

APPLICATION FOR THE SCHEME OF GAELIC SPECIFIC GRANT FOR GAELIC EDUCATION 2020/21

Name of Authority: The City of Edinburgh	
Authority Contact:	Bethan Owen
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Telephone Number	0131 469 3039
Name of Project Delivery of GME/GLE City of Edinburgh	
Status (New/Ongoing/Cross Border)	Ongoing
Commencement Date	August 1983
Description (including, staff and pupil numbers, breakdown of costs, National Plan Priorities and Gaelic Language Plan commitments)	<p>Attached: City of Edinburgh Gaelic Language Improvement Plan, Year End Progress Report, November 2019</p> <p>This plan conforms to both national and local Gaelic Language priorities of:</p> <ul style="list-style-type: none"> • Aiming to increase numbers of children entering GME Early Years 0-5 years • Increasing the number of children entering formal GME 5-18 years. • Increasing the number of Gaelic Learners 0- Adult learners. • Support for CEC partnership working with Gaelic organisation to create and enhance resources that support high quality delivery of GME/GLE both nationally and locally, e.g. ASN and GLE. <p>This plan takes account of the National Priorities as set out in the National Improvement Framework 2018.</p> <p>Overview This description of the CEC Gaelic Project briefly sets out current provision before setting out the key features of the project, and associated costs. Information is divided in to the sub-headings: Rationale Strategic Planning 2019-20 Staffing Career-Long Professional Learning Partnerships Enhanced Transitions Resources</p>

Rationale

Work within last year's plan was based on the findings of a review and supported self-evaluation of GME provision, alongside the City of Edinburgh Gaelic Medium Education Plan, with core actions drawing on associated findings and recommended actions. This current plan aims to build on successful development last year and continues to take as a framework the following Quality Indicators:

- 2.2 Curriculum – Learning Pathways
- 2.6 Transitions – Continuity and Progression
- 2.7 Partnerships
- 1.4 Leadership and Management of Staff

Strategic Planning 2018 – 2021

The current project seeks to build upon and strengthen GME provision from birth to 18, with particular focus on improving opportunities across the BGE and building the GME Teaching and Learning Team across the authority. Expansion to date within early years and primary and the resulting predictions for rising roles in GME mean that our current settings will not be able to accommodate growing demand in future years. We are currently working on plans to extend provision in a new secondary setting and a further primary school. In order to meet targets for teaching, support and leadership staff, CEC will need to continue to increase staffing and support enhanced professional development as priorities. Collaboration with other local authorities and partner organisations, coupled with judicious use of digital tools will be key to success in these areas. Increased staffing in JGHS presents opportunities for expansion of the curricular offer within the BGE and into the senior phase over time, provided associated professional development pathways are in place. This also allows us to plan for further improvements in cross-sector work to enhance learner experience across the curriculum, particularly for Gaelic language, Additional Support for Learning and enhanced transitions.

Staffing

Cròileagan

Delivery of GME to c. 150 Pre-three children.

Seven Play Leaders; two with enhanced hours to allow for operational oversight of provision. Provision for under 3s and families takes place at three centres across the city. There are seven Gaelic Speaker play leaders who are responsible for Gaelic language input and planning and organising the content and management of play sessions. Sessions are planned on a 7-week cycle to ensure that all participants are offered the same experiences and activities. Members of the team were funded to attend An t-Alltan in October 2019 for professional development.

Nursery

Delivery of GME to 80 3-5-year olds in Sgoile Araich. Will be 94 in January 2019.

The nursery provides an education which is delivered through Gaelic immersion practice and philosophy, articulated in their vision, values and aims. In the nursery, staff are building on children`s prior knowledge of the Gaelic language for some children who attended the playgroup or have exposure to Gaelic in their family.

We are exploring the inclusion of the nursery class at Bun-sgoil Taobh na Pàirce in the August 2020 plan with the aim of increasing provision from term time to year-round, in line with the Early Years expansion plan; we are working in partnership with Oganan, who have now become a Partner Provider and are able to offer 600 hour entitlement of funded Early Learning and Childcare to children and families.

Primary

Delivery of GME to 311 primary age pupils:

The school and nursery provide an education which is delivered through Gaelic immersion practice and philosophy, articulated in their vision, values and aims. This is further supported by on-site breakfast club and wrap-a-round care delivered by “Oganon,” which also delivers their service through Gaelic immersion. In P4-P7, children learn in English and Gaelic (from 60/40 in P4 to 50/50 at P7). Overview plans have been developed and are in place for Early, First and second level Gaidhlig and English literacy linked to termly planners and centred around developing oral language and Gaidhlig culture.

There is ongoing peer support across the school for staff to deliver the curriculum in Gaelic.

Throughout the nursery and school, all areas of the curriculum are delivered through Gaelic. Native speakers deliver some specialist areas of the curriculum e.g. PE, with staff linked to JGHS.

Increased staffing at JGHS had allowed for a programme of Enhanced Transitions to be piloted this session, with additional staff able to support learning in Gaelic lanaguge and for pupils with additional support needs. This will be expanded and extended into further curricular areas during the course of this plan.

There is very successful expressive arts teaching and learning in the primary school, contributing to the development of skills not only in the expressive arts themselves but also in the development of Gaelic language skills. We aim to fund a 0.5 FTE Expressive Arts teacher in the primary to consolidate and expand access for learners. This fits strategically, articulating with the strengthened offer in this area at the high school, which provides learners with a clear pathway towards national qualifications in an area the SQA are currently considering as an addition to the National Qualifications offered in GME.

The successful promotion of an existing staff member to the post of DHT is a mark of the success of our grow



your own approach to increasing staff capacity in GME, which will need to be supported by continued provision enhanced CLPL for our teaching staff.

Number of teachers: 25 (FTE is 20.12) This number includes part time, full time, specialists, SfL, Gaelic speakers and non-Gaelic speakers

Number of support staff: 3 in admin. team; 5 in nursery team; 7 PSAs (again mixed PT/FT)

ASfL hours: 0.99 fte for both Gaelic and English

Music instructor: 1 day, Patsy Seddon

Clarsach instructor, 1 day, Charlotte Petersen

Principal teacher, Expressive Arts

1 FT PSA -Gaelic language assistant (included in the 7 above)

0.5 EYP (included in nursery team above)

Secondary

Delivery of GME to 136 secondary pupils

9 Teaching staff

Includes 2 CLs

Curricular structure and time table have been put in place to allow all learners to continue learning Gaelic S1 – S6.

Increased staffing allows improved curriculum offer as follows:

S1: Gaelic, Geography, Modern Studies, History, RME, Art, PE, Media/Drama, Science

S2: Gaelic, Geography, Modern Studies, History, RME, Art

S3: Gaelic, History GM

S4, 5, 6: Gaelic

There is provision for ASfL at all levels.

We have previously investigated offering Modern Apprenticeships in our Early Years settings and are keen to fund these opportunities in the coming year.

