**Context**

The JGHS roll continues to grow and, from August 2021, projections showed that we would breach the current 1450 capacity. To address this, we have a £10 million redevelopment of Darroch in progress to create a GME School with additional overflow for other subjects from JGHS. Despite considerable efforts to reduce the impact of COVID on the project, it was not possible to meet the August 2021 deadline. It is on track for Spring 2022. Subsequently, our contingency planning is a top priority. JGHS staff are working closely with officers from CEC to plan and prepare. Between June 2013 and August 2016, the Darroch building was used successfully as an annexe by JGHS to accommodate learning and teaching whilst the new school was being built.

**Initial key questions:**

1. What is the increase next year to our school roll? **120 pupils approx.**
2. Can we fit everyone on our existing site next year? **Based on the timetable this year and taking into consideration the additional classes we will need to accommodate next year, there will be some periods on the timetable where we will not have enough classrooms available.**
3. Can we make the timetable more efficient? **There is space for us to squeeze in places, but we must be careful to ensure we find a balance between maximising the efficiency of the timetable and maintaining our current breadth of available courses.**
4. How many periods are allocated to each senior school course per week and what modes of delivery are currently used? **Some courses are delivered on 3 or 4 periods where student numbers are low, and a mix of delivery modes is used linking into skills on which blended learning was built. Where class sizes are larger, 5 periods are allocated and again a mix of delivery strategies are used over these periods. This has potential for further investigation as not all modes of delivery are reliant on a classroom.**
5. What support can the council offer us in contingency? **Some of this will be financial or resource based but additional traditional classroom accommodation will not be possible within the required timeframe due to limitations on our current site.**
6. How are contingency plans being developed, evaluated, and agreed?

   **Stage 1 – Staff working group working with Council officers**
   - **Small staff working group to consider viability of assorted options. Pros and cons from these collated and shared with the Council to ascertain viability and create a list of required resources.**

   **Stage 2 – Staff and Students**
   - **Sharing viable options with school staff and senior students and discussion of concerns, barriers, additional resources required.**

   **Stage 3 – Parents and other relevant stakeholders**
   - **Once we have viable contingency plans with support from staff and student feedback and we are confident we can deliver via resources provided and protect the attainment and health and wellbeing of all, then it is time to share with parents and relevant stakeholders.**

   **Thereafter – All school stakeholders**
   - **Address all concerns / queries raised and monitor / feedback on progress throughout.**

Developments are ongoing in response to feedback and changing circumstances. We will share updates at regular intervals to share progress of our planning and proposals.

We must ensure that as we prepare for next year and in our planning for future capacity pressures, we protect the educational experiences and outcomes for our students and maintain our opportunities for achievement and attainment.

**The pros and cons of various strategies investigated along the way:**

| Strategy | What does this look like for our subjects/faculties | Pros | Cons | Likelihood |
|---|---|---|---|---|
| Reduce choice | Some courses no longer run as the numbers are too low. Students are recourse into alternative courses where spaces exist | This releases additional classroom spaces and can increase numbers in other subjects to improve cost efficiency of courses running | Reduction in breadth of courses offered. Can impact staffing in departments. Can limit progression pathways. Can be damaging in smaller departments | Some squeezing is likely, but we are trying to minimise any negative impacts of this on student choice, to protect smaller departments and keep progression pathways open by looking at other strategies |
| Reduce periods taught in classrooms but keep period allocation per subject the same<br><br>Flexible digital learning (FDL) | Students still receive the same number of teaching periods on per subject on timetables but some of these will be online (if uptake is low and the number of periods is already reduced then it will not be reduced further) | Allows courses with smaller uptake to still run. Releases much needed classroom space. Students further develop skills essential for Uni/College (e.g. independent learning and ICT) | Less classroom teaching time with all students present – however, could still offer small tutor sessions to students during this time. Risk of students not engaging with online lesson resources/activities set | Very likely for Adv H Classes to be able to reduce the impact of other strategies and allow us to maintain our current provision on our current campus |
| Maximise class sizes in S3-6 following course choice | Class sizes are kept above a minimum level (e.g. if 22 students choose Chem then 2 are recourse rather than creating an extra class) | Frees up classroom capacity | Some pupils may need recourse to and so they will not get their first choice | Very likely (already occurs a bit) but careful balance to be found |
| Bilevel classes (very common in other schools with smaller school rolls) | An increase of the number of subjects running bilevel classes e.g. NAT3/4/5, NAT5/H or H/AH classes | Increases viability for courses with low numbers at different levels | Can be difficult to deliver due to mismatched course content. Older students often get less attention due to their ability to work more independently | Already happening in some areas where course content aligns well. Departments may have to make some tricky choices to run bilevel or not run when numbers are very low. Will minimise impact of this wherever possible |
| Multiuse rooms | Use of specialist rooms as general classrooms e.g. ART, FHT, SCI, ICT rooms | Increases number of teaching spaces | Consideration into protocols to protect folio work and maintain H&S | Already happening and likely to continue but obviously avoided where possible |
| New delivery methods | Possible flexible digital learning | Departments decide which | Reduced classroom time and essential | Very likely but strategies to be led by |

