

**Language Models in Gaelic-medium
Pre-school, Primary and Secondary Education**

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CONTENTS	Page
Acknowledgements	iii
Summary	iv
1. Introduction: Existing classifications for Gaelic-medium education	1
1.1 Pre-school (3-5 years)	1
1.2 Primary school (5-12 years)	2
1.3 Secondary school (12-18 years)	3
2. Data and Methods	5
2.1 Questionnaire development	5
2.2 Survey administration	6
2.3 Methods of analysis	8
3. Results	9
3.1 Patterns of language use in Pre-schools	9
3.1.1 Curriculum	9
3.1.2 School-based language use (outwith the classroom)	11
3.1.3 Extra-curricular areas	13
3.1.4 Formal communication by the school to parents	14
3.2 Patterns of language use in Primary schools	14
3.2.1 Cluster analysis	14
3.2.2 Characteristics of the clusters: curriculum	18
3.2.3 Characteristics of the clusters: school-based language use (outwith the classroom)	23
3.2.4 Characteristics of the clusters: extra-curricular areas	28
3.2.5 Characteristics of the clusters: formal communication by the school to parents	30
3.3 Patterns of language use in Secondary schools	31
3.3.1 Curriculum	31
3.3.2 School-based language use (outwith the classroom)	34
3.3.3 Extra-curricular areas	36
3.3.4 Formal communication by the school to parents	37
4. Summary and conclusions	38
4.1 Pre-schools	38

4.2 Primary schools	38
4.3 Secondary schools	39
4.4 Overall conclusion	39
4.5 Future research	39
References	41
Appendix 1: Cluster Analysis: procedure and results	43
Appendix 2: Tables of results	46
Appendix 2.1: Pre-schools (language use responses as percentages)	46
Appendix 2.2: Primary schools (scaled responses)	49
Appendix 2.3: Primary schools and secondary schools (language use responses as percentages)	59
Appendix 3: Questionnaires (in Gaelic and in English)	64
3.1 Pre-school	64
3.2 Primary school	73
3.3 Secondary school	85

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Summary

Context and background

1. The report describes patterns of Gaelic and English language use in Gaelic-medium pre-school, primary school and secondary school providers in Scotland. Evidence is given on language use in the classroom and in other areas of the school environment. The project was funded by Soillse and the Scottish Government.
2. Gaelic-medium education has developed within a policy framework which grants the local authority and the school flexibility with regard to Gaelic and English language use when teaching the curriculum and in communication around the school. There is thus the potential for a great deal of variation in Gaelic language use between Gaelic-medium education providers.
3. The definition of Gaelic-medium education also varies between pre-school, primary school and secondary school:
 - 3.1 In pre-school, the curricular advice is that ‘teachers will ensure that Gàidhlig [Gaelic] is the language of learning and communication, and that all areas of the curriculum are taught through the medium of Gàidhlig’ (Learning and Teaching Scotland 2010a, 2).
 - 3.2 In primary school, the curricular advice is that ‘learning and teaching is wholly through Gàidhlig during the immersion phase from Primary 1 to Primary 3. English language is then gradually introduced through the medium of Gàidhlig, with Gàidhlig remaining the predominant language of the classroom in all areas of the curriculum [throughout the primary

Geàrr-chunntas

Co-theacsa agus cùl-fhiosrachadh

1. Tha an aithisg a’ toirt tuairisgeul air pàtran cleachdadh cànan Gàidhlig agus Beurla ann an solarachadh foghlam meadhain-Ghàidhlig aig ìre ro-sgoile, bun-sgoile agus àrd-sgoile ann an Alba. Tha fianais ann air cleachdadh cànan san t-seòmar-sgoile agus ann an àiteachan eile an àrainn na sgoile. Chaidh am pròiseact a mhaoineachadh le Soillse agus Riaghaltas na h-Alba.
2. Tha foghlam meadhain-Ghàidhlig air tighinn gu ìre ann am frèam poileasaidh a tha a’ toirt cead don ùghdarras ionadail agus don sgoil co-dhùnadh ciamar a thèid Gàidhlig is Beurla a chleachdadh nuair a thathas a’ teagasg a’ churraicealaim agus a’ dèanamh conaltradh air feadh na sgoile. Tha seo a’ ciallachadh gum faod tòrr eadar-dhealachaidh a bhith ann a thaobh cleachdadh na Gàidhlig eadar diofar sholaraidhean foghlam meadhain-Ghàidhlig.
3. Cuideachd, tha ciall eadar-dhealaichte aig an abairt foghlam meadhain-Ghàidhlig eadar ro-sgoile, bun-sgoile agus àrd-sgoile:
 - 3.1. Anns an ro-sgoil, is e comhairle a’ churraicealaim gum bi ‘luchd-teagaisg a’ dèanamh cinnteach gur e Gàidhlig an cànan ionnsachaidh is conaltraidh, agus gum bi a h-uile roinn den churraicealam ga teagasg tro mheadhan na Gàidhlig’ (Ionnsachadh agus Teagasg Alba 2010a 2).
 - 3.2. Anns a’ bhun-sgoil, is e comhairle a’ churraicealam gum bi ‘ionnsachadh agus teagasg gu lèir tron Ghàidhlig anns an ìre bogaidh bho Prìomh 1 gu Prìomh 3. Thèid cànan na Beurla a thoirt a-steach mean air mhean tro mheadhan na Gàidhlig, ach is e Gàidhlig an cànan as treasa san t-seòmar-sgoile anns gach roinn den churraicealam [air feadh gach ìre den

school stages]’ (Learning and Teaching Scotland 2010a, 3).

3.3. In secondary school, the Scottish Government classification of Gaelic education for fluent speakers has two categories, distinguishing between ‘Gaelic-medium education’ and ‘Gaelic the only subject taught through Gaelic’ (Scottish Government 2011, Table 1.13). Therefore, any secondary school which provides at least one subject through the medium of Gaelic (in addition to Gàidhlig itself) is classified as providing Gaelic-medium secondary education.

4. The intention of the present research is:

4.1. to provide policy makers with a more detailed understanding of Gaelic-medium education in practice;

4.2. to inform parents about the language models employed in Gaelic-medium education, in order to help them decide whether to choose Gaelic-medium education.

4.3. to inform teachers and headteachers of the language use practices in Gaelic-medium education nationally.

Data and methods

5. The evidence was gathered by means of a survey of all providers of Gaelic-medium pre-school and primary education, and of all providers of Gàidhlig as a secondary school subject in the 2011-12 school year. Questionnaires were distributed in the last week of November 2011, and reminders were issued until March 2012. The survey established that, in the 2011-12 school year, there were at most 56 providers of

bhun-sgoil]’ (Ionnsachadh agus Teagasg Alba 2010a 3).

3.3. Anns an àrd-sgoil, tha Riaghaltas na h-Alba air foghlam Gàidhlig do dh’fhileantaich a sgaradh ann an dà earrann, a’ dèanamh diofar eadar ‘foghlam meadhain-Ghàidhlig’ agus ‘Gàidhlig an aon chuspair a tha ga theagasg tron Ghàidhlig’ (Riaghaltas na h-Alba 2011 Clàr 1.13). Air an adhbhar sin, tha àrd-sgoil sam bith a tha a’ lìbhrigeadh co-dhiù aon chuspair tron Ghàidhlig (a thuilleadh air a’ Ghàidhlig fhèin) air ainmeachadh mar solaraidhe àrd-sgoile foghlam meadhain-Ghàidhlig.

4. Is e amas an rannsachaidh seo:

4.1. tuigse nas mionaidiche a thoirt do luchd-cruthachaidh poileasaidh air ciamar a tha foghlam meadhain-Ghàidhlig ag obair bho latha gu latha;

4.2. fiosrachadh a thoirt do phàrantan air na modailean cànan a thathas a’ cleachdadh ann am foghlam meadhain-Ghàidhlig, gus an cuideachadh a’ co-dhùnadh an tagh iad foghlam meadhain-Ghàidhlig.

4.3. fiosrachadh a thoirt do luchd-teagaisg agus ceannardan sgoile air cleachdaidhean cànan ann am foghlam meadhain-Ghàidhlig air feadh na dùthcha.

Dàta agus dòighean-obrach

5. Chaidh an fhianais a thional ann an suirbhidh den h-uile solaraidhe ann am foghlam meadhain-Ghàidhlig ro-sgoile is bun-sgoile, agus don h-uile solaraidhe Gàidhlig mar chuspair àrd-sgoile anns a’ bhliadhna sgoile 2011-12. Chaidh ceisteachain a sgaoileadh anns an t-seachdain mu dheireadh den t-Samhain 2011, agus chaidh brathan cuimhneachaidh a chur a-mach gus a’ Mhàrt 2012. Dh’inns an suirbhidh gu robh ann an Alba, anns a’ bhliadhna sgoile 2011-12, aig a’ char as àirde, 56

Gaelic-medium pre-school education, 59 providers of Gaelic-medium primary education, and 33 providers of Gàidhlig as a subject for fluent speakers at secondary school level. Of these, 82% of pre-schools, 80% of primary schools and 97% of secondary schools responded to the questionnaire.

6. The questionnaires (distributed in both Gaelic and English) asked respondents about language use in four main contexts associated with the school: in the classroom; in the school outside the classroom; in extra-curricular activities and in communication with parents. The results are thus based on questionnaire respondents' reports of Gaelic language use in their educational setting.

7. Cluster analysis was used to identify groups of primary schools which had similar patterns of Gaelic language use in the curriculum. The characteristics of the primary school groups were then investigated in terms of the wider use of Gaelic in the schools, in extra-curricular activities and in communication with parents. The analysis of the pre-school and secondary school Gaelic-medium provision showed the range and frequency of Gaelic language use in the various domains (in the classroom, in the school, in extra-curricular activities and in communication with parents).

solaraiche ro-sgoile foghlam meadhain-Ghàidhlig, 59 solarraiche bun-sgoile foghlam meadhain-Ghàidhlig, agus 33 solarraiche Gàidhlig mar chuspair do dh'fhileantaich aig ìre na h-àrd-sgoile. A-mach às na bha seo, fhreagair 82% de ro-sgoiltean, 80% de bhun-sgoiltean agus 97% de dh'àrd-sgoiltean an ceisteachan.

6. Dh'fhaighnich na ceisteachain (a sgaoileadh sa Ghàidhlig agus sa Bheurla) mu chleachdadh cànan ann an ceithir prìomh cho-theacsaichean co-cheangailte ris an sgoil: san t-seòmair-sgoile; san sgoil taobh a-muigh an t-seòmair-sgoile; ann an gnothaichean taobh a-muigh na sgoile agus ann an conaltradh ri pàrantan. Tha na toraidhean, ma-thà, stèidhichte air tuairisgeulan luchd-freagairt a' cheisteachain air cleachdadh na Gàidhlig anns an àite far a bheil iad fhèin ag obair.

7. Chaidh anailis 'cluster' ùisneachadh airson buidhnean bhun-sgoiltean aithneachadh aig an robh pàtranan co-ionnan de chleachdadh Gàidhlig anns a' churraicealam. An uair sin chaidh feartan nam buidhnean bun-sgoile a sgrùdadh a rèir cleachdadh na Gàidhlig san fharsaingeachd anns na sgoiltean, ann an gnìomhan taobh a-muigh nan sgoiltean agus ann an conaltradh ris na pàrantan. Sheall an anailis air solar meadhain-Ghàidhlig ro-sgoile agus àrd-sgoile mar a bha meud agus bitheantas cleachdadh na Gàidhlig ann an grunn shuidheachaidhean (san t-seòmair-sgoile, san sgoil, ann an gnothaichean taobh a-muigh na sgoile agus ann an conaltradh ri pàrantan).

Results

Pre-school (3-5 years)

8. Overall levels of Gaelic use when teaching the curriculum in pre-school settings are high, though not as high as in the immersion phase in the first three stages of primary school.
9. In the less formal school domains of the playground, the corridors, etc, pupils in pre-school are reported to use less Gaelic than pupils at primary school, but adults in pre-school settings are reported to use more Gaelic than adults in primary schools.
10. Pre-school settings use more Gaelic on signs and on notices for Gaelic-medium pupils than do primary schools.
11. Gaelic use in extra-curricular activities is on average higher in the pre-school Gaelic-medium settings than in primary schools which provide Gaelic-medium education.
12. There is little difference between pre-school and primary school contexts in relation to language use in communication with parents: this is predominantly in English in both contexts.

Primary school (5-12 years)

13. The cluster analysis identified four main categories of Gaelic-medium primary providers:
 - 13.1. One large group (about 30% of all Gaelic-medium providers) in which Gaelic is the medium of instruction of nearly all teaching time throughout the primary school stages.

Toraidhean

Ro-sgoil (3-5 bliadhna)

8. Mar as trice tha ìrean cleachdaidh na Gàidhlig nuair a thathas a' teagasg a' churraicealaim san ro-sgoil àrd, ged nach eil iad cho àrd ris an ìre bogaidh anns a' chiad trì bliadhna den bhun-sgoil.
9. Ann an suidheachaidhean neo-fhoirmeil san sgoil leithid an raoin-chluiche, nan tranntsaichean msaa, bhathas ag ràdh nach bi clann ro-sgoile a' cleachdadh Gàidhlig uiread 's a tha clann sa bhun-sgoil, ach gum bi inbhich san ro-sgoil a' cleachdadh barrachd Gàidhlig na inbhich sa bhun-sgoil.
10. Tha suidheachaidhean ro-sgoile a' cleachdadh barrachd Gàidhlig air soidhnichean agus sanasan do sgoilearan meadhain-Ghàidhlig na bhios a' tachairt sa bhun-sgoil.
11. Anns a' chumantas, tha barrachd Gàidhlig ga chleachdadh ann an gnothaichean taobh a-muigh na sgoile ann am foghlam meadhain-Ghàidhlig ro-sgoile na ann am bun-sgoiltean a tha a' tabhann foghlam meadhain-Ghàidhlig.

12. Chan eil ach glè bheag diofar eadar ro-sgoil agus bun-sgoil a thaobh cleachdadh cànan ann an conaltradh ri pàrantan; tha seo a' tachairt sa Bheurla, mar as trice, anns an dà shuidheachadh.

A' bhun-sgoil (5-12 bliadhna)

13. Chomharraich an anailis 'cluster' ceithir prìomh bhuidhnean sholaraidhean bun-sgoil meadhain-Ghàidhlig:
 - 13.1. Aon bhuidheann mhòr (mu 30% de na solaraichean meadhain-Ghàidhlig uile-gu-lèir) far a bheil a' Ghàidhlig na meadhan teagaisg cha mhòr fad na tìde aig a h-uile ìre den bhun-sgoil.

13.2. A second large group (about 30% of all Gaelic-medium providers) in which Gaelic is the medium of instruction of nearly all teaching time in the early primary school stages, but the amount of Gaelic used decreases steadily from Primary 4, reaching about two thirds of teaching time in Primary 7.

13.3. A third cluster (about 20% of all Gaelic-medium providers) in which Gaelic is used for about four-fifths of teaching time in the first three primary-school stages, for just above two thirds of teaching time in Primary 4 and for two thirds of teaching time by Primary 7.

13.4. A fourth, small cluster (about 10% of all Gaelic-medium providers) in which Gaelic is the medium of instruction of nearly all teaching time in the first two primary-school stages, and then falls steadily to reach about one half of teaching time in Primary 6 and 7.

The cluster analysis was able to classify 90% of the Gaelic-medium primary providers who responded to the questionnaire into these four groups. The four clusters thus provide a fairly comprehensive summary of provision. The cluster analysis also identified two very small outlying clusters which are not included in this classification.

14. In each category of Gaelic-medium primary provider, patterns of language use in non-classroom domains (for example in assemblies, in the school corridors and playground, and in musical and drama activities) reflect these classroom patterns: that is to say, Category 1 schools typically have the highest level of Gaelic language use, and Category 4 the lowest.

13.2. Buidheann mhòr eile (mu 30% de na solaraichean meadhain-Ghàidhlig) far a bheil a' Ghàidhlig na meadhan teagaisg cha mhòr fad na tìde feadh nan ìrean tràtha, ach a' sìor dhol an lughad bho Prìomh 4, gus an ruig e mu dhà thrìan den ùine teagaisg ann am Prìomh 7.

13.3. Tha buidheann eile (mu 20% de na solaraichean meadhain-Ghàidhlig) far a bheil Gàidhlig na meadhan teagaisg mu cheithir còigeamhan den ùine teagaisg anns a' chiad trì ìre den bhun-sgoil, beagan a bharrachd air dà thrìan ann am Prìomh 4 agus dà thrìan den ùine teagaisg nuair a ruigear Prìomh 7.

13.4. Buidheann bheag (mu 10% de na solaraichean meadhain-Ghàidhlig) far a bheil a' Ghàidhlig na meadhan teagaisg cha mhòr fad na tìde anns a' chiad dà ìre den bhun-sgoil, agus a' sìor thuiteam gu dàrna leth na h-ùine ann am Prìomh 6 agus 7.

Chaidh 90% de na solaraichean bun-sgoile meadhain-Ghàidhlig a fhreagair an ceisteachan a roinn eadar na ceithir buidhnean seo. Tha na ceithir buidhnean, ma-thà, a' toirt seachad tuairisgeul gu math làn air solarachadh. Chomharraich an anailis dà bhuidheann bheag eile air an iomall nach eil a' nochdadh anns an rangachadh.

14. Anns gach buidheann solaraiche bun-sgoile meadhain-Ghàidhlig, tha pàtran cleachdadh cànan taobh a-muigh an t-seòmair-sgoile (me ann am mòr-choinneamhan sgoile, tranrsaichean sgoile agus san raon-chluiche, agus ann an ceòl agus dràma) a' leantainn nam pàtran san t-seòmair-sgoile fhèin: sin, ann an sgoiltean ann am Buidheann 1 mar as trice tha an uiread as motha de Ghàidhlig ga cleachdadh agus tha an uiread as lugha ann am Buidheann 4.

15. Many of the uses of Gaelic in areas outwith the classroom involve English-medium as well as Gaelic-medium pupils, and thus the presence of two language streams in the same school often gives English-medium pupils exposure to Gaelic. This use of Gaelic in contexts in which there are both Gaelic-medium and English-medium pupils also reflects the classroom language patterns of Gaelic-medium pupils. That is to say, English-medium pupils in schools which have a Category 1 Gaelic-medium stream typically experience more Gaelic than do English-medium pupils in schools with Category 2, 3 or 4 Gaelic-medium streams.

16. There was no close correlation between curricular language model and language of communication to parents of Gaelic-medium pupils.

Secondary schools (12-18 years)

17. In secondary school, there is a sharp fall in Gaelic-medium pupils' exposure to Gaelic in the curriculum as compared to primary school. Only 14 secondary schools provide at least four subjects (including Gàidhlig as a subject for fluent speakers of the language) through the medium of Gaelic in the first and second years of secondary school.

15. Tha mòran de na suidheachaidhean taobh a-muigh na sgoile far a bheil Gàidhlig ga cleachdadh a' gabhail a-steach sgoilearan meadhain-Bheurla cho math ri sgoilearan meadhain-Ghàidhlig, a' ciallachadh nuair a tha an dà chànan san aon sgoil gu bheil sgoilearan meadhain-Bheurla a' faighinn blasad den Ghàidhlig. Tha pàtran cleachdaidh na Gàidhlig ann an suidheachaidhean far a bheil sgoilearan meadhain-Ghàidhlig agus sgoilearan meadhain-Bheurla a' tighinn còmhla cuideachd a' leantainn mar a tha Gàidhlig ga cleachdadh ann an seòmar-sgoile nan sgoilearan meadhain-Ghàidhlig. Is e sin, gum bi sgoilearan meadhain-Bheurla ann an sgoiltean far a bheil sruth Buidhne 1 de dh'fhoghlam meadhain-Ghàidhlig mar as tric a' suathadh ri barrachd Gàidhlig na sgoilearan meadhain-Bheurla ann an sgoiltean far a bheil sruthan meadhain-Ghàidhlig Buidhne 2, 3 no 4.