The growing GME team will continue to be led by the HTs, supported by the new CL, who is now firmly in place offering cross-sector leadership and working with QIO/SLT to take forward development projects linked to expansion, partnerships, DYW, CLPL and resources.

The scale of increase in team members, coupled with the ambitious nature of the improvements in pupil experience and attainment we hope to take forward will create increased operational workstreams. The deployment of a Gaelic Education Development Officer would facilitate most effective use of time and resources.

Career-Long Professional Learning

We remain committed to working collaboratively with colleagues from Moray House and other external partners further to develop pathways for enhanced CLPL for Gaelic medium staff in Edinburgh schools, with opportunities to begin pre-service and continuing through the probationary period, NQ years and supporting career-long development.

We have made strides towards putting in place a continuous, career-long model to support professional development of staff in order to ensure maximum benefit to our learners and the further development of confidence and sustainability within our GME team. In this context, we continue to encourage participation in national events and opportunities, and to develop opportunities to harness considerable local resources to build high-quality, local models for professional development. Following consultation with staff as to their actual needs and continuing our work with partners such as Moray House/Edinburgh University, Fèis Sgoile, Storlann, partner authorities and groups within the local Gaelic community, we have been able to begin to put together high-quality, local professional learning. This session we have already run joint workshops on Gaelic language during Inset days, with input differentiated according to needs of groups of staff. In addition, we organised two away days in September 2019, for the cross-sector BGE team of teaching, leadership and support staff, with a focus on Gaelic Language Literacy Skills. During these sessions, cross-sector working groups were formed and focus areas/on-going tasks for professional development identified. Working groups are now tasked with taking this work forward, with the added benefit of opportunities to expand activity into practitioner enquiry/classroom research. This supports our ongoing plan to establish a strong BGE team identity as we prepare for continued expansion and probable development of further primary and secondary settings for GME in Edinburgh.

We have increased capacity for GME ASfL and plan to continue our work to align the CLPL diet to reflect the need for teaching and support staff to upskill on areas of ASfL. To this end, we plan to continue the development of workshops and tutorials specific to supporting learners in the GME classroom. We plan to carry out this work in partnership with our ASfL team, Educational Psychologists, Pedagogy Team, partner authorities and external agencies.

Partnerships

We have developed partnerships to enhance pupil experience with a range of organisation this session and plan to continue and extend this work. Of note is a new collaboration with colleagues from the Scottish National and Portrait Galleries which aims to create opportunities for senior pupils to support volunteer guides to include Gaelic language in public tours and to train as Young Gaelic Tour Guides. This is a first step towards a wider initiative being investigated by the council around Young Apprenticeships in Languages and Tourism, which it is hoped will involve collaboration with colleagues in FE, other LAs, Visit Scotland and Esgoil. This links GME to innovative practice in wider languages teaching and learning, which forms part of work in Edinburgh schools on the Scottish Government 1+2 Approach to Languages. This is an opportunity to link GME to the wider curriculum and affords GME pupils opportunities to engage in meaningful activity with other successful language learners. The first workshop sessions and public events are planned for January 2020.

Enhanced Transitions

Enhanced transition P7 – S1 has been a major focus during session 2018-19, with JGHS colleagues supporting teaching and learning in primary classes on a regular, timetabled basis. Focus has been on upper primary, with additional support in younger classes. Particular attention has been given to additional support for learning (ASfL), with one JGHS teacher training with primary ASfL specialists and with counterparts in the high school setting. Teachers involved report that this has greatly increased understanding of pupils' needs well before transition and should have tangible impact on ease of transition P7 to S1. We are extending this initiative to incorporate teaching and learning in STEM and Expressive Arts this session. Evaluation of the impact of this work will inform the development of a cross-sector transitions policy this session.

Resources

Having secured finance from additional grant, we now have digital capacity to allow us to access Esgoil in both

our primary and secondary settings. We plan to make ambitious use of this equipment to increase our curriculum offer, form links with other schools, add to our CLPL offer and offer support to colleagues in partner authorities.

It will be important to ensure we are able to support the principal areas for development with appropriate resources, while maintaining current levels of access to necessary equipment. We will aim to invest in resources to support high-quality Teaching and Learning and CLPL for all staff.

Corporate Gaelic Development Officer

To extend the length of CGDO post to provide corporate co-ordination of activity to implement the City of Edinburgh Council's Gaelic Language Plan. The aims of our plan are:

- **Sustainable:** Gaelic is visible, encouraged and has a sustainable future within the City of Edinburgh
- **Confident:** Our communities are supported to be fluent and confident Gaelic speakers
- **Encouraged:** The city's Gaelic culture and arts are nurtured and preserved socially and economically

The CGDO will take a lead role in supporting and co-ordinating the delivery of the strategic aims of the plan, including:

- Strengthening links with the Gaelic Community
- Creating a positive image and environment for Gaelic language and culture
- Improving the visibility of Gaelic and its use in our services
- Promoting and developing joint working with partners and stakeholders
- Securing external funding and identifying innovative approaches to resourcing future activity

GLAIF funding would be combined with additional funds from Scottish Government to cover the costs of a full time Corporate Gaelic Development Officer, employed within City of Edinburgh Council's corporate policy unit, on the basis of a one-year pilot project. At the end of this year CEC would undertake a review of the pilot with a view to continuing the post, subject to the availability of CEC and/or external funding, and evidence of successful delivery of outcomes. Innovative approaches to resourcing future activity, such as shared development capacity across a number of partners and contributors across the city, will also be explored as appropriate.

The Corporate Gaelic Development Officer will act as the Council’s representative on a range of local and national Gaelic groups, including City of Edinburgh Council’s Gaelic Implementation Group, and will be responsible for making linkages to support learning from, and sharing of, best practice.
The CGDO will also be the lead liaison with the Council’s Gaelic Champion, currently Councillor Alison Dickie, and other Elected Members where appropriate.