| | alternatives (FDL) to traditional course delivery e.g. twilight, tutor groups, recorded video lessons | delivery methods best suit their subject area where changes are needed | to have systems for tackling a lack of engagement | department staff and students and limited to Adv H |
|---|---|---|---|---|
| Additional spaces created | Use of forum, theatre, cafeteria, etc as tutor spaces for smaller classes or support sessions for FDL | Areas to be made more suited to new functions – tables, seating, etc increasing ability to offer more support | Can be noisy or lack privacy so careful consideration into which spaces are used for which activities would be essential | Likely for tutor sessions or S6 workspaces |
| Supporting ICT/devices | All pupils in S5-6 to have device | Increase equity, independent learning and digital literacy of students providing them with skills for life, work, and future studies | Would need staffing to support school with digital roll out (DHT-JW, tech 5 days and admin support) | Essential if we are to drive forward alternative delivery methods such as FDL and digital strategy whole school |
| Development time | Time for development of contingency strategy | One period per week for all staff for planning the best way forward to deliver the chosen contingency suited to the needs of each subject | NA | As above |
| Digital Hub space | Accommodation for students/staff to use when delivering flexible digital learning periods (FDL) | Space for pupils/staff to work and access Wi-Fi reducing pressure on current campus | Would need carefully managed, supervised, and planned | As above |

**FAQ**

1. Why can't we have more TUs (temporary units)? Not enough time due to limitations of COVID on development and construction industry and the site is limited for viable space.
2. What about outdoor classrooms? Again, too short of time for construction but worth looking into for future – not a solution but a very useful additional resource.
3. Where will the pupils go if they have periods of FDL? Either home or to a digital study hub space.
4. Would teachers lead live or recorded lessons for periods of FDL? Each department will have different strategies which best suit the needs of their subject. These strategies will be planned and shared in advanced of June with parents and pupils so that they are aware of the rationale supporting the choice of delivery method for the two hours teaching and learning out with classrooms. Based on staff feedback so far, these may include recorded lessons, individual or small group tutoring sessions, independent student led tasks, flipped classroom activities, excursions, live lessons etc.
5. Would pupils have to login during the exact same period times during FDL? No, there will be plans made with students about how each subject will manage the time to best suit the requirements of

their courses. If live lessons are done, they will be recorded to allow flexibility of access for those who require it.

6. Do staff/students have to be in school? No, they can be at home, hub or in school as suits.
7. Why haven't parents been consulted before now? We needed to know our options, ask staff what best suits the delivery of their courses, seek student opinions, and have knowledge of what resources the Council could provide before we could share anything meaningful with parents. There is still plenty of time to address concerns raised and feedback will be gathered during the year as things are monitored.
8. Can students meet with their teachers during FDL periods? Yes – tutor time for individual students or small groups can absolutely be carried out on school premises – areas to be set out for this in planning stages.
9. Will this be a permanent change to delivery modes? As with anything new we will be tracking and monitoring as we go to develop the best way forward in future years. It certainly may enable us to offer a greater range of courses without the limitation of classroom spaces in future. However, we will then have additional classrooms available in Darroch as well so options to consider based on experience.
10. What about devices? All S5-6 students will be provided with a keyboard and new iPad (with increased split screen functionality) and all staff as well. This will ensure equity across the year group. Also, staff will receive training and devices early to allow time for preparation and development of resources before new courses start.
11. What about Wi-Fi and system speeds? We will be requesting a full-time tech on site to ensure smooth running of online devices - students without Wi-Fi at home will contact the school as always via their PSL so support can be provided.
12. What if we do not develop FDL? There would be a significant impact on the curriculum as mentioned above – more courses cut, higher numbers of pupils required to recourse, impact on smaller departments damaging, progression pathways halted etc.
13. Will it be for all subjects? All AH courses are likely to be involved and reduced allocation for smaller course uptake continued as it is currently.
14. What if I need to do practical? Classroom periods will be used. For AH Investigations, senior students work at the back of other classes or in designated spaces as happens already. There could be alternatives such as twilight sessions depending on the needs of the departments and students.
15. Will it be for Highers as well? We would avoid Higher wherever possible; however, it will occur where course numbers are low as it currently does already.

**Pupil Survey Information**

We asked the current S6 Advanced Higher Students for their views. The results of this are collated for you to view. Groups of S6 AH students were chosen as they have experience of the AH courses and a better understanding of the differences between Higher and AH workload and content. We will subsequently be seeking the views of the current S5 once things have settled a little (they have just had their prelims cancelled and are awaiting updates from SQA over how their grades will be determined and so adding to this is not appropriate at present).

One important thing to note is that the S6 pupil AH survey was carried out in winter following the first period of home learning in Spring. Since then, we have entered our second period of home learning and there has been a marked increase in pupil engagement with more live lessons and staff and pupil confidence in technology has increased. Not only will this better prepare us for any online contingencies next year, but we also feel that the feedback from students would be more positive if we were to carry it out now. We will continue to gather student views and share our findings.