16. Cha robh ceangal làidir eadar modail cànan a chleachdadh anns a' churraicealam agus an cànan a chleachdadh ann an conaltradh ri pàrantan meadhain-Ghàidhlig.

Àrd-sgoiltean (12-18 bliadhna)

17. Anns an àrd-sgoil, tha tuiteam luath anns an uiread Gàidhlig a gheibh sgoilearan meadhain-Ghàidhlig sa churraicealam an coimeas ris a' bhun-sgoil. Chan eil ach 14 àrd-sgoil a' tabhann co-dhiù ceithir cuspairean (a' gabhail a-steach Gàidhlig mar chuspair do dh'fhileantaich) tro mheadhan na Gàidhlig anns a' chiad agus an dàrna bliadhna den àrd-sgoil.

18. The reduction between primary school and secondary school in Gaelic curricular use is also reflected in a reduction in Gaelic language use in most kinds of extra-curricular activity, and in pupil communication around the school and in the playground, despite the efforts reported to be made by many adults to use Gaelic most of the time when speaking to each other and to Gaelic-medium pupils.
18. Tha an lùghdachadh eadar a' bhun-sgoil agus an àrd-sgoil ann an cleachdadh Gàidhlig anns a' churraicealam cuideachd ri fhaicinn anns a' mhòr-chuid de ghnìomhan taobh a-muigh na sgoile, ann an conaltradh eadar sgoilearan air feadh na sgoile agus san raon-chluiche, a dh'aindeoin oidhirpean mòran inbheach, a rèir aithris, a bhith a' cleachdadh na Gàidhlig a' mhòr-chuid den tìde nuair a bhruidhneas iad ri chèile agus ri sgoilearan meadhain-Ghàidhlig.
19. The pattern for school assemblies in secondary school is polarised: a greater proportion of secondaries than of primaries use little Gaelic, but a greater proportion also use a lot of Gaelic.
19. Ann am mòr-choinneamhan sgoile san àrd-sgoil tha co-roinn nas motha de dh'àrd-sgoiltean na de bhun-sgoiltean nach cleachd ach beagan Gàidhlig, ach aig ceann eile na sgèile tha co-roinn nas motha cuideachd a' cleachdadh mòran Gàidhlig anns na mòr-choinneamhan.
20. English remains the predominant language of communication with parents of Gaelic-medium pupils at the secondary school stages.
20. Is i Beurla a' phrìomh chànan airson conaltradh ri pàrantan meadhain-Ghàidhlig aig ìrean na h-àrd-sgoile.

1. Introduction: Existing classifications for Gaelic-medium education

This report provides the results of a research project that investigated patterns of Gaelic and English language use in Gaelic-medium pre-school, primary and secondary education in Scotland. The project was funded by the Scottish Government and Soillse – the inter-university network that supports research on Gaelic.

The research provides information about the language practices in Gaelic-medium education both in the classroom and in other areas of the school environment. Such information is not included in the two annual sources of national-level statistics on Gaelic-medium education in Scotland, which are produced by the Scottish Government and Bòrd na Gàidhlig respectively (for the 2011-12 school year: Scottish Government 2011, Galloway 2012).¹ Sections 1.1 to 1.3 briefly outline the existing classifications of Gaelic-medium education at the pre-school, primary and secondary school stages, as defined in these national educational statistics and in national curricular guidelines.

1.1 Pre-school (3-5 years)

The Scottish Government data on pre-school for the 2010-11 school year (Scottish Government 2010) reports there to be 51 ‘Gaelic-medium pre-school providers’: 35 operated by the Local Authority, and 16 operated by partnership providers who offer places funded by the local authority (2010, Table 22).² There is no explicit definition of the language use requirements to qualify as a ‘Gaelic-medium provider’; rather the centres are reported to be ‘following the 3-18 Curriculum for Excellence’ guidance.

In relation to the early years’ stage, the *Curriculum for Excellence* for Gaelic-medium education states:

Teachers will ensure that Gàidhlig is the language of learning and communication, and that all areas of the curriculum are taught through the medium of Gàidhlig.

(Learning and Teaching Scotland 2010a, 2)

Galloway (2012) similarly provides a list of ‘Gaelic nurseries’ (2012, 4-5), but does not provide information on the patterns of Gaelic and English language use within each pre-school setting.

Recent research into Gaelic-medium early-years provision (Stephen et al. 2010) has shown there to be variation in the patterns of Gaelic and English language use employed in Gaelic-medium pre-school settings. In a survey of 43 early years providers that ‘all ... claimed to be GM [Gaelic-medium] to some extent’ Stephen et al. note:

only one-third of the respondents stated that the language of the setting was Gaelic; ... around 20% of respondents stated that staff had a choice as to which language to use with children, while 30% of respondents stated that Gaelic was used ‘regularly for specific activities’.

(Stephen et al. 2010, 9)³

¹ Bòrd na Gàidhlig [The Gaelic Board] is the statutory agency with responsibility for Gaelic.

² The Scottish Government does not publish information on Gaelic-medium pre-school provision in the 2011-12 statistics for pre-school, primary and secondary schools in Scotland (2012).

³ Although the majority of early years providers in Stephen et al.’s sample were pre-school providers (3-5 years), with 24 of 43 being so, the sample also included playgroups, parent and toddler groups, childminders and combined provision.

The present research aims to provide a more detailed understanding of the range of patterns of Gaelic language use in Gaelic-medium pre-school settings, and the relative frequency with which these patterns occur across Scotland.

1.2 Primary School (5-12 years)

Both the Scottish Government annual education statistics (2011, Table 1.13) and Galloway (2012) refer to Gaelic-medium primary education as a single category. Sixty primary schools were reported to provide Gaelic-medium education in the 2011-12 school year (Galloway 2012, 7). A school is classified as providing Gaelic-medium primary education if it meets the minimum curricular requirement that:

learning and teaching is wholly through Gàidhlig during the immersion phase from P1 [Primary 1] to P3 [Primary 3]. English language is then gradually introduced through the medium of Gàidhlig, with Gàidhlig remaining the predominant language of the classroom in all areas of the curriculum [throughout the primary school stages].

(Learning and Teaching Scotland 2010a, 3)

This curricular definition is drawn from *Curriculum for Excellence*, which came into force officially in the 2010-11 school year, but the new curriculum had been used by some schools for several years previously. The *Curriculum for Excellence* guidelines on Gaelic-medium education are very similar to those that were present in the previous curriculum, *Gaelic 5-14*, which was in place between 1993 and 2010. *Gaelic 5-14* recommended that there be a Gaelic immersion phase for at least the first two years of primary school, and that Gaelic be the predominant medium of instruction throughout the primary school stages (1993, 6-7). However, *Gaelic 5-14* did not give advice regarding the medium of instruction for English as a subject. The general similarity of the *Gaelic 5-14* and the *Curriculum for Excellence* curricular guidance means that there are unlikely to have been any large changes in the patterns of Gaelic and English curricular language use in Gaelic-medium primary education as a result of the implementation of the new curriculum, with the possible exception of English as a subject.

The guidelines for primary-school curricular language models thus allow flexibility of approach regarding the proportion of teaching time conducted through the medium of Gaelic in the middle and upper primary school stages. There sometimes exist Local Authority policies which provide a framework for the proportion of teaching time conducted in Gaelic at particular school stages. The Gaelic-English language models contained within such frameworks vary between Local Authorities. For example, whilst Highland Council stated in 2002 that ‘the principle of total immersion in Gaelic should be applied to the fullest degree possible in a dual language [primary] school’ (Highland Council 2002, 3), Comhairle nan Eilean Siar rather advocated a ‘dual language’ policy (CNES 2004: 6) in which English is gradually introduced into Gaelic-medium education, at a rate of 10% in Primary 3, 20% in Primary 4, 30% in Primary 5, 40% in Primary 6 and 50% in Primary 7 (2004, 6). Teachers may also use the flexibility afforded by the curricular guidelines to make the proportion of Gaelic and English in the curricular language model appropriate to their pupils’ home linguistic backgrounds and community contexts.

Such local authority and school-level variation in Gaelic-English language model has been illustrated in previous research (MacNeill 1993, O’Hanlon 2010). The

present research builds on this previous work by creating a taxonomy, or classification, of Gaelic-medium primary education. It is hoped that such a taxonomy will:

- (i) Inform parents about the language models employed in Gaelic-medium education, both in their local school and nationally. Information of this kind may be useful to parents in deciding whether to choose Gaelic-medium education.
- (ii) Provide policy makers with a more detailed understanding of Gaelic-medium education in practice, and enable better continuity of linguistic provision between pre-school and primary-school, or between primary and secondary school.
- (iii) Inform teachers and headteachers of the range and relative frequency of Gaelic-English curricular language models and of language use practices in non-classroom domains in Gaelic-medium education in Scotland. This information may guide school policy or teacher practice.
- (iv) Influence teacher education provision, and the development of curricular materials for Gaelic-medium education.
- (v) Provide a basis for other research on matters such as how and why different language models come about and their effects on pupils' learning, language use and linguistic identifications.

1.3 Secondary School (12-18 years)

The Scottish Government has a dichotomous classification of Gaelic provision for fluent speakers at the secondary school stage: 'Gaelic-medium education' and 'Gaelic the only subject taught through Gaelic' (Scottish Government 2011, Table 1.13). In practice, therefore, schools which offer more than Gaelic as a subject through the medium of Gaelic are classified in an undifferentiated way as providing 'Gaelic-medium' secondary education. Bòrd na Gàidhlig used the same definition of Gaelic-medium education in secondary school in the 2010-11 school year, and identified 14 providers (Galloway 2011, 76). However, Bòrd na Gàidhlig's education statistics for the 2011-12 school year adopt a different definition, and rather define 'Gaelic-medium education in secondary' to be the provision of at least Gàidhlig as a subject for fluent speakers. They thus identify 35 Gaelic-medium secondary schools in the 2011-12 school year (Galloway 2012, 8).

Bòrd na Gàidhlig's education statistics for 2010-11 (Galloway 2011) listed the number of Gaelic-medium subjects provided by each 'Gaelic-medium' secondary school at the various school stages, evidence which shows that, in the 2010-11 school year, the term encompassed provision ranging from two to ten subjects through the medium of Gaelic at the Secondary 1 stage (Galloway 2011, 79-81).⁴

However, such information (Galloway 2011) on the provision of Gaelic-medium secondary subjects does not give any detail as to the proportion of Gaelic and English language use within these 'Gaelic-medium' subjects: that is to say whether they are completely in Gaelic (immersion) or bilingual in approach. Such paucity of

⁴ Gàidhlig for fluent speakers is counted as a subject in these calculations.

information on the Gaelic-English language models employed in teaching areas of the curriculum – both here and in relation to the primary school stages (as described in Section 1.2) – makes it difficult to reliably ascertain the extent to which the linguistic experiences of Gaelic-medium education are continuing for pupils between the primary and secondary school stages, as intended by *Curriculum for Excellence Literacy and Gàidhlig: principles and practice*. The curricular document states:

It is important that teachers continue the immersion in Gàidhlig language throughout primary and secondary education.

(Learning and Teaching Scotland 2010a, 3)

Another key aspect of curricular guidance on Gaelic-medium education is Gaelic language use ‘beyond the place of learning’ (LTS 2010b: 4). This applies to pre-schools, primary schools and secondary schools. As an illustration, the guidance for the secondary school stages is:

Where circumstances permit Gàidhlig should extend as far as possible across and beyond the curriculum.

(Learning and Teaching Scotland 2010a, 3)

Such a focus on Gaelic language use ‘beyond the curriculum’ – in informal areas of the school and in extra-curricular activities – is an aspect of language use also investigated in the present research.

It should be noted that the majority of pupils in Gaelic-medium education do not have Gaelic as their main home language. The Scottish Government’s statistics report that 637 primary and secondary pupils had Gaelic as their main home language in the 2011-12 school year (Scottish Government 2011, Table 1.14). Bòrd na Gàidhlig’s statistics show there to be a total of 3,522 pupils in primary and secondary school Gaelic-medium education in the 2011-12 school year (Galloway 2012, 7-8). Thus, a maximum of 23% of Gaelic-medium pupils have Gaelic as their main home language.⁵

This report presents the results of a study of the patterns of language use in Gaelic-medium education in practice, as reported by Gaelic-medium teachers. Jones and Wilson note the importance of studying language use in practice in relation to Gaelic-medium education in Scotland:

As is the case in other minority language contexts, the ‘models’ of minority language medium education as they are defined and prescribed in policy documents are often at odds with the reality of current classroom practice. In Scotland, as elsewhere, there is a growing awareness of a need to focus on classroom practices.

(Jones & Wilson 2012, 14)

The analysis here reported is merely a first step in understanding the patterns of language use in Gaelic-medium education. Only once there is broad agreement on how to classify language models in an educationally relevant way can some

⁵ This figure is a ‘maximum’ as it assumes that all pupils with Gaelic as a main home language are in Gaelic-medium education.

understanding be developed of how and why the different models come about, and of their effects on pupils' learning, attainment and attitudes. For this reason, the further research that could come from the present work is outlined at the end of the report, in Section 4. Section 2 explains the questionnaires that were sent to pre-school, primary and secondary schools and the statistical methods that were used to analyse the data. Section 3 presents the results.

2. Data and Methods

2.1 Questionnaire development

The questionnaires took account of national curricular policy for Gaelic-medium education, of Local Authority variations in policy, and of previous research on language models in Gaelic-medium education (for example MacNeill (1993) and O'Hanlon (2010)). The draft questionnaires were piloted with three sets of pre-schools, primary schools and secondary schools representing the range of provision of Gaelic-medium education and the range of communities in which it exists (urban and rural areas, and areas with high and low percentages of Gaelic speakers). Comments on the draft questionnaires were also obtained from the funders of the research, the Scottish Government and Soillse. The final versions of the questionnaires are provided in Appendix 3, in Gaelic and in English.

The questionnaire asked about four domains of language use:

(i) Language use in the classroom

[Appendix 3.1 Q2 & Q3, Appendix 3.2 Q1 & Q2, Appendix 3.3 Q1 & Q2]

The questions asked about the proportion of Gaelic and English used to teach the curriculum overall at a particular school stage, and the proportion of Gaelic and English used to teach individual curricular areas at each school stage. The curricular areas for the pre-school and primary school questionnaires were as specified in the structure of *Curriculum for Excellence* (Scottish Executive, 2006). The curricular areas in secondary school were the main subjects covered in the external examinations conducted by the Scottish Qualifications Authority.

(ii) Language use in the school

[Appendix 3.1 Q5(b) & (c), Appendix 3.2 Q3(d) & (e), Appendix 3.3 Q3(d) & (e)]

The questions asked about language use between specified interlocutor groups (pupils or adults) in the school, for example in the corridors and in the playground. Questions were also asked about language use in school assemblies, in pupil councils, and on signs and notices.

(iii) Language use in extra-curricular activities

[Appendix 3.1 Q5(d), Appendix 3.2 Q3(f), Appendix 3.3 Q3(f)]

The list of extra-curricular activities was informed by teachers' comments on the original selection provided in the pilot study. The pilot study teachers suggested the addition of a question on the availability of 'wrap around' Gaelic-medium provision at the pre-school and primary school stages (for example breakfast club and after-school club) and the inclusion of football as a named activity at the primary and secondary school stages (as Comunn na Gàidhlig organizes an annual National Gaelic-medium school football competition).

(iv) Language use in communication with parents
[Appendix 3.1 Q5(a), Appendix 3.2 Q3(c), Appendix 3.3 Q3(c)]

The questions on language use with parents related to both written communication and communication used in meetings or events at the school. The questionnaire also drew a distinction between situations in which only parents of Gaelic-medium pupils were present and those in which parents of both Gaelic-medium and English-medium pupils were present.

In each domain of language use respondents were asked to rate their school's practices on a seven-point scale which ran from 'Always in Gaelic' to 'Always in English', as shown in detail in Appendix 3 (for example, Appendix 3.1, Q3). The sole exception was the question about language use in the curriculum overall (Appendix 3.1 Q2, Appendix 3.2 Q1, Appendix 3.3 Q1) which asked for an estimated percentage of Gaelic language use at each specified school stage. The questions about language use in the school, in extra-curricular activities and in communication with parents (Categories (ii), (iii) and (iv) above) did not differentiate by school stage, partly because it was thought unlikely that such distinctions could be reliably drawn by the respondents (since communication in the playground, for example, would be likely to involve pupils from several stages) and partly to reduce the burden on respondents when they were answering the questionnaire.

The questionnaire was distributed in both Gaelic and English, and the covering letter was also supplied bilingually.

2.2 Survey administration

The questionnaire was to be distributed to all providers offering Gaelic-medium education at pre-school or primary-school and to all secondary schools offering Gàidhlig as a subject for fluent speakers in the 2011-12 school year.⁶ The initial target list of providers was compiled from Galloway (2011), which describes Gaelic educational provision in the 2010-11 school year, the most recent source of such information when the survey was being planned. On the basis of Galloway (2011), the target population of recipients consisted of 58 pre-school providers, 60 primary schools and 39 secondary schools. The questionnaires were first sent out by post in the last week of November 2011. Reminders were sent by post or email one week after the initial dispatch, and again in mid-December 2011 and mid-January 2012. Final telephone reminders were made between late February and mid-March 2012.

A total of nine providers (2 pre-school providers, 1 primary school and 6 secondary schools) reported that they did not meet the criteria for inclusion in the survey (because they no longer made provision for Gaelic-medium education or for Gàidhlig as a subject for fluent speakers). The resulting numbers of potential

⁶The rationale for sending questionnaires to all secondary schools which provide Gàidhlig as a subject (rather than solely to the secondary schools which are reported to additionally provide other curricular subjects through Gaelic) was to ensure that the present research encompassed all Gaelic-medium curricular provision, even if schools only provided a small proportion of the time in Gaelic in subjects which make some use of the language. Such provision might perhaps not be recorded as teaching a subject through Gaelic in existing data.

respondents in each school category are shown in Column 2 of Table 1. Table 1 also shows the response rates to the survey. A total of 84% of providers sent back a questionnaire – 82% of pre-school providers, 80% of primary schools and 97% of secondary schools. The percentage of respondents choosing to answer the Gaelic version of questionnaires was 35% (26% of pre-school respondents, 43% of primary school respondents and 38% of secondary school respondents). Schools were offered the option of replying anonymously to the questionnaire, in order that we could obtain as accurate a picture of Gaelic language use in *practice* as possible (cf. Jones & Wilson 2012, Section 1.3, on the differences between language use in policy and in practice). 33% of pre-schools, 40% of primary schools and 22% of secondary schools chose to respond anonymously. Such high levels of chosen anonymity suggest that many schools preferred that mode, and that response rates would have been lower in the absence of that option. Being unable to locate such schools geographically is the price that has to be paid for the very high response rates shown in Table 1: we gain a nationally very accurate picture, but at the expense of not being able to differentiate locally. The decision to offer schools the option to reply anonymously concurred with the key purpose of this research, which was to construct a national taxonomy based on an accurate account of current language models in practice.