Breakdown of funding requested:

Maintenance of current provision as funded by specific grant:

Teachers (JGHS 1.0FTE; TnP 1.13FTE (part-year vacancy); instructors PE/Music (0.44FTE)	£79,310
CL Science (SCP6) (equivalent post) following on from participation in Gift course	£62,603
CL Gaelic (SCP3) to co-ordinate secondary provision in transition to GME school	£62,603
PT Expressive Arts (SCP1; 0.5FTE) to build on TnP ‘brand’	£28,471
	£232,987

Non-teachers (DO post (0.59FTE), Nursery Nurse/EYP (0.5FTE), PSA (0.7FTE), Playgroup Supervisors (60 hours))	£101,970
QIEO GME 0.5FTE	£39,295
Non-staffing services, supplies and resources	£13,500
Pupil Transport	£225,378
	£380,143

Funding sought for enhancements in staffing provision:

2 x ASL staff (one primary/one secondary) – Maingrade scale (SCP6)	£103,017
Expansion of EY provision (extension of one post in TnP from 0.5-1.0FTE; two additional posts (Grade 5))	£80,736
Modern Apprentice post (TnP) (Grade 3)	£23,737
2 x GLE staffing (peripatetic (primary and secondary)) – Maingrade scale (SCP6)	£103,017
Extension of CGDO post	£12,000
Education Development Officer GR7 0.59FTE	£25,869
	£348,376

	<p><u>Resources:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Playgroups (6)</td> <td style="text-align: right;">£12,000</td> </tr> <tr> <td>Nursery/Primary School</td> <td style="text-align: right;">£12,000</td> </tr> <tr> <td>Excursions</td> <td style="text-align: right;">£4,000</td> </tr> <tr> <td>Secondary</td> <td style="text-align: right;">£6,000</td> </tr> <tr> <td>GLE</td> <td style="text-align: right;">£6,000</td> </tr> <tr> <td>CLD</td> <td style="text-align: right;">£4,000</td> </tr> <tr> <td>Advertising</td> <td style="text-align: right;"><u>£6,000</u></td> </tr> <tr> <td></td> <td style="text-align: right;">£50,000</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>CLPL (link with University of Edinburgh: (tutors, preparation, delivery and evaluation of courses, materials, venue and subsistence costs)</td> <td style="text-align: right;"><u>£8,000</u> £8,000</td> </tr> <tr> <td>Grand Total</td> <td style="text-align: right;">£1,019,506</td> </tr> </table>	Playgroups (6)	£12,000	Nursery/Primary School	£12,000	Excursions	£4,000	Secondary	£6,000	GLE	£6,000	CLD	£4,000	Advertising	<u>£6,000</u>		£50,000			CLPL (link with University of Edinburgh: (tutors, preparation, delivery and evaluation of courses, materials, venue and subsistence costs)	<u>£8,000</u> £8,000	Grand Total	£1,019,506
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<p>Outcomes (Please describe the expected outcomes of this activity or project)</p>	<p>See above.</p>																						
<p>Promotion (Please describe the promotion how this project/activity currently promote the project (if currently funded) and how you intend to promote the project to achieve growth in the area)</p>	<p>Gaelic Medium Education is promoted on the CEC Education website. There is a specific Gaelic page on the website. Gaelic Medium education is promoted in the literature that is sent to pre-school parents when they are eligible to register their children for nursery. Pre-three Gaelic Medium Education is promoted by parents and play leaders of the pre-three groups. Growth from this level of promotion is consistent year on year. Ongoing programme of maintaining and promoting the profile and delivery of GME throughout CEC literature,</p>																						

	<p>blogs, social media, advertising etc. This supports the steady increase in delivery and demand for GME in Edinburgh. City of Edinburgh Gaelic Language Plan 2017/22 includes development pathways for both GME and GLE in City of Edinburgh. The Council held a recruitment drive in March 2019, along with education providers, responding to challenges in recruiting Gaelic speaking staff. This was supported by the Council’s HR and Communications Teams and Bord na Gaidhlig, who coordinated input from a range of bodies including Edinburgh and Strathclyde Universities and Newbattle Abbey College. A session was held as part of the event to advise current teachers on how to get funding for courses to study Gaelic and be able to teach, or for those who are fluent to get funding to do the Gaelic Teaching course. The event was successful, attended by around 20 people and will potentially be held on an annual basis.</p> <p>We have held a number of public meetings over the past year to keep parents and the wider community informed of developments in Gaelic Education and will continue to engage in this way as we advance our ambitious plans for expansion. We have welcomed the attendance of BBC alba at these events as an effective mechanism to heighten public awareness and participation.</p> <p>We are working with our partners at Scotland’s National Galleries in Edinburgh to support and promote the inclusion of Gaelic in prominent exhibitions, and to normalize the use of some Gaelic languages in tours and events.</p>
Pupil Numbers (Please provide current numbers and targets for pupil numbers in your area)	See above.
Targets (Please provide details of targets for increasing Gaelic Medium Education in your area)	Planning for new secondary and primary setting. Plan to increase nursery provision in line with national plan August 2020.

Please return to: Linda Roberts at linda.roberts@gov.scot



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Name of Authority: The City of Edinburgh	
Authority Contact: Bethan Owen, QIEO Languages 3-18 Email: bethan.owen@edinburgh.gov.uk Telephone Number: 0131 469 3039/07843 504 873	
Name of Project: Delivery of Gaelic Language Education City of Edinburgh	
Status (New/Ongoing/Cross Border): On going (GME provision accessed by pupils from City of Edinburgh, Mid, East and West Lothian catchments)	
Commencement Date: August 1983	
Description (including, staff and pupil numbers, breakdown of costs, National Plan Priorities and Gaelic Language Plan commitments)	<p>Rationale</p> <p>We continue to base development of provision on:</p> <ul style="list-style-type: none"> The three key inter-related sectors of SG National Gaelic Plan <i>Increasing the use of Gaelic; Increasing the learning of Gaelic; Promoting a positive image of Gaelic</i> The Strategic Priorities of the City of Edinburgh Gaelic Language Plan <i>Major focus on Strategic Priority Two: Our Communities are supported to be fluent and confident Gaelic speakers.</i> National Priorities as set out in the National Improvement Framework 2018 How Good is Our School Fourth Edition Quality Indicators <i>Significant progress has been made since 2018 on Quality Indicators 2.2 Curriculum – Learning Pathways; 2.6 Transitions – Continuity and Progression; 2.7 Partnerships and Management of Staff. We will continue to build on this progress.</i> <p><i>Our current involvement in expansion leads us to increase focus on 1.1 Self-evaluation for self-improvement; 1.3 Leadership of Change; 2.3 Learning, Teaching and Assessment; 2.4 Managing Resources to Promote Equity; 2.6 Family Learning and 3.1 Ensuring wellbeing, equality and inclusion. QI 3.2 Raising Attainment and Achievement is a</i></p>

Projected Costs**Staffing:**Maintenance of current provision as funded by specific grant:Teachers

JGHS 1.0FTE	52,503
TnP 1.13FTE (part-year vacancy);	59,328
instructors PE/Music (0.44FTE)	23,101
CL Science (SCP6) (equivalent post) following on from participation in Gift course	73,373
CL Gaelic (SCP3) to co-ordinate secondary provision in transition to GME school	65,678
PT Expressive Arts (SCP1; 0.5FTE) to build on TnP 'brand'	30,276

Non-teachers

DO post (0.59FTE),	23,624
Nursery Nurse/EYP (0.5FTE),	15,717
PSA (0.7FTE),	15,610
Playgroup Supervisors (60 hours))	29,455
QIEO GME 0.5FTE	40,331
TOTAL	428,996

Funding sought for enhancements in staffing provision:

2 x ASL staff (one primary/one secondary) – Maingrade scale (SCP6)	104,910
Expansion of EY provision (extension of one post in TnP from 0.5-1.0FTE; two additional posts (Grade 5)	78,587
Modern Apprentice post (TnP) (Grade 3)	21,797
2 x GLE staffing (peripatetic (primary and secondary)) – Maingrade scale (SCP6)	104,910
Education Development Officer GR7 0.59FTE	24,746
TOTAL	334,950

CDGO part funding	12,000
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Resources:

	CLP	15,000
	Working Group Trips	2,100
	Playgroups	5,000
	Pupil Excursions	5,000
	GLE	6,000
	Advertising	2,000
	TOTAL	35,100
	Pupil Transport	225,378
	Non-staffing services, supplies, resources	13,500
	Adult Gaelic Classes	3,000
	GRAND TOTAL	£1,052,924

<p>Outcomes (Please describe the expected outcomes of this activity or project)</p>	<p>Strategic Planning 2018 – 2021</p> <p>Our plan continues to build on the success of the past two years, seeking to strengthen GME from birth to 18 and into positive destinations. A great deal of energy is being invested into our ambitions for expansion of secondary provision, to improving current teaching and learning within the BGE across sectors and to aligning our EY provision with the national programme, along with our partner provider. Additional focus on developing our 1-3 Croileagan groups will be an important part of our GLP over the next two years, moving us towards increasing engagement with GME across our communities from the earliest stages.</p> <p>Expansion to date within early years and primary and the resulting predictions for rising roles in GME, mean that our current settings will not be able to accommodate the needs of future years. We are currently working on plans to extend provision in a new secondary setting and a further primary school. In order to meet targets for teaching and learning, leadership staff, CEC will need to continue to increase staffing and support enhanced professional development as priorities. Collaboration with other local authority and voluntary organisations, coupled with judicious use of digital tools remain key to success in these areas. Increased staffing in JGHS presents opportunities for expansion of provision within the BGE and into the senior phase over time. This also allows us to plan for further improvements in cross-sector work to enhance learner experience across all sectors, particularly for Gaelic language, Additional Support for Learning and enhanced transitions. As we move forwards with plans for expansion, we will need to focus on the development of a shared ethos, vision and identity for our learners, staff and families as part of a community that values Gaelic language and culture.</p> <p>Mitigating the adverse effects of school closures and on-going risk of prolonged absence for learners and staff having to self-isolate or shield mean we have had to plan for support renewal planning. This has centred around aspects of Health and Well-being, literacy and numeracy, in line with the approach adopted across CEC schools and the Edinburgh Learns pedagogy team. GME settings have had the additional task of seeking to counter the negative effects provoked by a break in continuity of provision, particularly for Gaelic language learning, particularly among our youngest learners. This is heightened by the reality of the vast majority of our families having very little or no Gaelic language practice. Practice in all GME contexts has been adapted to support recovery in this area but there will be an on-going legacy which we need to continue to address strategically in the next session and beyond. We intend to do this through creating roles specifically to support language development across the BGE, through developing our CLP and providing opportunities for staff to engage more fully with Gaelic language and immersive pedagogy, drawing on partnership involvement to enrich learner experience and</p>
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(within the Scottish Government COVID19 Guidelines) and supporting parents with skill and confidence in Gaelic language use.

Cròileagan

Delivery of GME to c. 150 Pre-three children.

Under normal circumstances, provision for under 3s and families takes place at three centres across the city, two community centres and TnaP Primary School. Gaelic Speaker play leaders who are responsible for Gaelic language input, planning and organising content and management of play sessions. Two of the play leaders work additional hours in order to carry out administrative and organisational tasks to support the groups. Sessions are planned on a 5-week cycle to ensure that all parents have the same experiences and activities. We have provision for fluent speakers and for parents and carers with little or no Gaelic language. Establishment closure since we have moved to on-line support for families and has facilitated a period of reflection and discussion around our current offer and how we might look at improvement.

As part of the improvement process, we plan to reinvigorate the committees linked to Croileagan groups, numbers and participation at this level having dwindled. Reinvigoration is a stated aim of our GLP as positive partnership through these committees is key to enhancing parental engagement with GME from the very beginning of the journey to and through school.

We see our 0-3 groups as key to our aim to expand engagement with Gaelic and GME in Edinburgh and this is reflected in the priorities of our GLP 2018-22. We have used this session in order to plan for improved provision over the next two years. First steps towards improvement are underway through ensuring all play leaders have access to CLPL and their own career development. Staff are at various stages of professional development and at differing points in their career pathways, so an individual approach to training and learning opportunities. CEC EY team has begun working with Croileagan team to establish links to EY Training Academy and strengthen the team's professional learning. This may be through SVQ3 models or through a "pick-and-mix" assortment of the different modules/courses on offer which best suit the needs of the team. Some members are opting to engage with opportunities currently on offer through BnaG and Newbattle Abbey College. CEC will support these development opportunities through funding and SG grant.

One of the team successfully completed ITE course in June 2020 and has now embarked on probationary year at TnaP, in line with our Grow Your Own approach. Along the same lines, we are working with EY and DYW colleagues to create opportunities for Foundation and Young Apprenticeships in EY and Child Care, which will involve senior pupils who usually volunteer with Oganan and TnaP to embark on a career in GME 0-5 provision. Croileagan groups would be involved in hosting and supporting these apprentices. We will look at recruiting to add to capacity when we have a clear idea when face-to-face provision can resume.

While COVID19 is limiting what we are able to offer in terms of face-to-face groups, it is allowing the team time to explore digital delivery, to up-skill in their own digital skills, to interrogate and reflect upon current practice and norms and look at options for future development. To support this, we have begun to upgrade digital devices and improve CEC networks. We will seek additional financial support for laptops for the team through SG Capital Grant so that our on-line offer can be extended and improved. Gaelic play has been popular with families and we have carried out a survey of users to better understand preferred modes of delivery. We plan to explore and extend our digital offer.

order to broaden our reach across new communities. To this end, planning for additional promotion and publicity through CEC websites and library platforms h

Initial contact has been made with colleagues in Perth and Kinross to share practice, explore possible collaborative projects and expand resources available to f
first extension of offer). We plan to extend this into skill sharing and joint CLPL.

Work has started to improve alignment of Croileagan curriculum with Oganan and EY at TnaP to increase links and support families to engage with language an
be taken forward in partnership with TnaP and Oganan. One of our Croileagan Team is employed by Oganan and has responsibility for managing the curriculum
collaborative work in this area easier to manage.

We are exploring partnership work with our libraries to extend the reach of the groups and create links in the community through Library Service platforms.

Discussions are underway with BnaG regarding possible funding for a coordinating Development Officer role in session 21-22 to take forward future developme
addition, we are planning to bid for funding to develop a resource for Croileagan teams to use based on activities around songs and music, making use of the sk
team member who is a music specialist. We would seek to top-up this funding through SG grant allocation.

We hope to investigate alternative premises for the groups and plan to discuss possible options for Croileagan being hosted by existing EY settings in various lo
order to extend our physical reach and broaden participation in local communities.

