council had constructive discussions with Argyll and Bute Education Service in relation to a Joint Provision Arrangement</li> </ol>	<ol style="list-style-type: none"> <li>1. Complies with the legislative and statutory guidance</li> <li>2. Inverclyde Academy is the secondary school linked to Whinhill Primary, where the Primary Gaelic provision is located, and it has the capacity to accommodate Secondary Gaelic provision</li> <li>3. Provide clarity for parents and build confidence that their child could continue to develop their Gaelic language skills</li> <li>4. Transition arrangements developed to provide children with a clear progression pathway through secondary education</li> <li>5. Transfer with their peers from Whinhill English Medium provision</li> <li>6. Enhanced transitions for children, with additional support needs, taking place over an extended period</li> <li>7. Pupils would have access to a wide range of subjects and opportunities for wider achievement, where subjects cannot be provided in Gaelic</li> <li>8. Provide opportunities for developing strong partnerships Comann nam Pàrant</li> <li>9. Responsibility for quality assurance and school improvement responsibility of Inverclyde Education Service</li> <li>10. Educational benefits for those children, who are learning Gaelic as part of 1+2 Languages</li> </ol>
<b>Risks</b>	<ol style="list-style-type: none"> <li>1. Require a statutory consultation</li> <li>2. An immersive experience requires subjects to be taught through the medium of Gaelic in the Broad General Education and into the</li> </ol>	<ol style="list-style-type: none"> <li>1. Require a statutory consultation</li> <li>2. An immersive experience requires subjects to be taught through the medium of Gaelic in the Broad General Education and into the</li> </ol>	<p><b>Informal Joint Provision Arrangement</b> Placing request would be subject to an approval process and would not guarantee a place at the school</p> <p><b>Formal Joint Provision Arrangement</b></p>	<ol style="list-style-type: none"> <li>1. Require a statutory consultation to establish a catchment area</li> <li>2. Would require the authority to identify a school, which had the capacity to</li> </ol>

	<p>Senior Phase. Recruitment is a significant constraint to the further development of Gaelic Medium Education particularly in the secondary sector. This impacts on the capacity of Secondary GME schools to offer a fully immersive curriculum. Where subjects cannot be delivered in Gaelic, they must be delivered in English.</p> <p>3. Would require a viable number of pupils, as interaction with a wider peer group is an important aspect of secondary education.</p>	<p>Senior Phase. Recruitment is a significant constraint to the further development of Gaelic Medium Education particularly in the secondary sector. This impacts on the capacity of Secondary GME schools to offer a fully immersive curriculum. Where subjects cannot be delivered in Gaelic, they must be delivered in English</p> <p>3. No suitable site for a co-located school</p>	<ol style="list-style-type: none"> <li>1. It is not likely that a formal Joint Provision Arrangement with Glasgow City Council or East Dunbartonshire Council could be progressed at this time</li> <li>2. Would be dependent on the other authority having the capacity to accept placing requests</li> <li>3. Less opportunity for partnership with parents to be progressed</li> <li>4. Transport would require travel on the ferry; parents and young people may have concerns about this</li> <li>5. Planning and developing approaches to the curriculum, learning, teaching, and assessment would be challenging as children would not be transferring from primary to secondary within a school cluster</li> <li>6. Enhanced transitions for children, with additional support needs, would not take place over an extended period if children were not transferring to their cluster secondary school</li> <li>7. Access to after school activities and study support activities may be limited</li> <li>8. Inverclyde Education Service would not have responsibility for assuring the quality of provision within another authority</li> </ol>	<p>Would require political approval from the decision-making bodies of both Councils and would require the host Council to carry out a statutory consultation</p> <p>3. Recruitment is a significant constraint to the further development of Gaelic Medium Education particularly in the secondary sector</p>	<p><b>Costs</b></p>	<ol style="list-style-type: none"> <li>1. Accommodate approximately 30-50 pupils. Lead-in time for build three to four years Estimated capital build costs in the region of £15,405,600 for a standalone school. This does not include cost of site Estimated annual revenue costs in the region of £881,397</li> </ol>	<ol style="list-style-type: none"> <li>1. Transport costs for families</li> </ol>	<ol style="list-style-type: none"> <li>1. At time of carrying out options appraisal- initial staff start-up costs were estimated in the region of £108,778</li> <li>2. At time of carrying out options appraisal- the estimated revenue costs for the longer-term development of the provision were in the region of £371,811</li> <li>3. While the Scottish Government's Gaelic Grant can contribute to the initial development costs of Gaelic Education</li> </ol>
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	<p>2. While the Scottish Government's Gaelic Grant can contribute to the initial development costs of Gaelic Education provision, the Council would have to plan to mainstream the costs of the provision from the Council's budget within five years</p>			<p>provision, the Council would have to plan to mainstream the costs of the provision from the Council's budget within five years</p>
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**Appendix 3****Potential Staffing and Transport Costs**

All costings are approximate at the time of writing this document and based on current pupil numbers in primary 6 and 7 at Whinhill Primary GME

Potential staffing costs have been further investigated since the writing of the Options Appraisal. Estimated staffing costs are dependent on:

1. Number of pupils
2. Availability of staff
3. Number of subjects taught in Gaelic
4. Delivery of Gaelic Learner Education
5. Parent and Pupil consultation
6. Funding

<b>Based on most recent costings Immediate</b>	£
Basic Teacher 1FTE	64000
Resources	7000
Admin Costs	4000
<b>Total initial costs</b>	<b>75000</b>

<b>Long Term</b>	£
Basic Teacher 4FTE	256000
PSA 0.63fte (26.43 hours)	18411
Principal Teacher 1FTE	73000
Resources	7000
Admin Costs	4000
<b>Total costs</b>	<b>358411</b>

Transport costs have been further investigated since the writing of the Options Appraisal as numbers presently dictate that a bus may not be required immediately. Estimates currently stand at:

2024 £7000  
 2025 £7000  
 Longer term £20000

This is based on those pupils who are presently attending Whinhill Gaelic provision and modelled on the addresses they presently reside at. Only those pupils who live out with the two-mile radius and are not on an Inverclyde Academy bus route would require transport.