Table 1
Response to survey

	Original target number of schools ¹	Revised target number of schools ²	Number of schools responding	Response rate ³
Pre-school	58	56	46	82%
Primary school	60	59	47	80%
Secondary school	39	33	32	97%
Total	157	148	125	84%

¹ Numbers of schools listed by Galloway (2011, respectively Tables B1, B2 and B8).

² That is, excluding schools which replied to the request to take part in the survey by reporting that they had no Gaelic-medium provision of the relevant kind.

³ Number of schools responding as a percentage of the target number of schools in that category.

The information from the questionnaires was entered into SPSS⁷ data bases as it arrived. Once the cut-off dates for receipt of further questionnaire returns had passed, the final data bases were re-checked by two people against the full set of original questionnaires. Where anomalies were found that could not readily be rectified from other information in the questionnaire, schools were contacted again to ask for clarification. Such a request was usually made in relation to an absent piece of data about the percentage of teaching time conducted in Gaelic at a particular school stage that corresponded to there being no pupils in that stage in the school in the 2011-12 academic year. In such circumstances, schools were asked to estimate the reply on the basis of their usual experience. In nearly all cases this information was provided.

⁷ Statistical Package for the Social Sciences.

2.3 Methods of analysis

For all three categories of school (pre-school, primary and secondary) we provide simple descriptions of Gaelic language use in particular classroom and non-classroom contexts based on the proportion of the communication that is typically conducted through the medium of Gaelic. A full set of data tables from the questionnaires is provided in Appendix 2 (Pre-school: Appendix 2.1, Primary school and Secondary school: Appendix 2.3)⁸. Some key tables have been converted into graphs, and these are inserted in the main text near to where they are discussed. There are also some tables in the main text where a table better illustrates a point than would a graph. The tables in Appendix 2 note the number of schools involved in each graph or table that is presented in the main text.⁹ These numbers vary somewhat table by table, because of missing data. The largest variation in school numbers is the result of some schools' not having any contexts outside the classroom in which Gaelic-medium pupils are on their own (not mixed with English-medium pupils); such contexts were absent in about half of the schools which participated in the present survey. Differences of less than 2 percentage points should not be interpreted as meaningful, because the base of percentages is never greater than 50, and thus a difference of one school corresponds to at least 2 percentage points. When the base of percentages is only around 25 schools, as it is for some school reports of domains involving Gaelic-medium pupils only, differences of less than 4 percentage points should not be interpreted as meaningful.¹⁰

For primary schools, in addition to the descriptive statistics, we also report the results of cluster analysis.¹¹ Cluster analysis groups objects (here schools) according to how similar they are on certain specified variables (Krzanowski 2000, ch. 3). The idea is first to create a tentative classification on the basis of these variables, and then to investigate the characteristics of the resulting groups in terms of other information. The cluster analysis for the present research thus required that we specify the way in which similarity of Gaelic language use was to be measured between schools. The variables used to construct this measure of similarity were the overall percentage Gaelic language use in teaching at each of the seven primary school stages (Appendix 3.2, Q1). In this way, the cluster analysis detected groups of primary schools in which schools had similar proportions of Gaelic language use in the curriculum across the

⁸ Appendix 2.2 presents primary school language use responses on a scale of 1-7, the format required for the statistical techniques performed in relation to the primary school stage.

⁹ Since the survey aimed to have responses from the whole relevant Gaelic-medium population (and, as noted in Section 2.2, came close to achieving this) no element of random sampling is involved, and so it would not be meaningful to report standard errors.

¹⁰ Likewise, where we report responses on the seven-point scale of language use (the definition of which is in Section 2.1 above), differences in school averages of less than 0.02 (for around 50 schools) or 0.04 (for 25 schools) are not meaningful, because such differences are the minimum required in the corresponding averages for there to be a difference in the scale of at least one point between at least two schools. For that reason, we report averages always rounded to only one decimal place, because that ensures that all reported differences between averages are meaningful in this sense.

¹¹ Cluster analysis was not conducted for the pre-school and secondary school data because: (i) pre-school lasts only for two years, and so carrying out a cluster analysis would be less reliable than it was for primary schools; (ii) the provision of Gaelic-medium secondary education (as shown for example in Table 6) is not sufficiently systematic to allow for a formal clustering in the way used for primary schools.

primary school stages.¹² The process underpinning the identification of clusters of primary schools is described in more detail in Appendix 1.

The second stage of analysis is then to explore this tentative taxonomy of schools in terms of Gaelic language use in all the main curricular areas, and in non-classroom school contexts. This is done in Sections 3.2.2 - 3.2.5, investigating the characteristics of the clusters of Gaelic-medium primary providers in terms of Gaelic use in the curriculum, in less formal communication in the school, in extra-curricular activities, and in formal communication by the school to parents. The question to be addressed at the end of this exploration is whether the clusters of schools that were tentatively defined in terms of overall Gaelic use in the curriculum at each primary school stage were also distinct in respect of these other measures of language use.

The purpose of the present research is to describe patterns of language use, not to explain the patterns, although where respondents added comments to questionnaires that illuminate the statistical data we do sometimes quote them. Future research will seek explanations, but in this report our dominant concern is to describe. Having received a fairly large proportion of responses anonymously, we cannot in any case link to data that would allow us to analyse possible explanations of language models or their consequences (in relation, for example, to pupil attainment).

3. Results

3.1 Patterns of language use in Pre-schools

3.1.1 Curriculum

3.1.1.1 Background

Information on Gaelic language use in curricular areas was collected in terms of seven language use categories from 'Always in Gaelic' to 'Always in English'. These categories each had an associated range of percentages, as shown in Columns 1 and 2 of Table 2 and in Appendix 3.1, Q3. To construct summary graphs and tables of this information, we formed a scale of Gaelic language use by giving a single numerical value to each of these categories so that value 7 corresponds to 'Always in Gaelic', and value 1 to 'Always in English'. The categories and their scale values are shown in Columns 2 and 3 of Table 2.

¹² It should be noted that, throughout this report, we use the term 'cluster' in the technical sense defined here, not with the meaning that it often has in Scottish education where it refers to groups of primary schools associated with a particular secondary school.

Table 2
Response categories of Gaelic use, and corresponding scale value

Category of use (percentage Gaelic)	Category of use (description)	Scale value
100%	Always in Gaelic	7
75%-99%	Mainly in Gaelic	6
51%-74%	In Gaelic more than English	5
50%	Equally in Gaelic and English	4
25%-49%	In English more than Gaelic	3
1%-24%	Mainly in English	2
0%	Always in English	1

The categories of use are as offered in the questionnaires: see Appendix 3.

3.1.1.2 Results

The overall level of Gaelic language use in the curriculum at the pre-school stages is very high – an average of 84% in Early Years 1 and of 83% in Early Years 2. Table 3 shows that for each area of the formal curriculum, the average on the scale of Gaelic language use is around 6, corresponding to the use of Gaelic for at least three quarters of the time.

Table 3
Pre-school: teaching time in Gaelic for Gaelic-medium pupils, by subject area and school stage

	Early-years stage	
	EY1	EY2
Gaelic	6.4	6.3
English	6.0	6.0
Mathematics	6.2	6.1
Health and Well-being	6.0	6.0
Expressive Arts	6.0	6.0
Social Studies	6.0	6.0
Sciences	6.0	5.9
Technologies	5.9	5.9
Cross-curricular activities	5.9	5.9

¹*The table shows the average scale value of teaching time according to the scale defined in Table 2. These calculations are based on 43-45 pre-schools, except in English, where the calculation is based on 23 pre-schools for Early Years 1 and on 25 for Early Years 2.*

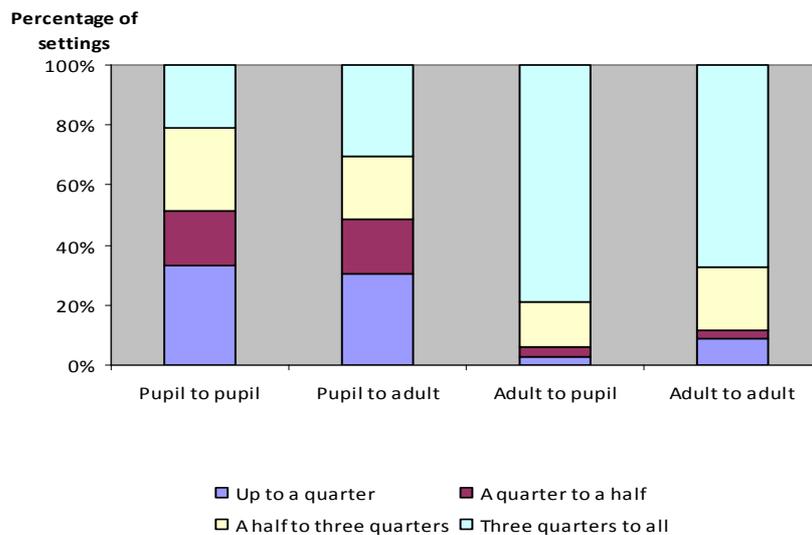
It has to be noted, however, that the survey responses show pupils to be in these formal pre-school classes for an average of only 12.5 hours per week (the standard free entitlement in public-sector nursery provision throughout Scotland). For most pupils, the rest of the time will be spent in a mainly English-language environment, either at home or in other kinds of child care, especially since (as we note in Section

3.1.3) there is typically only limited provision of Gaelic-medium child care. Such a paucity of Gaelic-medium childcare provision was also noted by Stephen et al. (2010, 13).

3.1.2 School-based language use (outwith the classroom)

Language use patterns in non-classroom domains of pre-school settings are characterised by high adult Gaelic language use, and relatively low pupil Gaelic language use. Such patterns of language use are perhaps to be expected for a sector in which most pupils come from English-speaking homes. Pupil and adult patterns of language use are illustrated for non-classroom areas of the school (e.g.the corridors) in Figure 1 and for the playground in Figure 2 for instances involving only Gaelic-medium pupils. (Details for the analogous contexts involving both English-medium and Gaelic-medium pupils are in Appendix 2, Tables A.2.1.9 and A.2.1.10). Figure 1 shows that whereas 30% of pre-school Gaelic-medium pupils are reported to use Gaelic to adults at least three quarters of the time, 79% of adults are reported to speak to pupils in Gaelic at least three-quarters of the time (Bars 2 &3). The analogous percentage for pupil use to other pupils is lower, at 21% (Bar 1).

Figure 1
Gaelic use inside the pre-school where only Gaelic-medium pupils are involved¹³



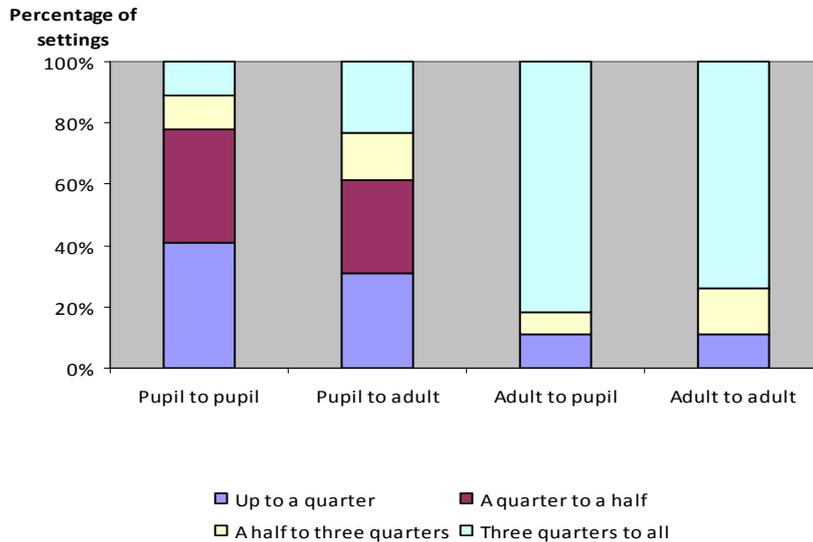
Data for this graph: Appendix 2, Table A2.1.7

Figure 2 shows lower pupil Gaelic language use in the playground than in the more formal areas of the corridors of the pre-school setting, with 23% of Gaelic-medium pre-school pupils reported to speak to adults in Gaelic at least three-quarters of the time, and 11% reported to do so with other pupils. Adults' language use to pupils and to other adults is very high, however, with 82% of adults reported to speak to children in Gaelic at least three quarters of the time, and 74% of adults reported also to speak

¹³ The detailed data values underlying each Figure in the text are given in Appendix 2, as noted in the footnote to each Figure.

to each other using such a pattern of Gaelic-dominant language use when in the playground. Adults in pre-school settings thus try hard to create a Gaelic language environment outwith the classroom.

Figure 2
Gaelic use in the playground in pre-school where only Gaelic-medium pupils are involved

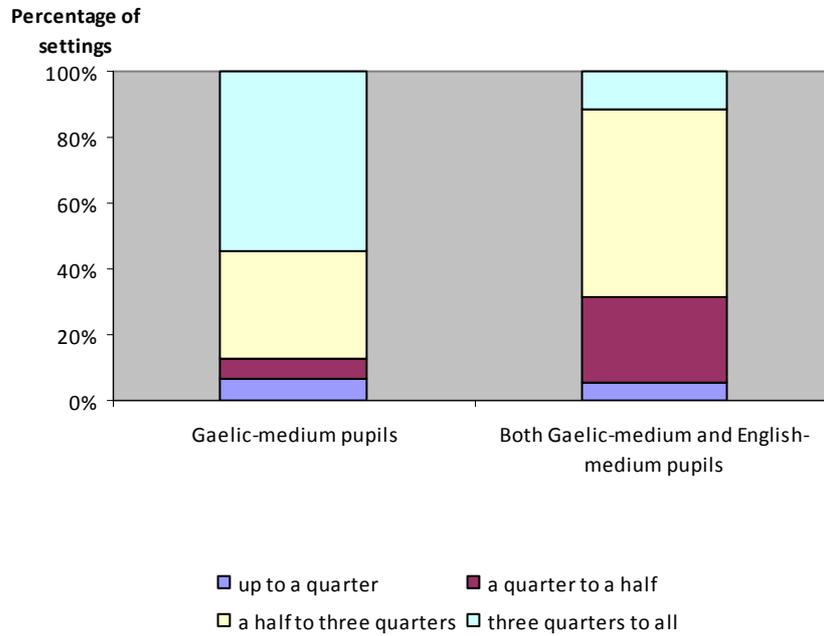


Data for this graph: Appendix 2, Table A2.1.8

The amount of Gaelic used by pupils and adults in non-classroom based contexts in which both Gaelic-medium and English-medium pupils are present is lower than when only Gaelic-medium pupils are present (as shown in Appendix 2, Tables A.2.1.9 and A.2.1.10).

Pre-school settings report using more Gaelic on signs and notices in areas for Gaelic-medium pupils only than they do on signs and notices in areas in which there are both Gaelic-medium and English-medium pupils. Figure 3 shows that in 55% of pre-school settings at least three quarters of signs and notices for Gaelic-medium pupils are in Gaelic. However, only 11% of pre-school providers have more than three-quarters of signs and notices in Gaelic in areas intended for mixed groups of Gaelic-medium and English-medium pupils.

Figure 3
Gaelic use in signs and notices in pre-school settings

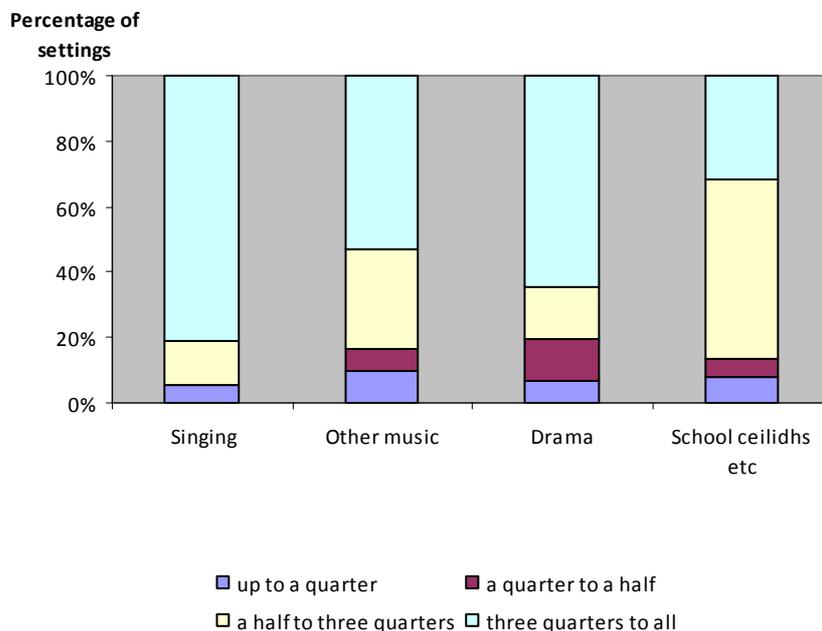


Data for this graph: Appendix 2, Table A2.1.3

3.1.3 Extra-curricular areas

Gaelic use in extra-curricular activities is reported to be high in pre-school settings. Figure 4 illustrates this for musical activities and drama: 65% of pre-school settings report using Gaelic for more than three quarters of the time in drama and 81% report such a pattern of language use for singing.

Figure 4
Gaelic use in extra-curricular activities (music and drama) in pre-school settings



Data for this graph: Appendix 2, Table A2.1.1

The provision of Gaelic child care seems to be limited since only about a quarter of the pre-school settings replied to the question about the provision of ‘wrap around care (e.g. after school club, breakfast club)’ [Appendix 3.1, Q.5(d)]. In contrast, over four fifths of pre-school providers said that they provided school day trips or excursions for pupils, with 48% of these using Gaelic at least three quarters of the time and 78% using Gaelic at least half of the time (Appendix 2, Table A2.1.2).

3.1.4 Formal communication by the school to parents

Low levels of Gaelic language use are reported between pre-school staff and parents of Gaelic-medium pupils. About six out of ten pre-school providers report using Gaelic for no more than a quarter of the time in communication with parents (Appendix 2, Tables A2.1.4 - A2.1.6).

3.2 Patterns of language use in Primary schools

3.2.1 Cluster analysis

As noted in Section 2.3, clusters of Gaelic-medium primary providers were formed using the data on overall percentage teaching time in Gaelic in Gaelic-medium education in each of the seven primary-school stages. Table 4 summarizes this data at a national level by showing the percentage of schools which reported themselves to be in the displayed categories of Gaelic language use for each school stage.

Table 4
Primary school:
overall percentage of teaching in Gaelic-medium education that is conducted through the medium of Gaelic,
by school stage

<i>percentages of schools in rows</i>	Overall percentage of teaching in Gaelic-medium education that is conducted through the medium of Gaelic					
	0-49%	50-59%	60-69%	70-79%	80-89%	90-100%
School stage:						
Primary 1				7	16	78
Primary 2				4	18	78
Primary 3		2			27	71
Primary 4	2		4	24	27	42
Primary 5		5	19	28	21	28
Primary 6	5	7	23	30	9	26
Primary 7	7	19	21	19	10	24

Number of schools (the base of the percentages within rows): 45 for Primary 1 to Primary 4, 43 for Primary 5 and Primary 6, and 42 for Primary 7.

In the first three primary school stages, covering the period of total immersion as set out in the official curricular guidance (Section 1.2), 94% of schools conduct at least 80% of teaching in Gaelic, and in 78% of schools the percentage is over 90%. In Primary 4 the proportion of primary schools conducting 80% or more of the curriculum in Gaelic reduces to 69%, with this further decreasing to 49% at the Primary 5 stage. From Primary 5 upwards there is much greater variation in schools' language models. Between Primary 5 and Primary 7, around a quarter of schools still have at least 90% of teaching time through the medium of Gaelic. In Primary 5 and Primary 6 around two thirds of schools have between 60 and 89% of teaching time through Gaelic, and this falls to one half of schools in Primary 7. In that final stage of primary school, in fact, there is an approximately even division of schools into four ranges of Gaelic language use: 0-59%, 60-69%, 70-89% and 90-100%.