Primary Provision:

Delivery of GME to 311 primary age pupils:

The school and nursery continue to provide an education which is delivered through Gaelic immersion practice and philosophy, articulated in their vision, value
supported by on-site breakfast club and wrap-a-round care delivered by “Oganon,” which also delivers their service through Gaelic immersion. In P4-P7, childre
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There is ongoing peer support across the school for staff to deliver the curriculum in Gaelic. Throughout the nursery and school, all areas of the curriculum are
Increased staffing at JGHS had allowed for a programme of Enhanced Transitions to be piloted last session, with additional staff able to support learning in Gael
with additional support needs. This has been interrupted due to COVID19 but we plan to reinvigorate this work in the new year.

There is very successful expressive arts teaching and learning in the primary school, contributing to the development of skills not only in the expressive arts the
development of Gaelic language skills. We aim to continue to fund a 0.5 FTE Expressive Arts teacher in the primary to consolidate and expand access for learne
articulating with the strengthened offer in this area at the high school, which provides learners with a clear pathway towards national qualifications in an area t
considering as an addition to the National Qualifications offered in GME.

Taking advantage of the current HT altering her working patterns, we have been working with senior education managers to take a fresh look at the SLT structure. This has allowed us to create new opportunities for leadership roles, supporting our philosophy of encouraging growth from within and providing career development pathways. It is also our hope to attract new members of staff to Edinburgh, so we are working with HR and Strategy and Insight colleagues to broaden the reach of advertising.

Number of teachers: 28 (FTE is 23.98) This number includes part time, full time, specialists, Sfl, Gaelic speakers and non-Gaelic speakers

Number of support staff: 3 in admin. Team (1.76 FTE); 7 in nursery team (5.34 FTE); 10 PSAs (6.76FTE)

ASfL hours: 1.1 FTE for both Gaelic and English

Music instructor: 1 day,

Clarsach instructor, 1 day,

Principal teacher, Expressive Arts

1.08 FTE PSA -Gaelic language assistant (included in the 10 above)

Demand for GME at primary level continues to increase, notably from within the catchment local to TnaP, reflecting the high-quality of provision that our team work they carry out to ensure the school is seen very much as part of the local community and an option of choice for local families. A large number of our pupils live at a distance from the school and so travel some distances every day. This has a considerable impact on our budget as transport costs remain high. We continue to explore needs and cost and engage with parents to explore ways of bringing transport costs down. This aligns with city-wide initiatives to encourage more environmentally friendly transport to school. Growth in this sector puts our current accommodation under strain and creative approaches to the best use of spaces available have been employed to date. Issues with acoustics are cited as creating problems for learners and we plan to continue to work on finding solutions to these. Additional provision at primary level in the city forms part of our plans for expansion and we continue to explore the possibilities, in the first instance, around future use of Darroch, but also possible around the proposed Liberton site and the establishment of further GME units linked to existing primary settings.

Secondary:

Delivery of GME to 136 secondary pupils

8 Teaching staff

Includes one CL and one probationer.

Curricular structure and timetable have been put in place to allow all learners to continue learning Gaelic S1 – S6.

Increased staffing allows curriculum offer to continue as follows:

S1: Gaelic, Geography, Modern Studies, History, RME, Art, PE, Media/Drama, Science

S2: Gaelic, Geography, Modern Studies, History, RME, Art

S3: Gaelic, History GM

S4, 5, 6: Gaelic

There is provision for ASfL at all levels.

We plan to pursue Modern Apprenticeship opportunities for senior pupils, linking with our Early Years and Childcare provision.

The growing GME team will continue to be led by the HTs, supported by CL, offering cross-sector leadership and working with QIO/SLT to take forward development expansion, partnerships, DYW, CLPL and resources. Detail of on-going partnership work and community engagement can be found in our Mid-Year Report.

To support learners following considerable breaks in continuity and progression with Gaelic language development and use since school closure in March 2020, development roles to provide targeted support for learners and focussed CLPL on Gaelic language and immersive pedagogy for staff across the BGE.

Secondary Provision Expansion

While expansion of GME across all sectors in Edinburgh is necessarily being considered in a holistic way, the current focus of our work in this area is on secondary provision. In this context, support and guidance from Scottish Government colleagues have been invaluable to date. Their continued active involvement with the project allows us to progress part of this work and to have a very full understanding of the details of our plans, the path we have followed in planning for expansion; of the hurdles we have encountered and the solutions we have sought to bring to the table in order to avoid further hindrance and to allow progress to be made. A summary outline of the situation to date is included in the Mid-Year Report submitted earlier this year.

We are currently engaged with an Informal Public Consultation to communicate recent developments and to gather views from parents and the general public. A series of public meetings have been held to date and a full Outcome Report will be published late 2020 or early 2021. The City of Edinburgh Council's preferred option is for the new GME secondary on the site of Liberton High School, as part of the re-development of the Liberton Campus. We plan to move to Statutory Consultation of this option in early 2021, with a view to opening the new school in session 2025. The consultation and planning process will involve the full range of stakeholders, with pupils, families and staff at the heart of the process, through a framework of working groups focussed on central issues such as transition, building design and curriculum design/enrichment. Through this process we will continue to engage with networks across Scotland to draw on the experience and expertise of colleagues from other school settings, local authorities, Education Scotland and Gaelic bodies such as BnàG and parent groups. As we move towards Statutory Consultation, engagement with stakeholders and partners through working groups will continue to shape out a detailed route towards establishing the new school. As part of consolidating working groups and gathering information, a series of visits to GME settings across the city will be undertaken.

authorities will take place once SG Guidelines permit.

Career Long Professional Learning

We remain committed to ensuring all staff have access to a continuous, career-long model of CLPL to support professional development of staff in order to ensure our learners and the further development of confidence and sustainability within our GME team. In this context, we continue to encourage participation in national opportunities, and to develop opportunities to harness considerable local resources to build high-quality, local models for professional development. COVID19 has impacted on sector groups have been unable to function in the usual way, but work continues via digital for the time being. Our focus remains on Gaelic language and immersion. We continue to build on the success of our local, in-house provision, while extending our offer to include collaboration with colleagues in other LAs through Esgoil a' Bhàrr in partnership with Newbattle Abbey College. In the primary we plan to offer enhanced support to the small group of teachers with lower levels of skills and confidence in order to improve practice in Gaelic literacy and immersive pedagogy. The newly created BGE DO role will contribute to this support. Very well-received opportunities to participate in Gaelic Language learning have led to two members of JGHS EME staff pursuing further learning in Gaelic, with a view to moving into GME teaching. We continue with this and to offer financial support through the grant to colleagues willing to commit to a similar pathway. These opportunities need to be made more widely available to all staff through our Edinburgh Learns framework.