Correlations between the percentage of Gaelic language use in the curriculum at different school stages show the extent to which pupils' linguistic experience is likely to be similar between school stages. For example, if there is a high correlation across schools between the Primary 4 and Primary 5 percentages, then we may infer that schools that have relatively high percentages of Gaelic language use in Primary 4 also have relatively high percentages in Primary 5. Such a high correlation would thus indicate that pupils experience quite consistent language models as they move between these two stages within the same school. Table 5 shows that schools with a high percentage of Gaelic curricular language use at one stage tend also to have a high percentage at the next stage. Correlations are mostly at least 0.8 which indicates that children mostly experience linguistic continuity as they move from stage to stage.¹⁴ We see these correlations by comparing the primary school stage in the columns of

¹⁴ Correlations have a value of between 0 and 1. For data of the kind reported here (aggregate data), a value of 0 to 0.3 indicates a weak correlation, a value of between 0.4 and 0.6 reflects a medium correlation, and a value of 0.7 to 1 reflects a strong correlation.

the table with the primary school stage preceding it from the rows of the table. The exception to this high level of correlation between primary school stages is between Primary 2 and Primary 3, where the correlation is 0.67. This reduction in Gaelic language use is perhaps to be expected in the light of the official curricular guidance that the full immersion phase should end around Primary 3, but without precise advice as to the rate at which the use of Gaelic should be reduced.

There is much less consistency of Gaelic language use in curricular instruction across the full range of stages – notably there is a correlation of only around 0.2 between Primary 7 and the full immersion stages in Primary 1 and Primary 2. That is, as a national average, pupils experience relatively high Gaelic use in the early primary school stages but experience relatively low use in the final primary-school stages.

Table 5
Primary school:
correlation between school stages of percentage of teaching in Gaelic-medium education
that is conducted through the medium of Gaelic

School stage:	School stage					
	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Primary 1	0.98	0.68	0.60	0.35	0.26	0.21
Primary 2		0.67	0.59	0.34	0.24	0.19
Primary 3			0.87	0.65	0.61	0.56
Primary 4				0.84	0.78	0.74
Primary 5					0.96	0.90
Primary 6						0.94

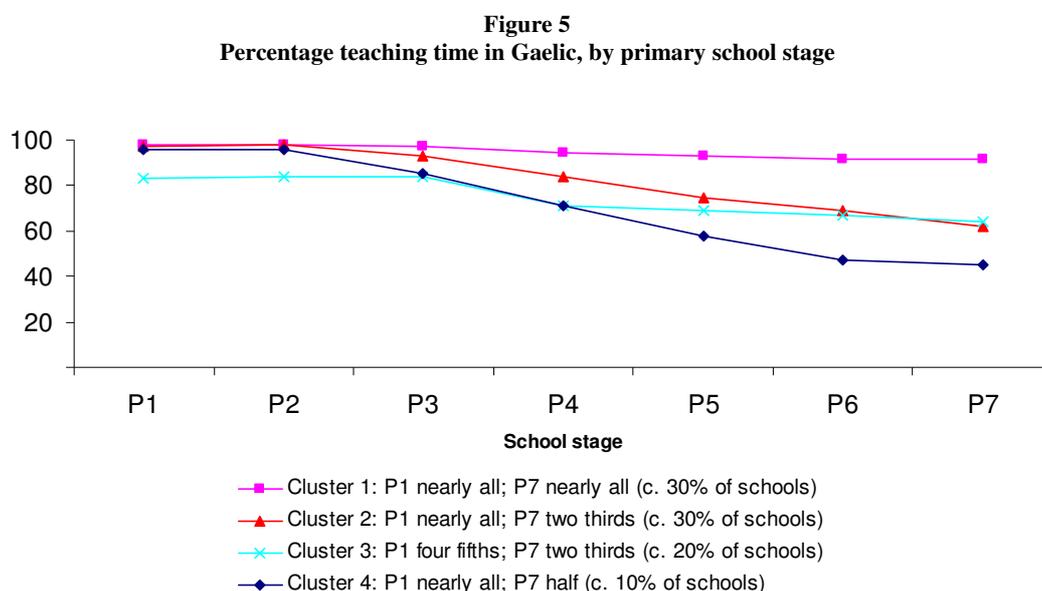
Number of schools: 45 for Primary 1 to Primary 4, 43 for Primary 5 and Primary 6, and 42 for Primary 7.

Tables 4 and 5 suggest that there is a great deal of variation in language model both between schools and within schools across the primary school stages. The purpose of the cluster analysis is to investigate whether that variation may be simplified into groups of schools such that within each group the schools have broadly similar development of language model across the school stages. The process by which a decision on such school groupings is reached is outlined in detail in Appendix 1. The cluster analysis suggested that four clusters would adequately summarise the similarities and differences between schools in overall Gaelic language use in the curriculum across the school stages (for details see Appendix 1).

The validity of the clusters is tested by whether the clusters are a meaningful way to classify schools: that is to say, does a primary school's language model link to patterns of language use in particular curricular subjects, or in non-classroom based domains (such as in the corridors, the playground and in extra-curricular activities)? So we turn to that now.

The first step of this analysis is to assign labels to the clusters that sum up their characteristics in terms of the measures that were used to construct them, here the overall percentage of teaching time in Gaelic at the seven primary school stages. This

labelling is done in Figure 5, which shows, for each cluster of Gaelic-medium primary schools, the average percentage teaching time in Gaelic at each school stage.¹⁵



Data for this graph: Appendix 2, Table A2.2.1

In cluster 1 (marked in pink in Figure 5), the average percentage teaching time in Gaelic is over 90% at all school stages. In cluster 2 (marked in red), the average is over 90% in Primary 1 to 3, and then falls steadily to just under two thirds in Primary 7. In cluster 3 (marked in turquoise), the average percentage teaching time in Gaelic is just over 80% in Primary 1 to 3, falls quite sharply to about 70% in Primary 4, and then falls only slightly further to reach about two thirds in Primary 7. In cluster 4 (marked in dark blue), the average is over 90% in Primary 1 and 2, and then falls steadily to reach about one half in Primary 6 and 7.

In all the analysis that follows we label the clusters (as in Figure 5) in terms of the amount of Gaelic used in the first and last primary-school stages (Primary 1 and Primary 7), with the size of the clusters indicated by rounded percentages of the proportion of schools that are in each cluster. The graph labels for each cluster read:

Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools).

Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools).

Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)

Cluster 4: P1 nearly all; P7 half (c. 10% of schools).

We now report the language use results in relation to four types of activity: (i) classroom learning, (ii) in school when outwith the classroom (e.g. assemblies, corridors, playground), (iii) in extra-curricular activities and (iv) in formal

¹⁵ The detailed data values underlying each Figure in the text are given in Appendix 2, as noted in the footnote to each Figure.

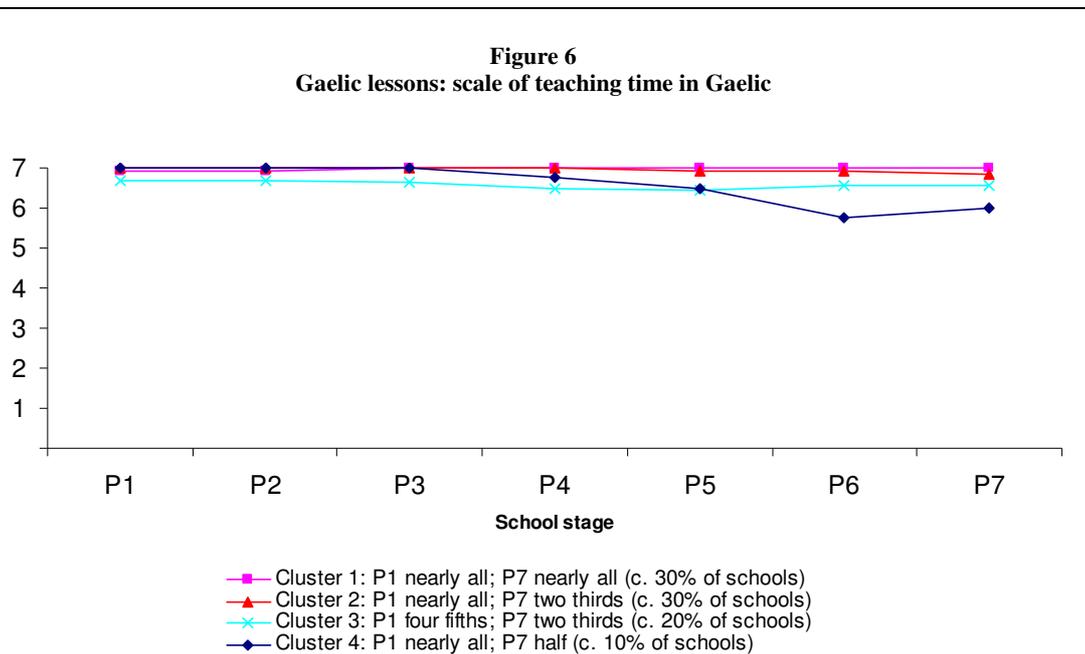
communication between the school and parents. The most extensive data is for classroom learning – language use in curricular areas such as mathematics or expressive arts (Section 3.2.2). Data on communication in the school when outwith the classroom is presented in Section 3.2.3. Section 3.2.4 presents data on extra-curricular activities such as music and sport, whilst Section 3.2.5 presents data on formal school communication with parents. The results are presented by school cluster and – for curricular areas – by school stage. We should re-emphasise at this point that the results are based on respondents’ reports of language use, not on observed patterns of language use (see Section 2.1).

3.2.2 Characteristics of the clusters: curriculum

3.2.2.1 Patterns of Gaelic language use in Gaelic

The first curricular graph, Figure 6, shows that the level of Gaelic language use in the teaching of Gaelic as a subject is very high in each cluster at each school stage, the average always corresponding to at least point 6 on the scale in all but the small fourth cluster. Point 6 corresponds to 75-99% of teaching time in Gaelic (for scale, see Table 2). Pupils are thus experiencing extensive exposure to Gaelic in this core part of the curriculum throughout their primary schooling.

Moreover, the pattern of Gaelic language use in the teaching of Gaelic across the clusters broadly corresponds to the pattern of overall Gaelic use in the curriculum (Figure 5).



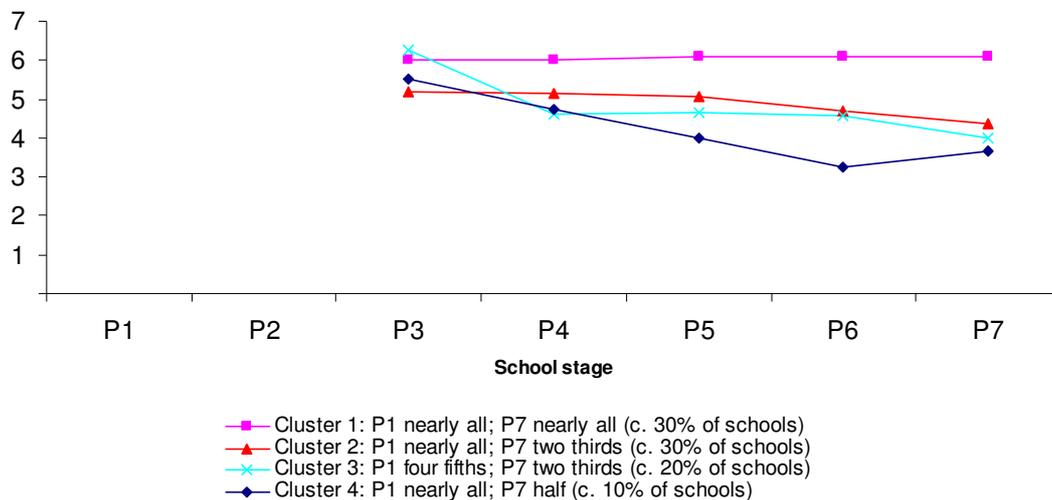
Data for this graph: Appendix 2, Table A2.2.2

The average percentage teaching time in Gaelic for Gàidhlig as a subject at each primary school stage is shown in the Appendix (Appendix 2, Table A.2.2.2). This is an average of Gaelic-medium primary providers nationally, across the primary school clusters.

3.2.2.2 Patterns of Gaelic language use in English

Figure 7 displays the patterns of Gaelic language use reported for classes in which Gaelic-medium pupils learn English. It shows these only for Primary 3 upwards, because – in line with the national curricular guidance (Section 1.2) – most Gaelic-medium primary providers do not teach English in Primary 1 and Primary 2 (two thirds of schools in the survey provided no information on Gaelic language use in English classes in these early primary school stages). However, there is quite a lot of variation between the school clusters in Gaelic use when teaching English as a subject at the middle primary school stages, and in the extent to which Gaelic use decreases by the end of primary schooling. The language use responses ranged from 6.3 to 3.3 on the scale, corresponding approximately to 75-99% in Gaelic and 25-49% in Gaelic respectively (see Table 2).

Figure 7
English lessons: scale of teaching time in Gaelic



Data for this graph: Appendix 2, Table A2.2.3

It is notable that the rank order of clusters broadly follows that for overall Gaelic curricular use, but the correspondence is not exact as cluster 3 – which overall has about four fifths of teaching time in Gaelic in each of the first three primary-school stages (Figure 5) – has very high Gaelic use in English classes in Primary 3.

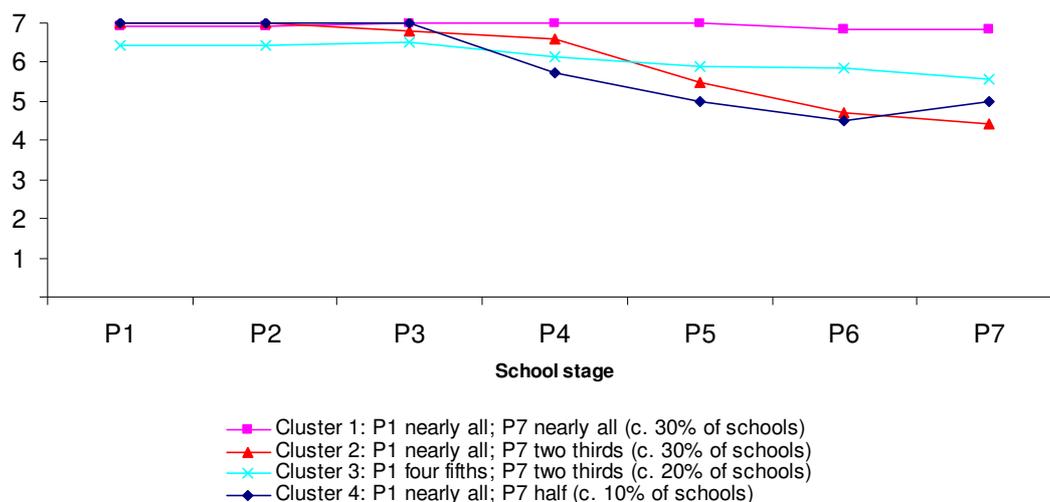
The average percentage teaching time in Gaelic at each primary school stage nationally is shown in the Appendix (Appendix 2, Table A2.2.3).

3.2.2.3 Patterns of Gaelic language use in mathematics

Figure 8 shows the amount of Gaelic use in mathematics to be high throughout the primary school stages, perhaps aided by the existence of Heinemann Mathematics and other curricular resources in Gaelic. The responses ranged from 7.0 to 4.4, that is to say from ‘always in Gaelic’ to approximately ‘equally in Gaelic and English’. As with the teaching of English (Section 3.2.2.2), Gaelic language use in the teaching of mathematics is broadly consistent with the pattern of overall Gaelic use that

underpinned the derivation and definition of the clusters (Section 3.2.1). However, cluster 3 (turquoise) again maintains stronger Gaelic language use in the teaching of mathematics than its overall cluster profile might lead us to expect, with a higher level of Gaelic language use in mathematics in Primary 7 than all but the first cluster.

Figure 8
Mathematics lessons: scale of teaching time in Gaelic

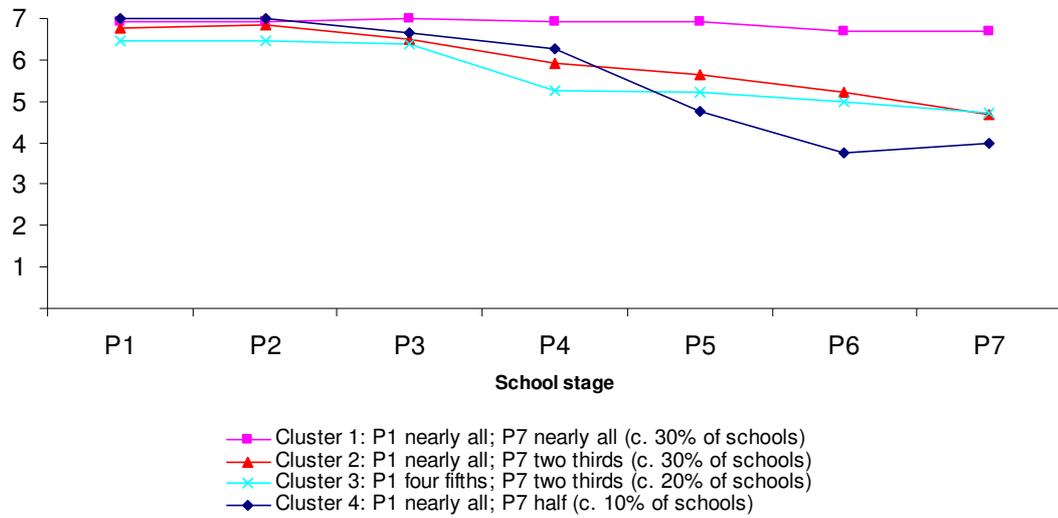


Data for this graph: Appendix 2, Table A2.2.4

3.2.2.4 Patterns of Gaelic language use in science, social studies, technologies and cross-curricular work

Figure 9 shows the pattern of Gaelic language use reported by each cluster for the teaching of science to be very similar to the overall pattern of Gaelic language use reported by each cluster (Figure 5). The same is also true of social studies, of technologies and of cross-curricular work, and thus we do not show graphs for these in the main text (the details are in Appendix 2, Tables A2.2.6, A2.2.9 and A2.2.10).

Figure 9
Science lessons: scale of teaching time in Gaelic



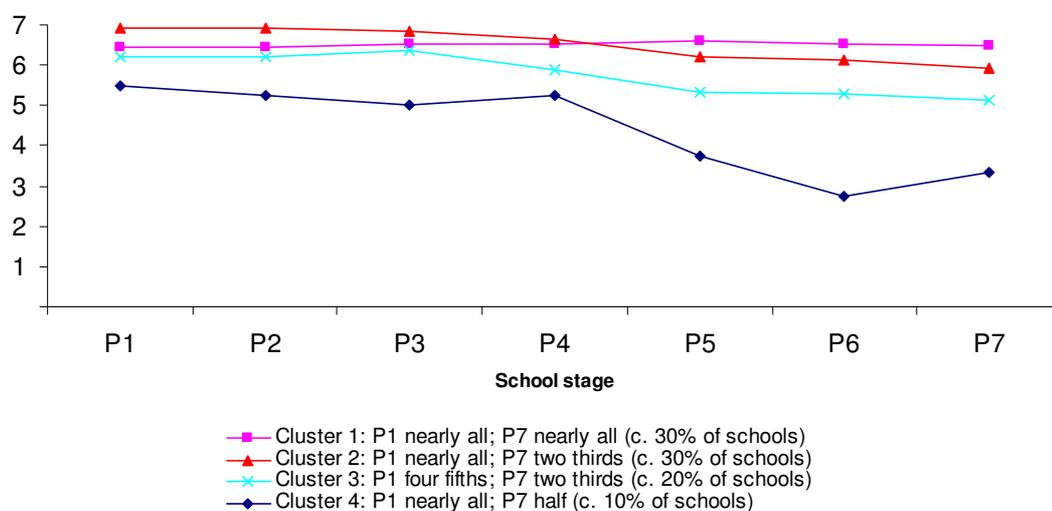
Data for this graph: Appendix 2, Table A2.2.5

The patterns of Gaelic language use in the teaching of science, social studies, technologies and cross-curricular work thus differ from the patterns for Gaelic, English and mathematics.