Adult Gaelic Classes

We continue to offer Gaelic Language classes for adults through an increased network of opportunities and plan to continue this work throughout the next session. Opportunities include:

Free evening classes for CEC employees – Currently 28 participants at two levels

Free lunchtime classes for CEC employees – 67 participants to date

YouTube Gaelic Course for CEC staff 1,500 + views to date

Learning page on CEC website – data not available

Adult Learning Programme Gaelic Classes Beginners up to advanced levels – 144 current participants

GLE

We plan to work in partnership with SEIC LAs and Newbattle Abbey College to provide and promote GLE L3 resources and training using our ESGOIL set up.

Our new 1+2 DO will be able to support schools with GLE.

JGHS GME staff plan to offer GLE opportunities to pupils in other secondary schools.

<p>Promotion (Please describe the promotion how this project/activity currently promote the project (if currently funded) and how you intend to promote the project to achieve growth in the area)</p>	<p>CGDO and Capital Gaelic</p> <p>The work of our CGDO has greatly enhanced our engagement with communities and our ability to promote Gaelic activity across Edinburgh and neighbouring areas. We are currently working on creating a framework to provide cohesion for Gaelic activity across the city and increase opportunities to promote our activity. This plan, “Capital Gaelic”, is viewed as an articulation of our partnership approach and a logical next step for Gaelic development across the city. The vision is for a co-ordinated, multi-agency approach to developing and implementing Gaelic plans across stakeholders, building on opportunities to attract tourists and visitors and to broaden our reach to support the regeneration of Gaelic language and culture in Edinburgh needs to have solid, dynamic links to bodies engaged in cultural activity, tourism, business and industry. A project for Gaelic Medium Education (GME) in the city is a potential driver for increased community engagement and for a significant increase in public interest in Gaelic activity in Edinburgh, both locally and further afield. The CGDO has been working alongside education colleagues in driving forward a great deal of collaboration to enrich the learner experience and to forge meaningful, sustainable links with partner bodies. The success of these endeavours to date has created a level of momentum that now needs to be managed and coordinated centrally in order to be synchronised into the Capital Gaelic vision. While colleagues in education need to continue to develop this work, the role of the CDGO will be vital in continuing to strengthen networks, to apply expertise and knowledge in securing financial backing and support in Gaelic language and culture city-wide.</p> <p>We hope to extend the CGDO post beyond March 2021 through raising funds through this grant bid, funds from BnaG and from partner organisations through the Capital Gaelic Framework. We have agreed to submit an early bid to BnaG and are in the process of inviting participation from local key organisation at an initial short life working group.</p> <p>Details of CGDO work to date can be found in our Mid-year Report.</p> <p>Further Promotion Activity</p> <p>Promotion of Croileagan activity through library networks, parent group websites and CEC websites and links with parents in TnaP.</p> <p>Increased publicity through posters and leaflets planned as part of refresh of Croileagan service.</p> <p>GME included in enrolment publicity for P1 on CEC website and communication with families through primary schools.</p> <p>Promotion of school activity through regular communication with parents and wider communities and connection with BBC Alba, and through our media team.</p> <p>Use of CEC and school websites/social media and Croileagan social media to promote activity.</p>

	<p>Gaelic Medium Education is promoted on the CEC Education website. There is a specific Gaelic page on the website. Gaelic Medium education is promoted in the literature that is sent to pre-school parents when they are eligible to register their children for nursery. Pre-three Gaelic Medium Education is promoted by parents and play leaders of the pre-three groups. Growth from this level of promotion is consistent year on year. Ongoing programme of maintaining and promoting the profile and delivery of GME throughout CEC literature, blogs, social media, advertising etc. This supports the steady increase in delivery and demand for GME in Edinburgh. City of Edinburgh Gaelic Language Plan 2017/22 includes development pathways for both GME and GLE in City of Edinburgh.</p>
<p>Pupil Numbers (Please provide current numbers and targets for pupil numbers in your area)</p>	<p>Croileagan Groups c. 150 children</p> <p>TnaP Primary 478 pupils (413 school, 65 nursery)</p> <p>JGHS – 124 pupils</p> <p>Targets for growth are difficult to predict as we operate a city-wide catchment. Our intention is for enough growth to continue at a rate which will sustain at least one new primary setting, and the planned secondary school.</p>
<p>Targets (Please provide details of targets for increasing Gaelic Medium Education in your area)</p>	<p>Details of plans for expansion of secondary are given above. This is part of a wider plan to expand GME from Croileagan upwards, including a first new primary setting at the same time as our new secondary provision, in 2025. Long-term planning would see the opening of further primary and EY settings, either as new provision, or as units within existing primary settings and EY establishments. Part of the appeal of the Liberton sight proposed for our new secondary school is the availability of space which could accommodate further primary and EY provision in future.</p>

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Please return to: Emma MacLeod at emma.macleod2@gov.scot



APPLICATION FOR THE SCHEME OF GAELIC SPECIFIC GRANT FOR GAELIC EDUCATION 2022/22

Name of Authority: The City of Edinburgh	
Authority Contact: Bethan Owen, QIO Languages 3-18 Email: bethan.owen@edinburgh.gov.uk Telephone Number: 07843 504 873	
Name of Project: Delivery of Gaelic Language Education City of Edinburgh	
Status (New/Ongoing/Cross Border): Ongoing (GME provision accessed by pupils from City of Edinburgh, Mid, East and West Lothian catchments)	
Commencement Date: August 1983	
Description (including, staff and pupil numbers, breakdown of costs, National Plan Priorities and Gaelic Language Plan commitments)	<p>Rationale</p> <p>We continue to base development of provision on:</p> <ul style="list-style-type: none"> The three key inter-related sectors of SG National Gaelic Plan <i>Increasing the use of Gaelic; Increasing the learning of Gaelic; Promoting a positive image of Gaelic</i> The Strategic Priorities of the City of Edinburgh Gaelic Language Plan <i>Major focus on Strategic Priority Two: Our Communities are supported to be fluent and confident Gaelic speakers.</i> National Priorities as set out in the National Improvement Framework 2021 How Good is Our School Fourth Edition Quality Indicators <i>Significant progress has been made since 2018 on Quality Indicators 2.2 Curriculum – Learning Pathways; 2.6 Transitions – Continuity and Progression; 2.7 Partnerships and 1.4 Leadership and Management of Staff.</i> To take forward the aims of the national Gaelic Plan and the strategic priorities within Edinburgh's Gaelic Languages Plan, we continue to expand our provision in our current settings, while plans for ambitious expansion are being developed in discussion with Scottish Government. <i>For details of our planned activity for 2022-23, please refer to our current Gaelic Language Improvement Plan, a draft of which is in attachment.</i>

Current Provision Learner Numbers

0-3 Groups: 55 children/50 families

Nursery: 40

Primary: 389

C1 59

C2 57

C3 70

C4 55

C5 68

C6 41

C7 39

Secondary: 157

S1 53

S2 41

S3 27

S4 20

S5 14

S6 2

Current Provision Staffing:

0-3 Groups: 4 Playgroup Leaders (recruitment underway for additional staff)