3.2.2.5 Patterns of Gaelic language use in Health and Well-Being

Figure 10 shows the subject ‘health and well-being’ to display a similar pattern to science, social studies, technologies and cross-curricular work (Section 3.2.2.4) in relation to the proportion of subject teaching time conducted in Gaelic, but there to be a somewhat greater use of English at the early primary school stages than in these other curricular areas. The proportion of communication conducted in Gaelic for health and well-being ranges from 6.9 to 2.8: that is to say from ‘mainly in Gaelic’ (75-99% Gaelic) to ‘mainly in English’ (1-24% Gaelic).

Figure 10
Health and well-being lessons: scale of teaching time in Gaelic

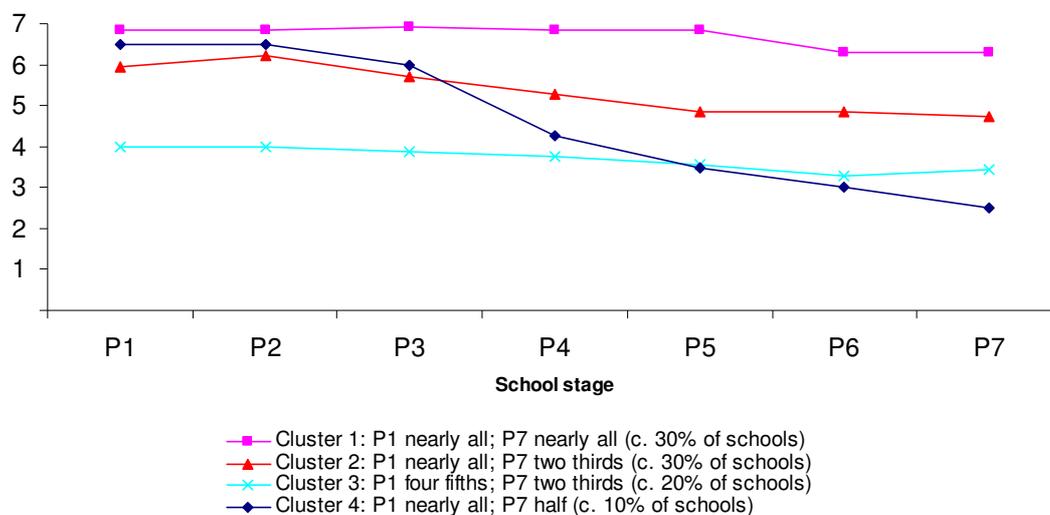


Data for this graph: Appendix 2, Table A2.2.7

3.2.2.6 Patterns of Gaelic language use in Expressive Arts

The remaining curricular area – expressive arts – displays a different pattern, as shown in Figure 11. In all but the first cluster (pink), there is less Gaelic use here than in the other curricular areas, especially in cluster 3 (turquoise). In cluster 2 (red), the average for expressive arts in Primary 7 is only 4.7, just over the mid-point of equal use of Gaelic and English; for clusters 3 (turquoise) and 4 (dark blue) the average Gaelic language use at Primary 7 is under 50%, with cluster 3 averaging 3.4 (25-49% Gaelic) and cluster 4 averaging 2.5 (1-24% Gaelic). Even in the first cluster (pink), the average scale value for Primary 7 (6.3) is lower than in any curricular area other than English itself (where it was 6.1). The reason for such lower Gaelic language use in this curricular area is probably as explained by many respondents in the questionnaire – that the school may not have a Gaelic-speaking drama, music or physical-education teacher (activities which are included under the expressive arts subject heading).

Figure 11
Expressive Arts lessons: scale of teaching time in Gaelic



Data for this graph: Appendix 2, Table A2.2.8

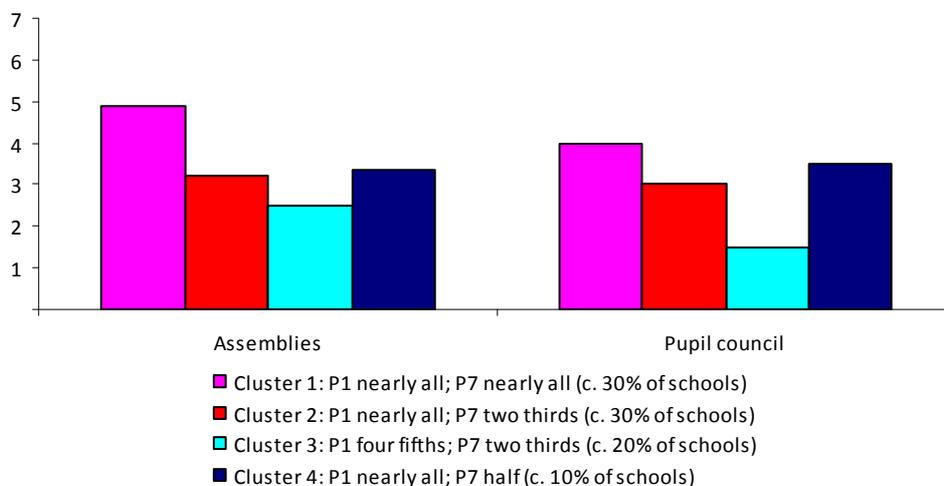
3.2.3 Characteristics of the clusters: school-based language use (outwith the classroom)

There are three important domains of non-classroom-based Gaelic language use: (i) at school events such as assemblies and pupil council meetings, (ii) in corridors and other areas of the school, and (iii) in the playground. Gaelic use in such domains was reported for primary schools as a whole, with no differentiation by pupils' school stage. Within these categories, a distinction was drawn between instances in which only Gaelic-medium pupils were present and those in which both Gaelic-medium and English-medium pupils were present however.

3.2.3.1 Patterns of Gaelic language use at school events

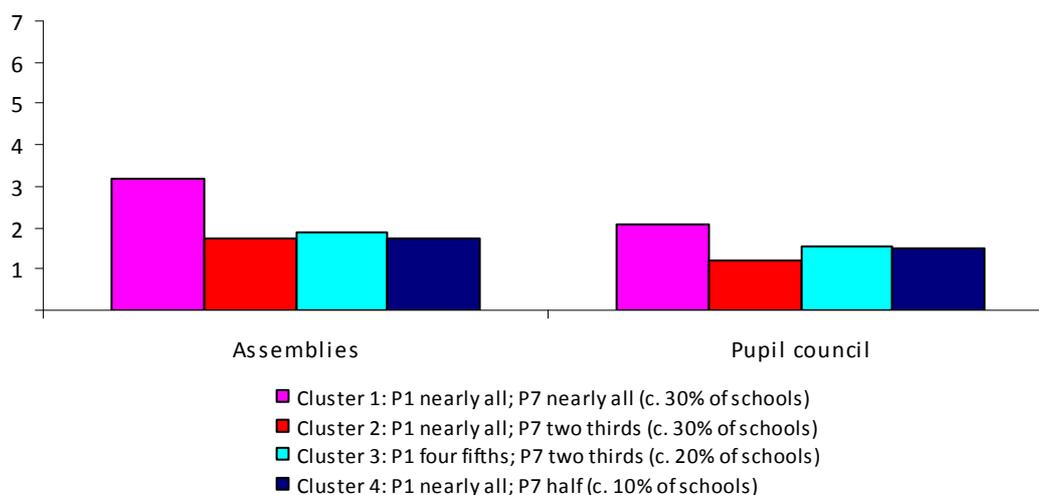
Figures 12 and 13 show patterns of reported Gaelic language use in school assemblies and pupil councils. Figure 12 shows this for contexts which involve only Gaelic-medium pupils and Figure 13 shows the same for occasions involving both English-medium and Gaelic-medium pupils. Only about half of the schools provided data for Figure 12, because many Gaelic-medium primary providers do not have any aspects of school life outwith the classroom that involve only Gaelic-medium pupils.

Figure 12
Communication involving only Gaelic-medium pupils: scale of Gaelic use



Data for this graph: Appendix 2, Table A2.2.14

Figure 13
Communication involving Gaelic-medium and English-medium pupils: scale of Gaelic use



Data for this graph: Appendix 2, Table A2.2.15

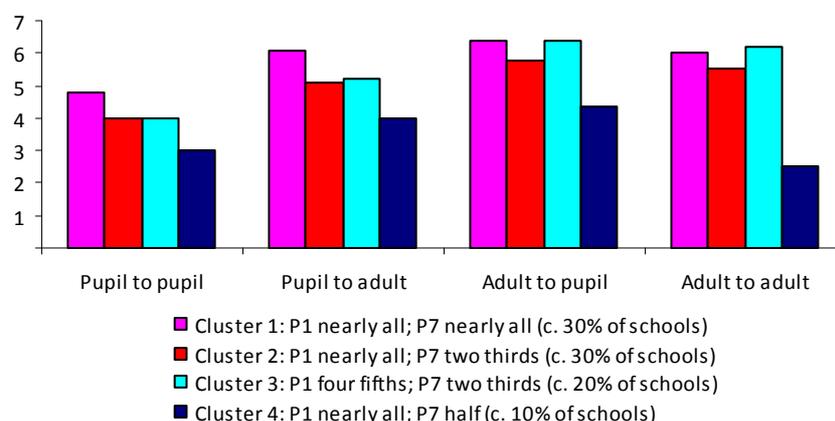
Figures 12 and 13 show that in assemblies and pupil council meetings, formal contexts where teachers are likely to have influence over the languages of communication, the differences between the school clusters broadly follow the differences in overall Gaelic use in the curriculum (as shown in Figure 5). That is to say, cluster 1 has the highest level of Gaelic language use, followed by clusters 2, 3 and 4. (The curricular language model of each cluster is shown in the key to the graph.) There is an exception to this pattern for the small fourth cluster (dark blue): in that cluster, there is relatively more Gaelic language use in these formal non-classroom-based domains involving only Gaelic-medium pupils than there is in the second (red) and third (turquoise) school clusters.

Figure 13 shows that, in all school clusters, Gaelic language use where both Gaelic-medium and English-medium pupils are involved is lower than when only Gaelic-medium pupils are present, although it is notable that there is some Gaelic use, especially in the first cluster (pink), where Gaelic is used between a quarter and a half of the time in school assemblies (point 3 on the language use scale). In schools in that cluster, English-medium pupils would thus have quite a lot of exposure to Gaelic.

3.2.3.2 Patterns of Gaelic language use in the corridors

Figures 14 and 15 display reported patterns of Gaelic language use in interactions between various interlocutor groups in the corridors or other areas of the school outwith the classroom. For the reports of pupil to pupil communication it must be borne in mind again that these come from school staff, not from the pupils themselves.

Figure 14
Communication involving only Gaelic-medium pupils inside the school: scale of Gaelic use



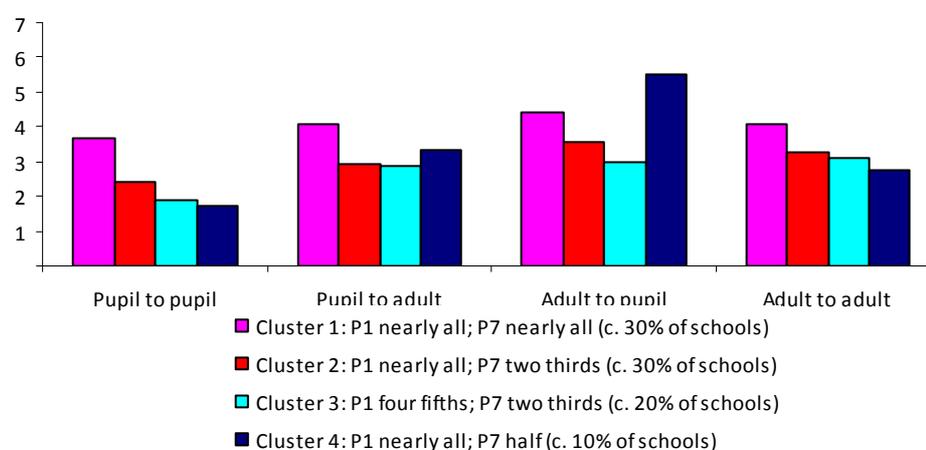
Data for this graph: Appendix 2, Table A2.2.17

In Figure 14 – Gaelic use involving Gaelic-medium pupils inside the school (e.g. in the corridors) – there are three main points of interest. The first is that the patterns of reported pupil language use in the school reflect the curricular language models of the school clusters: that is to say Cluster 1 has the most Gaelic language use, then Clusters 2, 3 and 4. The second is that the Gaelic-medium pupils are reported to use less Gaelic with each other than with adults: each of the bars in the ‘pupil to pupil’ segment of the graph is shorter than the corresponding bar in the ‘pupil to adult’ segment. Such a trend of Gaelic-medium pupils’ using more of the Gaelic language to adults than to other pupils has been found using pupil data from previous research in Scotland, by Müller (2005), MacNeill and Stradling (2000) and O’Hanlon (2012a), and also accords with research conducted on the Welsh language use of Welsh-medium pupils (Thomas and Roberts 2011). The third point about Figure 14 is that the adults are reported to use more Gaelic than pupils: for each school cluster, the bar for ‘adult to pupil’ communication is at least slightly higher than that for ‘pupil to adult’. Indeed, the last two groups of bars – ‘adult to pupil’ and ‘adult to adult’ communication – show that adults make strong efforts to use Gaelic to pupils and to

other adults in the school context, except in the small fourth cluster (dark blue). The average Gaelic language use for all but that small fourth cluster is 5.5 or higher, which corresponds to using Gaelic more than English.

Figure 15 represents the reported language use in the school when outwith the classroom in contexts involving both English-medium and Gaelic-medium pupils or school staff. A comparison of Figure 14 and Figure 15 shows the patterns of Gaelic language use across the clusters to be very similar to those for Gaelic-medium pupils, but at a lower level of Gaelic use.

Figure 15
Communication involving Gaelic-medium and English-medium pupils inside the school: scale of Gaelic use



Data for this graph: Appendix 2, Table A2.2.19

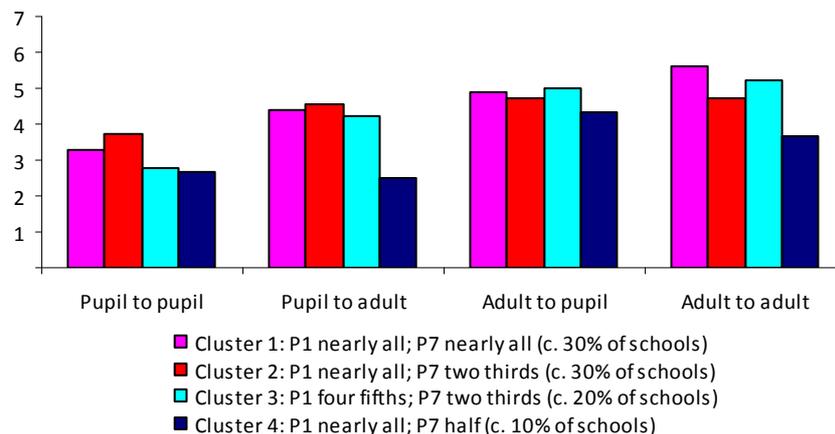
There is broad correspondence between patterns of Gaelic language use in communication involving Gaelic-medium and English-medium pupils or staff inside the school and the curricular language model for Gaelic-medium pupils (Figure 5). Figure 15 shows that cluster 1 typically returns the highest proportion of Gaelic language use, followed by cluster 2, 3 and 4. The exception is adult to pupil communication in the school in the small Cluster 4, where a higher proportion of Gaelic language use is reported for a mixed group of Gaelic-medium and English-medium pupils than for a group of only Gaelic-medium pupils (Figures 14 & 15). Moreover, in all clusters these mixed groups of English-medium and Gaelic-medium pupils are exposed to quite a lot of Gaelic from adults: the averages of adult Gaelic language use are generally 3 or higher on the scale, which corresponds to using Gaelic at least a quarter of the time. This exposure to Gaelic for English-medium pupils is a consequence of both Gaelic-medium and English-medium pupils being present in the same school.

3.2.3.3 Patterns of Gaelic language use in the playground

Respondents report there to be less Gaelic language use in the playground than inside the school (which may be seen by comparing Figure 14 & Figure 16 for Gaelic-medium pupils only, and Figure 15 & Figure 17 for Gaelic-medium and English-medium pupils). Lower Celtic language use in the playground accords with previous Scottish and Welsh research, in which pupils were reported to use less of their Celtic language in this more informal, less teacher-controlled domain (MacNeill and Stradling 2000; O’Hanlon 2012a; Thomas and Roberts 2011).

However, similarities between patterns of language use between the school and the playground contexts remain. Figure 16 shows that in the playground, as inside the school, Gaelic-medium pupils’ Gaelic language use was reported to be lower than adults’ use. There is also still loose correspondence to the curricular language model, insofar as the first (pink) and second (red) clusters tend to show higher Gaelic use by pupils than the third (turquoise) and fourth (dark blue) clusters.

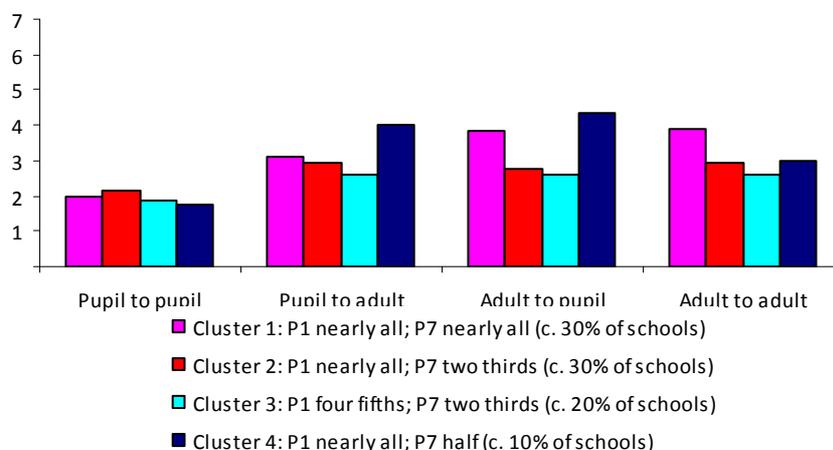
Figure 16
Communication involving only Gaelic-medium pupils in playground: scale of Gaelic use



Data for this graph: Appendix 2, Table A2.2.18

Figure 17 shows reported Gaelic language-use in the playground for mixed groups of Gaelic-medium and English-medium pupils or school staff. As with the in-school data (Section 3.2.3.2), lower levels of Gaelic language use are reported in these mixed groups of Gaelic-medium and English-medium pupils and teachers in the playground than in Gaelic-medium only groups (cf. Figures 16 and 17). There is also lower Gaelic language use reported in the playground than in the corridors amongst the mixed group of Gaelic-medium and English medium pupils and teachers (cf. Figures 15 and 17).