Nursery and Primary:

Teachers 21.77FTE

PSAs 7.12FTE

Admin team 1.72FTE

EY team 5.65FTE

Teaching Staff	Support Staff	Early Years Staff	Other
HT 1	Business Manager 1	EY Officer 1	Clarsach Tutor 1
DHT 2	Administrator 1	EY Practitioner 4	Music Tutor 1

PT	2	Clerical Assistant	1	EY Assistant	1	
Teacher	23	PSA	10	EY Domestic Support	1	
Probationer	0					
	28		13		7	2
School	43	Nursery	7			

Secondary:

Gaelic	1.5 FTE
History/Social Studies	1.0 FTE
Science CL	1.0 FTE
PE	1.0 FTE
Art	Part time
Media & Drama	Part time
RME	Part time

Overview and Funding Sought

Croileagan

Over the remainder of this session, we plan gradually to expand the currently reduced service, so we are back to at least pre-covid offer of sessions for August 2022. We are putting recruitment in place for new playleaders to increase team capacity accordingly. Learning over the past two years has benefited in two main areas: use of digital to support families and greater use of outdoor learning. The team identified and secured use of a new venue in Leith area, which is part of a social enterprise project. The venue is next to one of our primary schools, so has potential to cater easily for a new cohort of families. It is also close to TnaP, so convenient for local families, school drop off and facilitates continued links with the school. We are planning to look for a new indoor venue in south of city for next session but will continue to run outdoor sessions in that part of the city. We are also hoping that discussions with library service will come to fruition once library premises are returned to mainstream use and that we will be able to run additional groups across the city through that network. Costs associated with new venues are currently met through committee funds and the plan is to apply for assistance with this from BnaG in the longer term. **Staff costs previously met by SG Grant will be absorbed into mainstream local authority funding from next financial year, 2022.**

Work to refurbish the Old Janitor’s House at TnaP is underway, supported y Scottish Government Capital Grant. This will provide a base for Croileagan and additional flexible space for EY and primary learning and teaching. The project is scheduled for completion for session 2022-23.

Primary Provision

The school and nursery continue to provide an education which is delivered through Gaelic immersion practice and philosophy, articulated in their vision, values and aims. This is further supported by on-site breakfast club and wrap-a-round care delivered by “Oganon,” which also delivers their service through Gaelic immersion. In P4-P7, children learn in English and Gaelic (from 60/40 in P4 to 50/50 at P7). Overview plans have been developed and are in place for Early, First and second level Gaidhlig and English literacy linked to termly planners and centred around developing oral language and Gaidhlig culture.

There is ongoing peer support across the school for staff to deliver the curriculum in Gaelic. Throughout the nursery and school, all areas of the curriculum are delivered through Gaelic. Greatly reduced access to fluent Gaelic speakers has had negative impact on pupils’ fluency and confidence with the language and poses risks to attainment for many. We are seeking to limit this negative impact through the strategic deployment of fluent Gaelic speaking staff, volunteers and parents in school and through our collaboration with JGHS and other external partners. Increases in PSAs, ASL, additional teaching hours and cross-sector deployment will support this work. Engagement with professional learning opportunities to improve staff fluency and confidence with Gaelic and knowledge of immersive pedagogy will also be of strategic importance.

Our philosophy of encouraging growth from within and providing career development pathways for teaching staff has allowed our team to grow in strength and experience and we now have a full and stable SLT in place. It is also our hope to attract new members of staff to Edinburgh, so alongside engaging with national Gaelic and education networks, we continue to work with HR and Strategy and Insight colleagues to broaden the reach of advertising.

There is very successful expressive arts teaching and learning in the primary school, contributing to the development of skills not only in the expressive arts themselves but also in the development of Gaelic language skills. We aim to continue to fund a 0.5 FTE Expressive Arts teacher in the primary to consolidate and expand access for learners. This fits strategically, articulating with the strengthened offer in this area at the high school, which provides learners with a clear pathway towards national qualifications in an area the SQA are currently considering as an addition to the National Qualifications offered in GME. **This will be absorbed into mainstream funding from session 2022-23.**

Primary Expansion

We plan to expand our primary provision over the coming years, introducing GME to new settings to ease accessibility for families across the city. We are exploring possibilities including units attached to existing

schools and the inclusion of 0-18 provision in our expansion of secondary provision. Workforce planning is required for each scenario as additional staff will need to be upskilled and recruited. This is reflected in the funding requirement outlined for staffing below.

Secondary Provision

Current Curriculum:

S1/S2 - Gaelic, Geography, Modern Studies, History, RME, Art, PE, Media/Drama, Science

N4/5 -

S3: Gaelic, History (GME), Modern Studies (GME)

H/AH – Gaelic (Partnership with Edinburgh College)

There is provision for ASfL at all levels. One member of teaching staff is timetabled to shadow ASfL colleagues with a view to leading ASfL for GME in future years.

We are working with colleagues on a national network to explore opportunities to widen and enrich our senior phase offer.

A music teacher currently following Gaelic Immersion at Glasgow University is expected to join the GME team from June 2022.

Staffing:

We plan to increase staffing incrementally as we move through the phases of transition to the new setting. The first phase of transition is session 2021-22, with a focus on supporting the return to school-based learning, renewal of the curriculum and increased support for engagement with language. The second phase will begin in August 2022 when GME moves to our Darroch annexe. We will aim to manage transition strategically to avoid excessive loss of time for staff and students as they travel between Darroch and the main campus. This will involve a year-on-year increase in team capacity, with the addition of a DHT for GME, a second CL and additional teaching and support staff from August 2022 and further staff in subsequent years. To achieve the necessary increase in capacity we plan to:

- Work with GTCS colleagues to identify and support existing local teachers keen to transition into GME

- Continue to engage with opportunities to fund Gaelic Immersion opportunities for existing staff and CEC secondary teachers in other settings who are well-placed to upskill in Gaelic language
- Support probationers in schools
- Work with other LA colleagues to build a Gaelic Language Assistant role
- Pursue Modern Apprenticeship opportunities for senior pupils, linking with our Early Years and Childcare provision.

The growing GME team will continue to be led by the HTs, offering cross-sector leadership and working with QIO/SLT to take forward development projects linked to expansion, partnerships, DYW, CLPL and resources. Detail of partnership work and community engagement can be found in the attached Gaelic Language Improvement Plan.

To support learners following considerable breaks in continuity and progression with learning and with Gaelic language development and use, we plan to create development roles to provide targeted support for learners and continue to offer focussed CLPL on Gaelic language and immersive pedagogy for staff across the BGE. The language gap is particularly prevalent in our S1 cohort and additional PSA recruitment is underway to support these learners. We will also create posts for cross-sector Pupil Support to enhance pupil well-being, particularly at points of transition.