Figure 17
Communication involving Gaelic-medium and English-medium pupils in playground: scale of Gaelic use

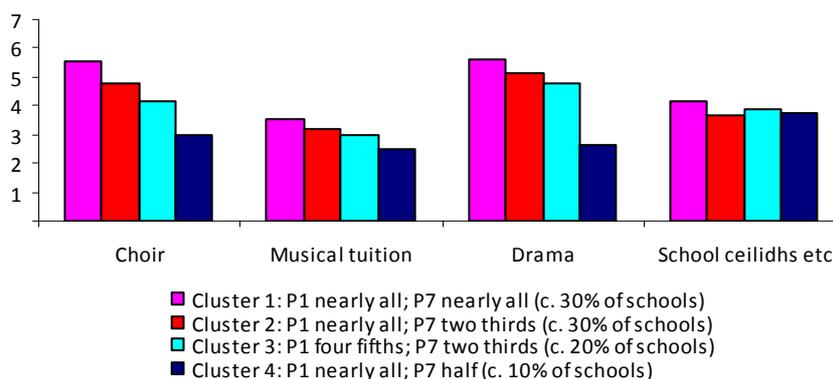


Data for this graph: Appendix 2, Table A2.2.20

3.2.4 Characteristics of the clusters: extra-curricular areas

Information on Gaelic language use in activities outwith the formal curriculum was requested for Gaelic-medium pupils. As with other non-classroom-based language use (Section 3.2.3) this was requested in relation to the primary school as a whole, with no differentiation by school stage. Figure 18 shows the reported Gaelic use in each school cluster in choirs, musical tuition, drama and ‘in-school events such as ceilidhs’.

Figure 18
Extra-curricular activities (music and drama): scale of Gaelic use

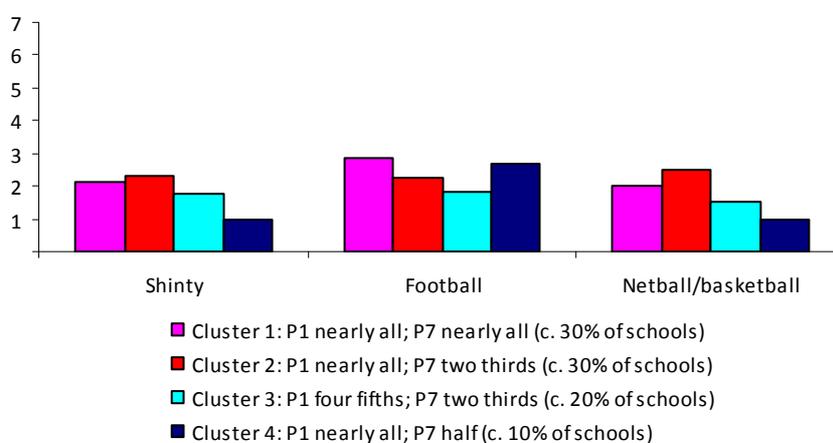


Data for this graph: Appendix 2, Table A2.2.11

The results closely match the overall difference in Gaelic language use in the curriculum between the clusters (Figure 5), with a fairly consistent gradient of decreasing Gaelic use from cluster 1 (pink) to cluster 4 (dark blue). The number of schools which provided data for each activity is shown in Appendix 2, Table A.2.2.11.

Figure 19 shows that, compared to the activities we have been investigating, there is a weaker association between patterns of Gaelic language use in the curriculum and in sporting activities such as shinty, football, netball and basketball. The relatively high numbers of schools reporting Gaelic language use in football (29 schools, see Appendix 2, Table A.2.2.13) may be due to Comunn na Gàidhlig’s annual Gaelic school football competition. Teachers also mentioned the FilmG competition (a Gaelic film competition), the Gaelic School Debating competition, the Mòd and the Fèis in the ‘other’ box in their response to the survey [Appendix 3.2, Q.3(f)], findings which suggest the importance of Gaelic institutions in supporting Gaelic language use outside of the school.

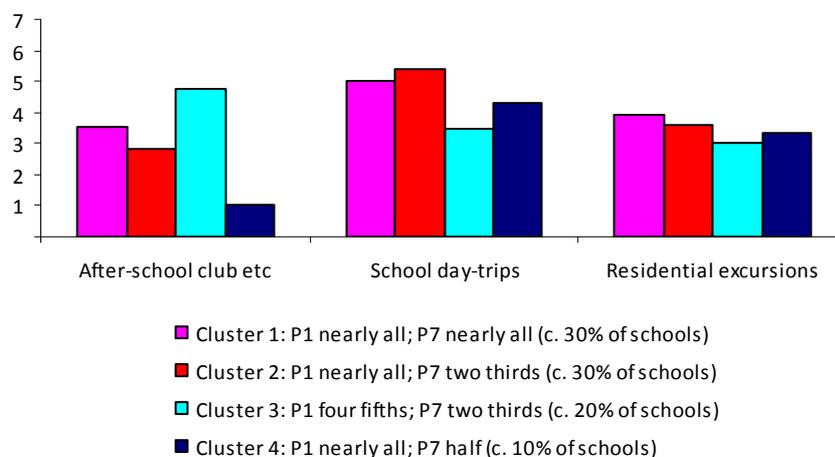
Figure 19
Sport: scale of Gaelic use



Data for this graph: Appendix 2, Table A2.2.13

Figure 20 shows there to be only a loose association between organized group activities such as school trips and overall levels of curricular Gaelic language use. This is especially true in relation to after-school clubs.

Figure 20
Extra-curricular organized activities: scale of Gaelic use

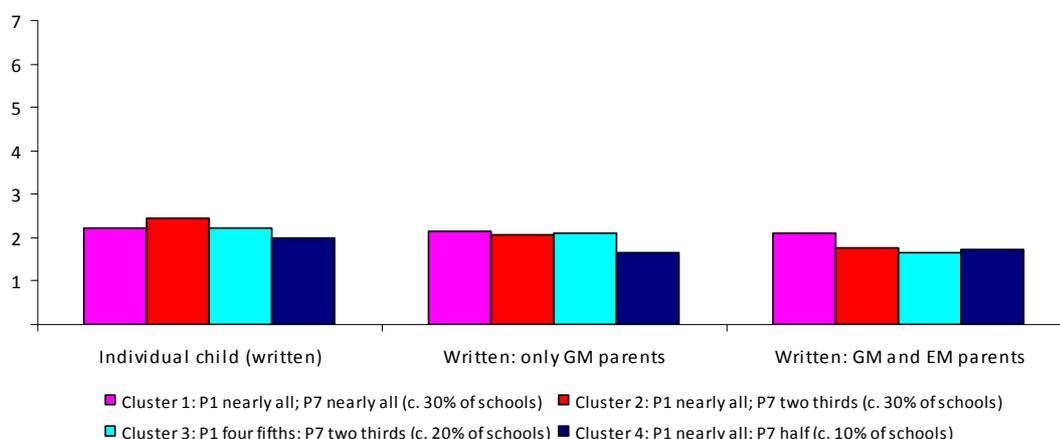


Data for this graph: Appendix 2, Table A2.2.12

3.2.5 Characteristics of the clusters: formal communication by the school to parents

School communication to parents rarely involves Gaelic in any school cluster. The amount of Gaelic used therefore does not display much variation between the clusters, as illustrated in Figure 21 for written communication (and in Appendix 2, Table A2.2.16 for parent-teacher meetings about an individual Gaelic-medium child and for school-based parental events). The averages for such school communication with parents are all in the ‘more English’ range. There is no tendency for clusters which had strongly Gaelic language models in the curriculum to report relatively high levels of Gaelic use in communication with parents.

Figure 21
Written communication with parents: scale of Gaelic use



Data for this graph: Appendix 2, Table A2.2.16

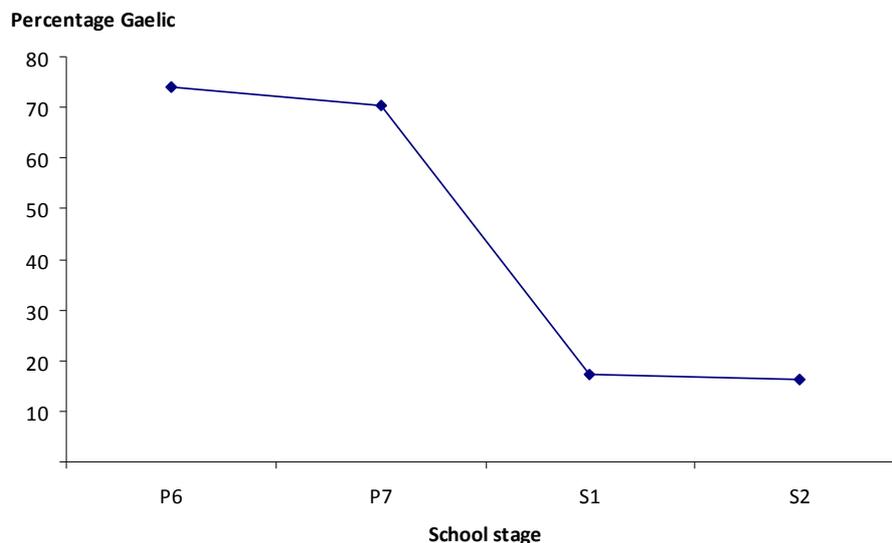
3.3 Patterns of language use in Secondary schools

Gaelic-medium education is provided in many fewer secondary schools than primary schools (Sections 1.2 & 1.3), and – other than the provision of Gàidhlig as a subject for fluent speakers – there is a great deal of variation across schools in the subjects that are taught through Gaelic. Thus, no attempt is made here to classify provision using cluster analysis in the manner that has been done for primary schools in Section 3.2.1. Instead, this section summarises the Gaelic-medium curricular provision available at secondary schools across Scotland, both in terms of the number of curricular areas taught using Gaelic and the amount of Gaelic used in each curricular area, as reported by teachers. Data on the extent of Gaelic language use in the school, in the playground and in extra-curricular activities is also presented.

3.3.1 Curriculum

The use of Gaelic at the secondary school stages falls off very sharply as compared with provision at the primary school stages. This is shown in Figure 22, which displays the overall percentage of curricular time taught through the medium of Gaelic at the Primary 6 to Secondary 2 stages averaged across all primary and secondary schools that reported data in the survey. Across the whole curriculum, the average experience of a Gaelic-medium pupil moves from learning through the medium of Gaelic about three quarters of the time in the final years of primary school to less than one fifth of the time in early secondary.¹⁶

Figure 22
Average percentage teaching time in Gaelic,
by school stage in upper primary school and early secondary school



Data for this graph: Appendix 2, Table A2.3.1

The major reason for this decrease in Gaelic-medium provision is that in most of the secondary schools that are here considered only the subject of Gàidhlig for fluent

¹⁶ The full run of these percentages from pre-school to Secondary 2 is in Appendix 2, Table A2.3.1.

speakers is provided through the medium of Gaelic. Thus, many pupils educated in Gaelic-medium primary schools transfer to a secondary school where only Gàidhlig as a subject is provided in Gaelic, and the rest of the curriculum is in English. The extent to which Gaelic-medium classes *are* provided in secondary schools is indicated in Table 6, which shows, for each of the six stages of secondary school, those curricular areas where at least four schools provide a subject at least partly through the medium of Gaelic, by which we mean any of the points 2 to 7 on the scale of Gaelic use in Table 2.¹⁷

Table 6
Secondary school teaching in Gaelic for Gaelic-medium pupils:
subject areas where four or more schools use at least some Gaelic, by school stage

<i>number of schools using some Gaelic</i>	Secondary school stage ¹					
	S1	S2	S3	S4	S5	S6
Gàidhlig (fluent speakers)	29	29	26	25	27	25
English						
Mathematics						
Biology	6	6				
Chemistry	6	6				
Physics	6	6				
History	12	12	6	5		
Geography	13	12	5			
Modern Studies	8	7				
Modern Foreign Language						
Religious and Moral Education	6	8				
Information Technology	4					
Music	4	4				
Physical Education						
Home Economics	7	7				
Craft, Design and Technology	4	4				
Personal and Social Education	4					

¹The table shows the number of schools reporting that they used at least some Gaelic to teach each subject at each school stage, where the number of schools was at least 4.

In further calculations not shown in the table, it was found that 14 schools provide at least four subjects through the medium of Gaelic in the first two years of secondary school. This is more than the 9 reported to do so by Bòrd na Gàidhlig (Galloway 2011, 79-81). A total of 16 schools provide at least one subject (other than Gàidhlig) through the medium of Gaelic in Secondary 1 or Secondary 2, compared with the 14 secondary schools reported to do so for the 2010-11 school year by Bòrd na Gàidhlig (Galloway 2011, 79-81). For pupils in these 16 schools the average teaching time

¹⁷ We confine information in Tables 6 and 7 to courses provided by at least four schools in order to protect the anonymity of individual schools.

through the medium of Gaelic across all subjects (including Gàidhlig) is 23% in Secondary 1 and 21% in Secondary 2. These percentages are higher than in Figure 22 because they refer to S1 and S2 pupils taking at least one subject through the medium of Gaelic in addition to Gàidhlig, whereas Figure 22 includes pupils taking only Gàidhlig. Moreover, whereas Gaelic is used as a medium of instruction for Gàidhlig for fluent speakers at every secondary school stage, most other subjects are only provided through the medium of Gaelic at the Secondary 1 and Secondary 2 stages. Table 6 shows that, apart from Gàidhlig, only history and geography are available in Gaelic in at least four schools in the third or fourth year of secondary school.

The amount of Gaelic use in the curricular areas presented in Table 6 is shown in Table 7. The value of Gaelic use shown in the table is, for each subject and for each school stage, the average of the scale values (as shown in Table 2) for the schools that provide that subject at least partly through the medium of Gaelic (where there are at least four schools that do so).

Table 7
Secondary school:
teaching time in Gaelic for Gaelic-medium pupils, by subject area and by school stage,
for those subjects and stages where four or more schools use at least some Gaelic

	Secondary school stage					
	S1	S2	S3	S4	S5	S6
Gàidhlig (fluent speakers)	6.8	6.8	6.7	6.7	6.7	6.7
English						
Mathematics						
Biology	4.7	4.8				
Chemistry	4.7	4.8				
Physics	4.7	4.8				
History	5.8	5.5	6.2	6.0		
Geography	6.2	5.8	6.6			
Modern Studies	5.6	4.9				
Modern Foreign Language						
Religious and Moral Education	5.3	4.1				
Information Technology	3.0					
Music	2.5	2.5				
Physical Education						
Home Economics	5.6	4.6				
Craft, Design and Technology	4.8	2.8				
Personal and Social Education	5.3					

¹The table shows the arithmetic mean of the scale value of teaching time according to the scale defined in Table 2 for those schools that use at least some Gaelic. The number of schools contributing to each average is shown in Table 6. Only those means where at least four schools are involved are shown.

Table 7 shows that the teaching of Gàidhlig involves very high use of Gaelic – averages always just short of scale-value 7 (which corresponds to ‘always in Gaelic’). After that, the social subjects (history, geography and modern studies) tend to use

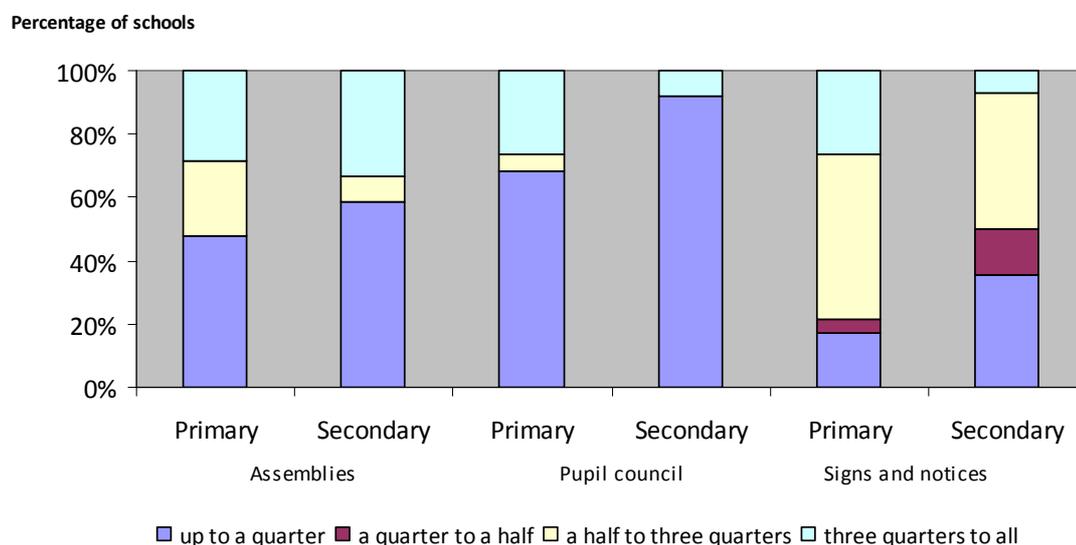
more Gaelic than other areas, each having language use averages corresponding to predominantly in Gaelic (51-99%), scale values 5-6. The sciences have averages of 4-5, corresponding to half to three quarters of teaching time in Gaelic, as do Religious and Moral Education, Home Economics and Personal and Social Education. Music, Information Technology, and Craft, Design and Technology have averages of around 3, corresponding to between a quarter and a half of teaching time in Gaelic.

3.3.2 School-based language use (outwith the classroom)

3.3.2.1 Patterns of Gaelic language use at school events

Figure 23 shows that secondary schools report using less Gaelic than do primary schools in their communication with pupils at school events.¹⁸ This is illustrated by the fact that around one half of secondary schools provide at least half of signs and notices in Gaelic for Gaelic-medium pupils, compared with three quarters of primary schools doing so. Similarly, only 8% of secondary schools, compared to 31% of primary schools, report using Gaelic more than half of the time in pupil council meetings involving only Gaelic-medium pupils. The pattern for school assemblies is more varied. Figure 23 shows that a greater proportion of secondaries than of primaries use Gaelic less than a quarter of the time in assemblies. However, a slightly greater proportion of secondaries than primaries use Gaelic more than three quarters of the time in assemblies.

Figure 23
Percentage of school events that are in Gaelic for Gaelic-medium pupils, primary and secondary



Data for this graph: Appendix 2, Table A2.3.5

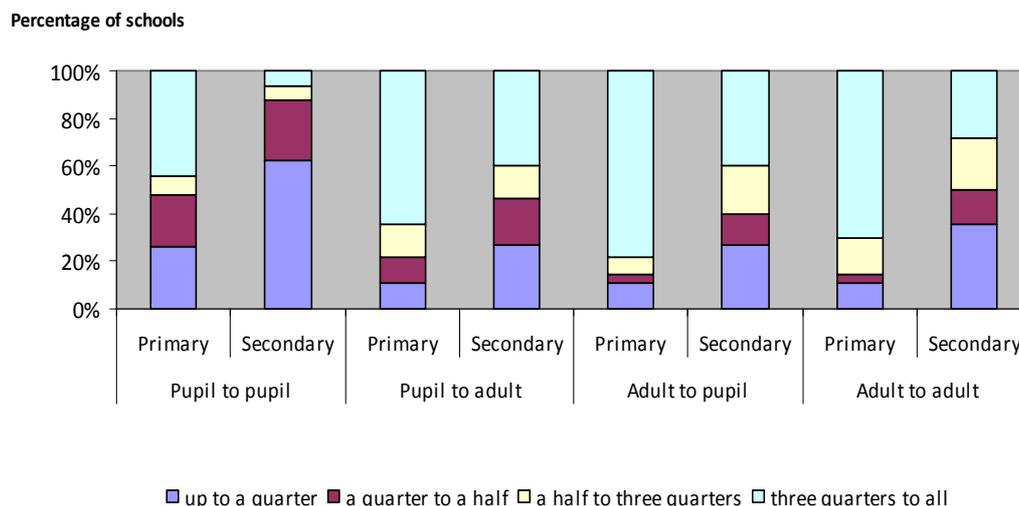
¹⁸ The primary school data shown in Figure 23 and in subsequent figures shows the percentage distribution across the language use categories of Gaelic-medium primary-school providers nationally rather than the average scale value of Gaelic language use in each of the four clusters of primary schools.

Communication with mixed groups of English-medium and Gaelic-medium pupils in these contexts shows much lower proportions of Gaelic use, and consistently shows a higher proportion of secondary schools than of primary schools using Gaelic for under a quarter of the time (Appendix 2, Table A2.3.6).

3.3.2.2 Patterns of Gaelic language use in the corridors and in the playground

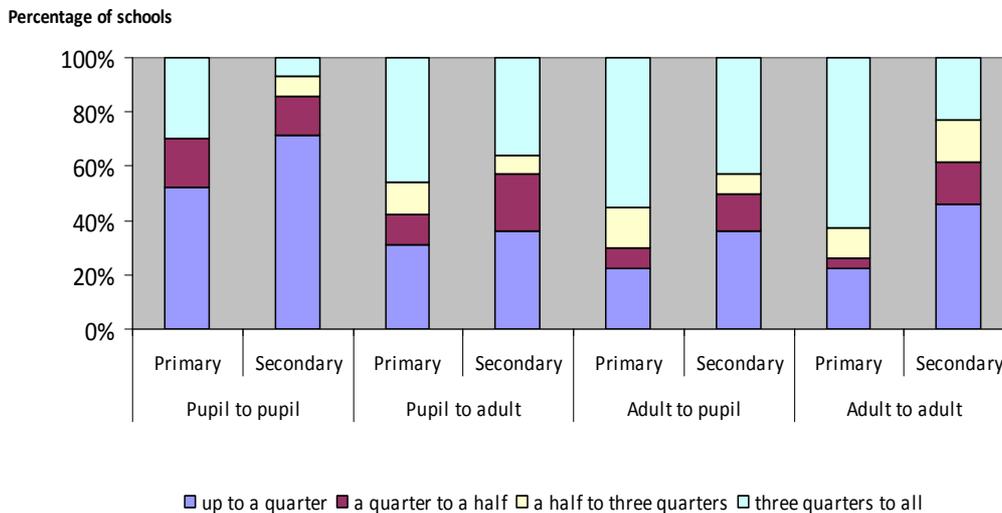
Gaelic language use outwith the classroom is consistently lower in secondary schools than in primary schools: in a greater proportion of secondaries than of primaries, Gaelic is used less than a quarter of the time, and in a lower proportion of secondaries than of primaries Gaelic is used more than three quarters of the time. This difference between secondaries and primaries is true whether the communication involves pupils or adults or both (and in whichever direction), whether inside the school or in the playground, and whether or not it involves only Gaelic-medium pupils. Thus the patterns illustrated in Figure 24, for Gaelic-medium pupils inside the school, and in Figure 25, for Gaelic-medium pupils in the playground, are typical of the differences between primaries and secondaries (though the overall level of Gaelic use is lower than in these graphs when English-medium pupils are involved: see Appendix 2, A2.3.12 and A2.3.13).

Figure 24
Percentage of communication inside the school (involving only Gaelic-medium pupils) that is in Gaelic, primary and secondary



Data for this graph: Appendix 2, Table A2.3.10

Figure 25
Percentage of communication in playground (involving only Gaelic-medium pupils) that is in Gaelic, primary and secondary



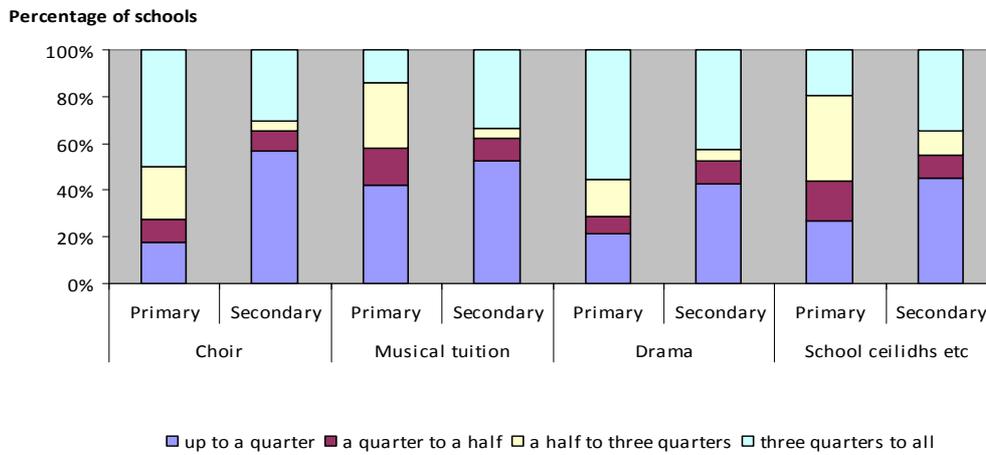
Data for this graph: Appendix 2, Table A2.3.11

Nevertheless, as in primary schools, many adults in secondary schools do try to use Gaelic when speaking to each other and to pupils: for example, Figure 24 shows that in six out of ten secondary schools, adults use Gaelic to Gaelic-medium pupils at least half of the time when inside the school but outwith the classroom. Figure 25 shows that adults in about one half of secondary schools use Gaelic at least half the time when talking to Gaelic-medium pupils in the playground. Even when talking to mixed groups of English-medium and Gaelic-medium pupils adults in around one third of secondary schools use Gaelic at least one quarter of the time in the school when outside of the classroom (Appendix 2, Table A2.3.12), and adults in around a quarter of secondary schools report this pattern of language use in the playground (Appendix 2, Table A.2.3.13).

3.3.3 Extra-curricular areas

The reduction between primary school and secondary school in Gaelic language use in the curriculum is reflected in most kinds of extra-curricular activity. Figure 26 compares primary and secondary school Gaelic language use in music and drama. In each of the activities shown in Figure 26, the percentage of schools that use Gaelic less than one quarter of the time is higher at secondary school than at primary school. Nevertheless, the change at the high end of Gaelic language use is more mixed: in musical tuition and in school events such as ceilidhs, the proportion of secondary schools that use Gaelic three quarters to all of the time is greater at secondary than at primary.

Figure 26
Gaelic use in extra-curricular activities (music and drama), primary and secondary



Data for this graph: Appendix 2, Table A2.3.2

A similarly mixed picture is true of other extra-curricular activities. Whereas (in Appendix 2, Table A2.3.3) in school day-trips a greater proportion of secondaries than of primaries use Gaelic for less than a quarter of the time, in residential excursions there is evidence that a greater proportion of secondaries than of primaries use Gaelic three quarters to all of the time. The data shows there to be more Gaelic used in shinty in secondary school (Appendix 2, Table A2.3.4), no difference between primaries and secondaries in Gaelic use in football, and a higher proportion of secondaries than of primaries using Gaelic for less than a quarter of the time in netball and basketball.

3.3.4 Formal communication by the school to parents

The proportion of Gaelic language use in written or oral communication from the school to parents is low in both primary schools and secondary schools, whether the audience is solely parents of Gaelic-medium pupils or parents of both Gaelic-medium and English-medium pupils (Appendix 2, Tables A2.3.7, A2.3.8 and A2.3.9). For example, Table A2.3.7 shows that the proportion of schools in which less than a quarter of the written information to parents of Gaelic-medium pupils is in Gaelic is around seven out of ten in both primaries and secondaries. As we noted in connection with the low level of Gaelic use in communication with parents in each of the primary-school clusters (Section 3.2.5), this is probably because most parents of Gaelic-medium pupils are not bilingual or biliterate in Gaelic and English.

4. Summary and conclusions

4.1 Pre-schools

Overall levels of Gaelic use in the curriculum in pre-school are high, though not as high as in the immersion phase in the first three stages of primary school. Thus Gaelic-medium pupils experience continuity of curricular language use between the pre-school and primary school stages in a way that they do not in the transition from primary to secondary school.

In the less formal school domains of the corridors, the playground etc, pupils in pre-school tend to use less Gaelic than pupils at primary school, but adults in pre-school contexts tend to use more Gaelic than adults at primary school. Thus adults in pre-school settings may be helping to lay the basis for pupils' use of Gaelic during the immersion phase of early primary school.

Pre-school settings use more Gaelic on signs and notices for Gaelic-medium pupils than do primary schools, and Gaelic language use in extra-curricular activities is also on average higher in pre-school settings than in primary schools. However, there is little difference between pre-school and primary school contexts in relation to communication with parents.

4.2 Primary schools

Based on clusters that were defined in terms of overall Gaelic language use in the curriculum at each primary school stage, it may be inferred that there are four categories of Gaelic-medium primary school:

- One large group (about 30% of all Gaelic-medium providers) in which Gaelic is the medium of instruction of nearly all teaching time throughout the primary school stages.
- A second large group (about 30% of all Gaelic-medium providers) in which Gaelic is the medium of instruction of nearly all teaching time in the early primary school stages, but the amount of Gaelic used decreases steadily from Primary 4, reaching about two thirds of teaching time in Primary 7.
- A third cluster (about 20% of all Gaelic-medium providers) in which Gaelic is used for about four-fifths of teaching time in the first three primary-school stages, for just above two thirds of teaching time in Primary 4 and for two thirds of teaching time by Primary 7.
- A fourth, small cluster (about 10% of all Gaelic-medium providers) in which Gaelic is the medium of instruction of nearly all teaching time in the first two primary-school stages, and then falls steadily to reach about one half of teaching time in Primary 6 and 7.

We have found evidence that these overall patterns of curricular language use are broadly consistent across the curricular areas in primary school, and moreover that similar patterns of language use hold in non-classroom domains, for example in assemblies, in language use in the school and in the playground, and in musical and drama activities. Adults endeavour to use Gaelic to pupils in less formal school domains even in the cluster where Gaelic use in the curriculum is relatively low.

However, there is not a close correlation between school language model and the amount of Gaelic used in communication to parents, which is likely due to the fact that most parents of Gaelic-medium pupils are not themselves fluent and literate in Gaelic. This parental factor can thus be seen to be independent of the school context.

We tentatively suggest our system of classification of primary schools to be an educationally relevant way of categorising Gaelic-medium education. We have shown that, from a knowledge of the development throughout the primary-school stages of the overall balance of Gaelic and English used in the curriculum, inferences can be made about Gaelic language use in each curricular area and also in non-classroom domains. Many of these uses of Gaelic in domains outwith the classroom involve English-medium as well as Gaelic-medium pupils, and thus the presence of two language streams in the same school exposes English-medium pupils to Gaelic, especially in schools in the first cluster (pink in the graphs).

4.3 Secondary schools

In secondary school there is a sharp fall in Gaelic-medium pupils' exposure to Gaelic in the curriculum. Indeed, at least four subjects (including Gàidhlig as a subject for fluent speakers of the language) were provided through the medium of Gaelic at the early secondary school stages in only 14 schools in the 2010-11 school year. Within these, most subjects other than Gàidhlig for fluent speakers are only provided through the medium of Gaelic in the first two secondary school stages. The reduction between primary school and secondary school in Gaelic language use in the curriculum is also reflected in most kinds of extra-curricular activity, in communication around the school and in the playground, despite the efforts made by many adults in secondary school to use Gaelic when speaking to each other and to pupils. The potential effects of such a decrease in curricular provision and school-based language use on pupils' linguistic abilities, language use and identifications with Gaelic are discussed by O'Hanlon (2012a, 2012b, forthcoming).

However, the pattern for school assemblies and of some extra-curricular activities in secondary school is polarised: a greater proportion of secondaries than of primaries use little Gaelic, but a greater proportion also use a lot of Gaelic.

4.4 Overall conclusion

Considering the findings as a whole from pre-school to secondary, we can conclude that there is on average more Gaelic language use in the classroom than in the corridors, more in the corridors than in the playground and more where an adult is involved than when not. There is always more Gaelic language use in domains involving only Gaelic-medium pupils than in domains involving both Gaelic-medium and English-medium pupils. Nevertheless, adults typically make strong efforts to use Gaelic, even when English-medium pupils are present.

4.5 Future research

The purpose of this report has been to describe provision – to show the patterns of language use in pre-schools and schools that provide Gaelic-medium education or Gaelic provision for fluent speakers of the language at the secondary school stages. It is hoped that such description can help local government, central government and

Bòrd na Gàidhlig to plan the development of Gaelic-medium education, and also can help teachers to consider the languages that they use in the pre-school and school environment.

However, this descriptive account is only a first step. Explanations of the patterns of language use found will require future investigation of the reasons for school language models, which are likely to include factors relating to the supply of suitably qualified teachers, local authority policies, the pedagogical approaches to learning and teaching language in the school, the proportion of Gaelic-medium pupils who come from Gaelic speaking homes, the levels of Gaelic language use in the community which a school serves, and the school policies on the use of the Gaelic language outside the classroom. Part of this work would be to examine school-based language use at a more local level than has been done in this report, which has presented the picture across Scotland as a whole. Further research might provide an explanation of the apparent differences between Gaelic language use in curricular and non-curricular areas, especially in cluster 4 in which relatively low levels of curricular Gaelic language use are reported alongside relatively high levels of non-curricular Gaelic language use. For example, it may be that the relatively high Gaelic language use in assemblies, in pupil councils and in communication from adults to Gaelic-medium and English-medium pupils in Cluster 4 schools is associated with geographical location: such schools may be in Gaelic-speaking areas.

A similarly complex range of questions would arise from the investigation of the outcomes of the language models experienced by pupils: are some models better able than others to smooth the transition from pre-school to primary and from primary to secondary, are some better than others at laying the foundations of Gaelic linguistic competencies for adult use, and do some have more effect than others on pupils' attitudes to Gaelic and on the extent to which they perceive themselves to have a Gaelic identity?

There is also the wider question of whether the Gaelic-English curricular language model affects pupils' attainment across the curriculum. Since it is known that pupils in bilingual or immersion education tend to have higher attainment than those in monolingual education (Baker 2011; Emmorey et al 2008), a finding that has been replicated for Scottish Gaelic-medium education (Johnstone et al. 1999; O'Hanlon et al. 2010, and forthcoming), what role, if any, does the particular balance of Gaelic and English as languages of the curriculum play in pupils' wider learning and attainment? If the cognitive advantage is from being bilingual, then the nature of the bilingual competence – such as what counts as sufficiently fluent in each language for pedagogical purposes – and the route taken to achieving that competence may in themselves be relevant to the ways in which pupils learn in subjects other than the two languages concerned. An adequate investigation of this requires a valid and reliable account of the languages experienced by pupils at school, towards which end the taxonomy here proposed is intended to be a contribution.

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Appendix 1: Cluster Analysis: procedure and results

The clustering algorithm sequentially forms larger and larger clusters by grouping together schools that are similar to each other in terms of the overall proportion of Gaelic language use in the curriculum at each primary school stage. The similarity between two schools was measured as the sum of the squares of the differences between two corresponding percentages. Technically this measure of similarity is known as ‘squared Euclidean distance’. The distance between clusters was defined by the measure known as ‘average linkage between groups’; see Krzanowski (2000, ch. 3) for further details.

The dendrogram and the agglomeration schedule (Figure A1 and Table A1) allow us to decide how many clusters to use. The dendrogram has the schools listed by anonymous number vertically and shows horizontally the distance at which they are grouped. (The distances shown on the horizontal axis of the dendrogram are scaled to run from 0 to 25, and are not the actual squared Euclidean distances that were used in the algorithm.) For example, at the top of the dendrogram, it may be seen that the schools numbered 19, 34, 15 and 38 are merged at distance 1 apart, as are the schools 12 and 24. Then these two clusters along with the school numbered 30 are merged at distance 2 apart. The agglomeration schedule is in Table A1, showing the distances involved in merging to create each number of clusters specified in the first column of Table A1. The agglomeration schedule shows the actual Euclidean distances (not the scaled distances). Its first row corresponds to having every school in the same cluster; the next row corresponds to there being two clusters; and so on. The distance of merger involved at any particular row is shown in the column headed ‘Distance current step’: thus in forming a single cluster, merging took place across a distance of 7028, whereas forming two clusters involved a distance of 3349. The recommended use of the agglomeration schedule is to choose a number of clusters corresponding to the last merger before distances decrease sharply to a relatively low level. Thus we need to calculate the change in distance between each of the stages. These changes are shown in the final column of Table A1: between the first two it is 7028 minus 3349, which is 3679. The next few such differences of distances are 1756, 294, 182 and 440, but then the next difference of distances is 19, which, compared to the preceding differences, is very small. That corresponds to six clusters (including two outlying clusters containing only one school, as explained below), which is what we then specify as the number with which we subsequently work. These groups are shown at the left hand side of the dendrogram (Figure A1).

We can see that the four main clusters were formed at around a distance in the dendrogram of about 3 or less, as indicated by the vertical lines in the tree. The four main clusters have 14, 9, 4 and 13 schools in them respectively. For the analysis of the primary schools in the main text of the report we look only at these four clusters, and set aside the outliers (Clusters 5 and 6), because the purpose is to establish broadly typical patterns, not to capture every nuance of variation.