Secondary Provision Expansion

We are currently working with the Scottish Government to clarify plans for the expansion of GME provision across the capital. This will involve new provision for Early Years, Primary and Secondary learners. We plan to continue our close engagement with networks across Scotland to draw on the experience and expertise of colleagues from other school settings, local authorities, Education Scotland, Scottish Government, Gaelic bodies such as BnaG and parent groups. As we move through further informal consultation and towards Statutory Consultation, engagement with stakeholders and partners through working groups, will allow us to map out a detailed route towards establishing the new school. As part of this work, a series of visits to GME settings in Glasgow and other authorities, as well as to immersive settings in Wales, will take place once Government Guidelines permit.

GLE

We plan to work in partnership with SEIC LAs and Newbattle Abbey College to provide and promote GLE L3 resources and training using our ESGOIL set up.

Our 1+2 DO will be able to support schools with GLE.
JGHS GME staff plan to offer GLE opportunities to pupils in other secondary schools.

Adult Gaelic Classes

Classes, led by our Capital Gaelic Development Officer and external tutor, continue to be popular and are well attended. **Funding for these classes has been mainstreamed from April 2022.**

Class	Participants Autumn/Winter 2021
CEC Adult Classes for staff	26 in 2 groups + waiting list
Lunch and Learn	24 + waiting list
Well-being Road Show Taster	23
City of Edinburgh Councillors Taster	19

Capital Gaelic Development Officer (CGDO)

Our CGDO took up post in November 2021 and will build on the work of the previous supporting role of the Corporate Gaelic Development Officer. The post is part-funded by National Libraries of Scotland and forms the core of the Capital Gaelic Network, which we plan to extend to involve other national bodies, such as National Museums, National Galleries and Visit Scotland and key local bodies with Gaelic Language Plans, such as Edinburgh College, Edinburgh University, and our local Chamber of Commerce. Building and strengthening this network will be the main focus of the 2021-22 workplan for the post. This will consolidate vital connections for Gaelic activity between education, economy, culture and tourism.

Projected costs for 2022-23 and 2023-24:

Staffing: To build capacity within our teams in preparation for expansion of provision over the coming years we would seek funding to support the following posts:

Primary Staffing

Post	FTE	Average Cost	2022-23	2023-24
EYP (GR5) To support	1.0	£31,900	2 @ £31,900 =	2 @ £31,900 =

new nursery provision.			£63,800	£63,800
Teacher Backfill Immersion	0.2	£10,552	1 @ £10,552	1 @ £10,552
Language Support/Transition Teacher	1.0	£52,760	1 @ £52,760	1 @ £52,760
PSA (GR4)	1.0	£26,600	Mainstream	Mainstream
Ex Arts PT	Contribution	£6,000	Mainstream	Mainstream
PT for new primary provision	1.0	£63,000	2 @ £63,000 = £126,000	2 @ £63,000 = £126,000
ESA (GR4) To support new nursery provision.	1.0	£26,600	2 @ £26,600 = £52,000	2 @ £26,600 = £52,000
		Totals:	£305,112	£305,112

Secondary Staffing

Post	FTE	Average Cost	2022-23	2023-24
DHT	1.0	£82,659	1 @ £82,659	1 @ £82,659
CL	1.0	£69,380	1 @ £69,380	2 @ £69,380 = £138,760
Pupil Support Lead	1.0	£65,671	1 @ £65,671	1 @ £65,671
SFL	1.0	£52,760	1 @ £52,760	1 @ £52,760
Teachers	1.0	£52,760	4 @ £52,760 = £211,040	5 @ £52,760 = £263,800
Probationers	1.0	£36,022	1 @ £36,022	1 @ £36,022
Teacher Immersion Backfill	0.2	£10,552	2 @ £10,552 = £21,104	2 @ £10,552 = £21,104
		Totals	£538,636	£660,776

Officers

Post	FTE	Cost	2022-23	2023-24
QIEO	0.5	£43,000	1 @ £43,000	Mainstream

EY GME DO	0.2 (BnaG 80% funded)	£8,000	1 @ £8,000	1 @ £8,000
Capital Gaelic DO	Contribution	£12,000	1 @ £12,000	1 @ £12,000
		Totals:	£63,000	£20,000

Adult Learners

Item	Quantity	Cost	2022-23	2023-24
CEC Adult Gaelic Classes	Various	£3,000	Mainstream	Mainstream
		Totals:	£0	£0

Resources

Resource	Quantity	Cost	2022-23	2023-24
CLPL	Various	£10,000	£10,000	£10,000
Recruitment Event/Workshops	Various	£1,000	£1,000	£1,000
Promotional Video	1	£5,000	£5,000	£5,000
Working Group Trips	Various	£2,500	£2,500	£2,800
Pupil Excursions	Various	£5,000	£5,000	£5,000
GLE	Various	£5,000	£5,000	£5,000
Advertising	Various	£2,000	£2,000	£2,000
		Totals:	£30,500	£30,500

Transport

Item	Quantity	Cost	2022-23	2023-24
Pupil Transport	Various	£225,378 (2021-22)	£225,378 *	£225,378*

	Session:	2022-23	2023-24**
	Grand Total:	£1,162,626	£1,242,766
	<p><i>*Cost shown reflects 2021-22 figure. New predictions to follow for relevant sessions.</i></p> <p><i>**Inflation/pay increases not accounted for.</i></p>		
Outcomes (Please describe the expected outcomes of this activity or project)	<p>The planned outcomes of this project are:</p> <p>To expand the service and so increase the use and learning of Gaelic in the city. To improve sustainability within the service through increasing workforce capacity. To continuously improve practitioners' and families' skill and confidence with Gaelic. To continuously improve immersive pedagogy to raise attainment and improve learner experience. To increase the visibility of and engagement with Gaelic language and culture in the city.</p>		
Promotion (Please describe the promotion how this project/activity currently promote the project (if currently funded) and how you intend to promote the project to achieve growth in the area)	<p>We plan to publicise our provision and related activity through:</p> <p>Creating a promotional video of different aspects of our service for use with families and potential members of the school teams. We will organise public consultation connected to service expansion. School and community stakeholders will be involved in a process of Learner-led Consultation around curriculum design as part of the expansion and transition process. National and local media, school and council websites and social media. Regular engagement with families and community groups/members. Capital Gaelic network and activity. Regular community events.</p>		
Pupil Numbers (Please provide current numbers and targets for pupil numbers in your area)	<p>Pupil numbers in section 1. above. Continued growth projected. Evidence of additional parental interest in new primary provision from P1 registration events this term. Croileagan attracting new families, post COVID. Publicity around new secondary school will raise the profile of the service.</p>		
Targets (Please provide details of targets for increasing Gaelic Medium Education in your area)	<p>We aim to increase GME substantially:</p> <p>New dedicated secondary school, 2025/2027, depending on SG support. New primary provision as units attached to existing schools or as part of new 3-18 campus.</p>		

	New EY provision, 0-5.
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Please return to: Stuart Pescodd at Stuart.pescodd@gov.scot