Figure A1: Results of cluster analysis – dendrogram

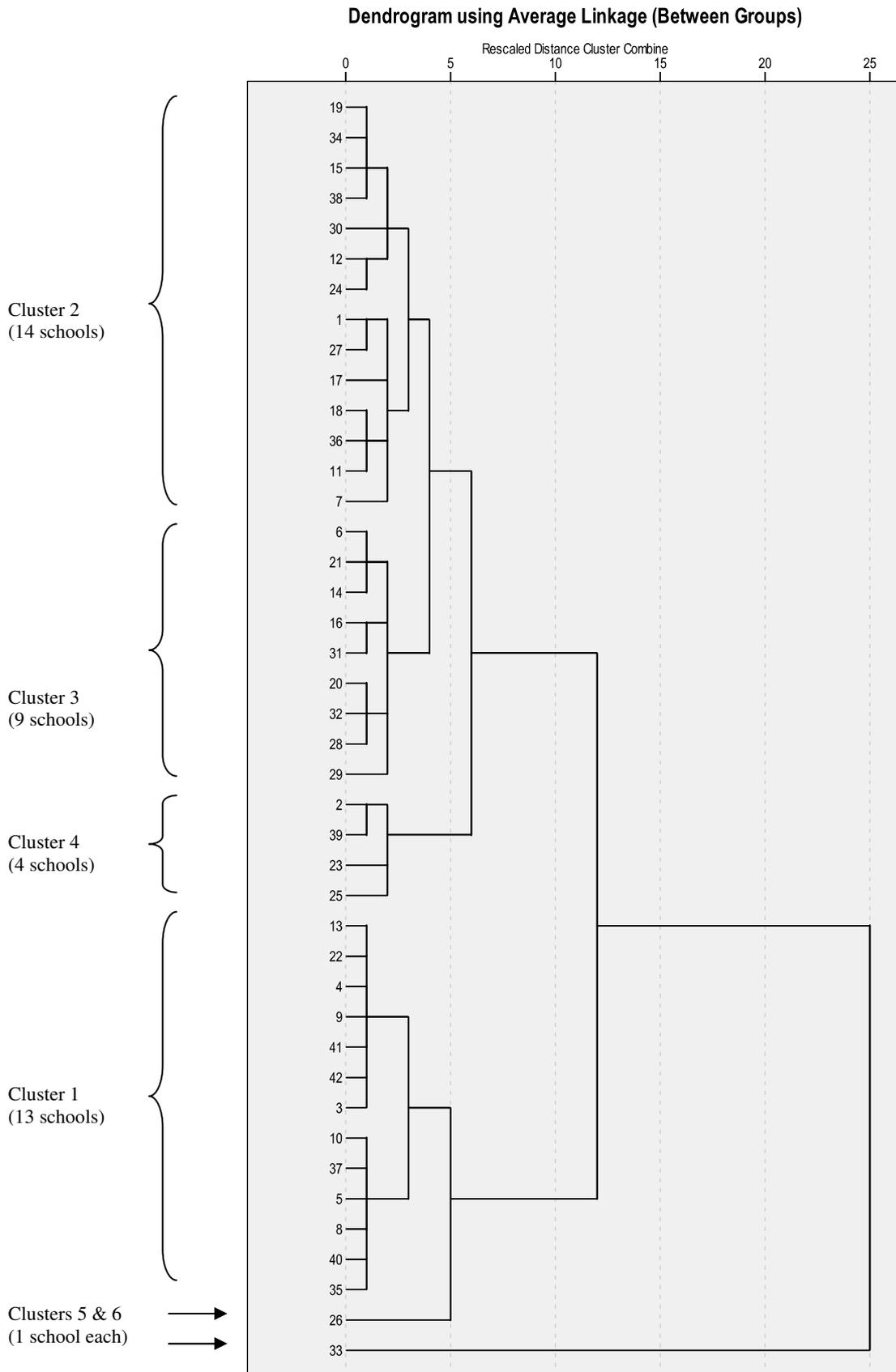


Table A1: Results of cluster analysis: agglomeration schedule

Table A1
Agglomeration schedule from cluster analysis

Number of clusters	Distance previous step	Distance current step	Change
1	-	7028	-
2	7028	3349	3679
3	3349	1593	1756
4	1593	1299	294
5	1299	1117	182
6	1117	677	440
7	677	658	19

Appendix 2: Tables of results

Appendix 2.1 Pre-schools (language use responses as percentages)

Table A2.1.1

Gaelic use in extra-curricular activities (music and drama), pre-school

Proportion of Gaelic	Singing	Other musical activities	Drama	School ceilidhs etc
Up to a quarter	5	10	7	8
A quarter to a half		7	13	5
A half to three quarters	14	30	16	55
Three quarters to all	81	53	65	32

Table percentages of schools in columns. Number of schools on which these calculations are based: 37, 30, 31, 38.

Table A2.1.2

Gaelic use in extra-curricular group activities, pre-school

Proportion of Gaelic	School day-trips	Wrap-around care
Up to a quarter	10	23
A quarter to a half	13	15
A half to three quarters	30	23
Three quarters to all	48	39

Table percentages of schools in columns. Number of schools on which these calculations are based: 40, 13.

Table A2.1.3

Gaelic use in signs and notices, pre-school

Proportion of Gaelic	Only Gaelic-medium pupils	Gaelic-medium and English-medium pupils
Up to a quarter	7	6
A quarter to a half	7	26
A half to three quarters	32	57
Three quarters to all	55	11

Table percentages of schools in columns. Number of schools on which these calculations are based: 31, 35.

Table A2.1.4

Gaelic use in communication with parents about an individual Gaelic-medium pupil, pre-school

Proportion of Gaelic	Written	Meeting
Up to a quarter	67	61
A quarter to a half	26	12
A half to three quarters	7	19
Three quarters to all		9

Table percentages of schools in columns. Number of schools on which these calculations are based: 42, 43.

Table A2.1.5

Gaelic use in communication with parents at school events, pre-school

Proportion of Gaelic	Involving only parents of Gaelic-medium pupils	Involving parents of both Gaelic-medium and English-medium pupils
Up to a quarter	56	64
A quarter to a half	10	10
A half to three quarters	20	23
Three quarters to all	15	3

Table percentages of schools in columns. Number of schools on which these calculations are based: 41, 39.

Table A2.1.6

Gaelic use in written information to parents, pre-school

Proportion of Gaelic	Only to parents of Gaelic-medium pupils	To parents of both Gaelic-medium and English-medium pupils
Up to a quarter	68	68
A quarter to a half	10	18
A half to three quarters	20	13
Three quarters to all	2	3

Table percentages of schools in columns. Number of schools on which these calculations are based: 41, 40.

Table A2.1.7**Gaelic use in school when outwith the classroom where only Gaelic-medium pupils are involved, pre-school**

Proportion of Gaelic	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Up to a quarter	33	30	3	9
A quarter to a half	18	18	3	3
A half to three quarters	27	21	15	21
Three quarters to all	21	30	79	68

Table percentages of schools in columns. Number of schools on which these calculations are based: 33-34.

Table A2.1.8**Gaelic use in playground where only Gaelic-medium pupils are involved, pre-school**

Proportion of Gaelic	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Up to a quarter	41	31	11	11
A quarter to a half	37	31		
A half to three quarters	11	15	7	15
Three quarters to all	11	23	82	74

Table percentages of schools in columns. Number of schools on which these calculations are based: 26-27.

Table A2.1.9**Gaelic use in school when outwith the classroom where both Gaelic-medium and English-medium pupils are involved, pre-school**

Proportion of Gaelic	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Up to a quarter	42	35	8	14
A quarter to a half	24	15	19	17
A half to three quarters	24	35	22	23
Three quarters to all	9	15	50	46

Table percentages of schools in columns. Number of schools on which these calculations are based: 33-36.

Table A2.1.10**Gaelic use in playground where both Gaelic-medium and English-medium pupils are involved, pre-school**

Proportion of Gaelic	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Up to a quarter	63	50	23	23
A quarter to a half	16	13	16	13
A half to three quarters	19	30	23	17
Three quarters to all	3	7	39	47

Table percentages of schools in columns. Number of schools on which these calculations are based: 30-32.

Appendix 2.2 Primary schools (scaled responses)

Table A2.2.1

Average percentage total teaching time through the medium of Gaelic, by primary school cluster

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	98	98	97	94	93	92	92
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	98	98	93	84	74	69	62
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	83	84	84	71	69	67	64
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	96	96	85	71	58	48	45
Average across clusters	94	95	91	83	78	74	70

Table shows average percentage teaching time that is through the medium of Gaelic. Number of schools on which these calculations are based: cluster 1: 13; cluster 2: 14; cluster 3: 9; cluster 4: 4.

Table A2.2.2

Scale of teaching time in Gaelic through the medium of Gaelic, by primary school cluster

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.9	6.9	7.0	7.0	7.0	7.0	7.0
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	7.0	7.0	7.0	7.0	6.9	6.9	6.9
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	6.7	6.7	6.6	6.5	6.4	6.6	6.6
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	7.0	7.0	7.0	6.8	6.5	5.8	6.0
Average across clusters	6.9	6.9	6.9	6.9	6.8	6.8	6.8

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 13; cluster 2: 13-14; cluster 3: 7-9; cluster 4: 3-4.

Table A2.2.3**Scale of teaching time in English through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)			6.0	6.0	6.1	6.1	6.1
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)			5.2	5.1	5.1	4.7	4.4
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)			6.3	4.6	4.7	4.6	4.0
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)			5.5	4.8	4.0	3.3	3.7
Average across clusters			5.7	5.3	5.2	5.0	4.8

Table shows average scale values: see Table 2 in main text. Most schools do not teach English to the Gaelic-medium stream in P1 or P2. For P3, number of schools on which the calculations are based: cluster 1: 10; cluster 2: 10; cluster 3: 4; cluster 4: 2. For P4-P7, number of schools on which the calculations are based: cluster 1: 11-13; cluster 2: 14; cluster 3: 7-9; cluster 4: 3-4.

Table A2.2.4**Scale of teaching time in mathematics through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.9	6.9	7.0	7.0	7.0	6.8	6.8
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	7.0	7.0	6.8	6.6	5.5	4.7	4.4
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	6.4	6.4	6.5	6.1	5.9	5.9	5.6
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	7.0	7.0	7.0	5.8	5.0	4.5	5.0
Average across clusters	6.9	6.8	6.8	6.5	6.0	5.6	5.5

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12-13; cluster 2: 13-14; cluster 3: 7-9; cluster 4: 3-4.

Table A2.2.5**Scale of teaching time in sciences through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.9	6.9	7.0	6.9	6.9	6.7	6.7
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	6.8	6.8	6.5	5.9	5.6	5.2	4.7
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	6.4	6.4	6.4	5.3	5.2	5.0	4.7
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	7.0	7.0	6.7	6.3	4.8	3.8	4.0
Average across clusters	6.8	6.8	6.7	6.2	5.8	5.5	5.4

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12-13; cluster 2: 13-14; cluster 3: 7-9; cluster 4: 3-4.

Table A2.2.6**Scale of teaching time in social studies through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.9	6.9	7.0	7.0	7.0	6.8	6.8
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	7.0	7.0	7.0	6.5	6.3	5.9	5.5
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	6.3	6.3	6.4	5.9	5.8	5.7	5.3
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	7.0	7.0	6.3	6.3	4.8	4.0	4.3
Average across clusters	6.8	6.8	6.8	6.5	6.2	6.0	5.8

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12-13; cluster 2: 13-14; cluster 3: 7-9; cluster 4: 3-4.

Table A2.2.7**Scale of teaching time in health and well-being through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.5	6.5	6.5	6.5	6.6	6.5	6.5
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	6.9	6.9	6.9	6.6	6.2	6.1	5.9
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	6.2	6.2	6.4	5.9	5.3	5.3	5.1
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	5.5	5.3	5.0	5.3	3.8	2.8	3.3
Average across clusters	6.5	6.4	6.5	6.3	5.9	5.8	5.8

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12-13; cluster 2: 13-14; cluster 3: 7-9; cluster 4: 3-4.

Table A2.2.8**Scale of teaching time in expressive arts through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.8	6.8	6.9	6.8	6.8	6.3	6.3
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	5.9	6.2	5.7	5.3	4.9	4.9	4.7
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	4.0	4.0	3.9	3.8	3.6	3.3	3.4
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	6.5	6.5	6.0	4.3	3.5	3.0	2.5
Average across clusters	5.9	5.9	5.8	5.4	5.0	4.9	4.9

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12-13; cluster 2: 13-14; cluster 3: 7-9; cluster 4: 2-4.

Table A2.2.9**Scale of teaching time in technologies through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.9	6.9	7.0	6.9	6.9	6.8	6.8
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	6.9	6.9	6.5	6.1	5.8	5.4	4.9
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	6.4	6.4	6.4	5.8	5.7	5.6	5.3
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	7.0	7.0	6.5	6.3	4.8	3.8	4.0
Average across clusters	6.8	6.8	6.6	6.3	6.0	5.7	5.6

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12-13; cluster 2: 13-14; cluster 3: 7-9; cluster 4: 2-4.

Table A2.2.10**Scale of teaching time in cross-curricular activities through the medium of Gaelic, by primary school cluster**

Cluster:	School stage						
	P1	P2	P3	P4	P5	P6	P7
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	6.7	6.7	6.8	6.8	6.7	6.5	6.5
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	6.8	6.9	6.8	6.5	6.2	5.8	5.3
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	5.6	5.6	5.8	5.4	5.3	5.3	4.9
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	7.0	7.0	6.3	6.0	5.0	4.3	4.3
Average across clusters	6.5	6.5	6.5	6.3	6.0	5.8	5.6

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12-13; cluster 2: 12-14; cluster 3: 7-9; cluster 4: 3-4.

Table A2.2.11**Scale of extra-curricular music and drama through the medium of Gaelic,
by primary school cluster**

	Choir	Musical tuition	Drama	School ceilidhs etc
Cluster:				
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	5.5	3.5	5.6	4.2
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	4.8	3.2	5.2	3.7
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	4.1	3.0	4.8	3.9
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	3.0	2.5	2.7	3.8
Average across clusters	4.7	3.2	5.0	3.9

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 10-13; cluster 2: 12-13; cluster 3: 7-8; cluster 4: 3-4.

Table A2.2.12**Scale of extra-curricular group activities through the medium of Gaelic,
by primary school cluster**

	After-school club etc	School day-trips	Residential excursions
Cluster:			
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	3.6	5.0	3.9
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	2.8	5.4	3.6
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	4.8	3.4	3.0
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	1.0	4.3	3.3
Average across clusters	3.2	4.7	3.5

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based, respectively: cluster 1: 9, 12, 10; cluster 2: 11, 13, 8; cluster 3: 4, 9, 7; cluster 4: 2, 3, 3.

Table A2.2.13
**Scale of extra-curricular sport through the medium of Gaelic,
 by primary school cluster**

	Shinty	Football	Netball/basketball
Cluster:			
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	2.1	2.8	2.0
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	2.3	2.2	2.5
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	1.8	1.8	1.5
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	1.0	2.7	1.0
Average across clusters	2.0	2.4	2.1

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based, respectively: cluster 1: 9, 12, 4; cluster 2: 6, 9, 8; cluster 3: 4, 5, 2; cluster 4: 2, 3, 1.

Table A2.2.14
Scale of formal school activities through the medium of Gaelic where only Gaelic-medium pupils are involved, by primary school cluster

	Assemblies	Pupil council	Signs and notices
Cluster:			
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	4.9	4.0	4.6
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	3.2	3.0	4.0
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	2.5	1.5	5.0
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	3.3	3.5	4.0
Average across clusters	3.8	3.2	4.5

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 8-10; cluster 2: 5; cluster 3: 4; cluster 4: 2-3.

Table A2.2.15**Scale of formal school activities through the medium of Gaelic where both Gaelic-medium and English-medium pupils are involved, by primary school cluster**

	Assemblies	Pupil council	Signs and notices
Cluster:			
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	3.2	2.1	3.7
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	1.7	1.2	3.1
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	1.9	1.6	3.9
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	1.8	1.5	3.8
Average across clusters	2.2	1.6	3.5

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12; cluster 2: 14; cluster 3: 9; cluster 4: 4.

Table A2.2.16**Scale of school communication with parents in Gaelic, by primary school cluster**

Cluster:	About individual GM child (written)	About individual GM child (meeting)	At events for GM parents	At events for GM and EM parents	Written information to only GM parents	Written information to GM and EM parents
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	2.2	2.3	2.7	2.5	2.2	2.1
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	2.4	3.2	3.4	2.1	2.1	1.8
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	2.2	3.1	3.2	2.1	2.1	1.7
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	2.0	2.5	2.3	2.3	1.7	1.8
Average across clusters	2.3	2.9	3.1	2.3	2.1	1.8

Table shows average scale values: see Table 2 in main text. GM = Gaelic-medium; EM = English-medium. Number of schools on which these calculations are based: cluster 1: 11-13; cluster 2: 14; cluster 3: 9; cluster 4: 2-4.

Table A2.2.17**Scale of Gaelic use in school when outwith the classroom where only Gaelic-medium pupils are involved, by primary school cluster**

	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Cluster:				
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	4.8	6.1	6.4	6.0
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	4.0	5.1	5.8	5.5
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	4.0	5.2	6.4	6.2
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	3.0	4.0	4.3	2.5
Average across clusters	4.2	5.4	6.0	5.6

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 10; cluster 2: 8; cluster 3: 5; cluster 4: 2-3.

Table A2.2.18**Scale of Gaelic use in playground where only Gaelic-medium pupils are involved, by primary school cluster**

	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Cluster:				
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	3.3	4.4	4.9	5.6
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	3.7	4.6	4.7	4.7
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	2.8	4.2	5.0	5.2
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	2.7	2.5	4.3	3.7
Average across clusters	3.2	4.3	4.8	5.0

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 10; cluster 2: 7; cluster 3: 5; cluster 4: 2-3.

Table A2.2.19**Scale of Gaelic use in school when outwith the classroom where both Gaelic-medium and English-medium pupils are involved, by primary school cluster**

	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Cluster:				
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	3.7	4.1	4.4	4.1
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	2.4	2.9	3.6	3.3
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	1.9	2.9	3.0	3.1
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	1.8	3.3	5.5	2.8
Average across clusters	2.6	3.3	3.9	3.4

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 11-12; cluster 2: 14; cluster 3: 8-9; cluster 4: 3-4.

Table A2.2.20**Scale of Gaelic use in playground where both Gaelic-medium and English-medium pupils are involved, by primary school cluster**

	Pupil to pupil	Pupil to adult	Adult to pupil	Adult to adult
Cluster:				
Cluster 1: P1 nearly all; P7 nearly all (c. 30% of schools)	2.0	3.1	3.8	3.9
Cluster 2: P1 nearly all; P7 two thirds (c. 30% of schools)	2.1	2.9	2.8	2.9
Cluster 3: P1 four fifths; P7 two thirds (c. 20% of schools)	1.9	2.6	2.6	2.6
Cluster 4: P1 nearly all; P7 half (c. 10% of schools)	1.8	4.0	4.3	3.0
Average across clusters	2.0	3.0	3.2	3.2

Table shows average scale values: see Table 2 in main text. Number of schools on which these calculations are based: cluster 1: 12; cluster 2: 14; cluster 3: 8; cluster 4: 3-4.

Appendix 2.3 Primary schools and secondary schools (language use responses as percentages)

Table A2.3.1

Average total teaching time through the medium of Gaelic, by school stage

EY1	EY2	P1	P2	P3	P4	P5	P6	P7	S1	S1
84	83	94	94	91	84	78	74	70	17	16

Table shows average percentage teaching time that is through the medium of Gaelic. Number of schools on which these calculations are based: pre-school: 43, 44; primary: 42-45; secondary: 24.

Table A2.3.2

Gaelic use in extra-curricular activities (music and drama), primary and secondary

Proportion of Gaelic	Choir		Musical tuition		Drama		School ceilidhs etc	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	18	57	42	52	21	43	27	45
A quarter to a half	10	9	16	10	8	10	17	10
A half to three quarters	23	4	28	5	16	5	37	10
Three quarters to all	50	30	14	33	55	43	20	35

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 40, 43, 38, 41; secondary: 23, 21, 21, 20.

Table A2.3.3

Gaelic use in extra-curricular group activities, primary and secondary

Proportion of Gaelic	School day-trips		Residential excursions	
	Primary	Secondary	Primary	Secondary
Up to a quarter	18	27	36	25
A quarter to a half	7	14	9	13
A half to three quarters	30	23	27	21
Three quarters to all	46	36	27	42

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 44, 33; secondary: 22, 24.

Table A2.3.4**Gaelic use in extra-curricular sport, primary and secondary**

Proportion of Gaelic	Shinty		Football		Netball/basketball	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	81	53	70	74	77	93
A quarter to a half	5	18	9	5	6	
A half to three quarters	14	18	9	11	18	
Three quarters to all		12	12	11		7

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 21, 33, 17; secondary: 17, 19, 15.

Table A2.3.5**Gaelic use in formal communication to pupils where only Gaelic-medium pupils are involved, primary and secondary**

Proportion of Gaelic	Assemblies		Pupil council		Signs and notices	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	48	58	68	92	17	36
A quarter to a half					4	14
A half to three quarters	24	8	5		52	43
Three quarters to all	29	33	26	8	26	7

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 21, 19, 23; secondary: 12, 12, 14.

Table A2.3.6**Gaelic use in formal communication to pupils where Gaelic-medium and English-medium pupils are involved, primary and secondary**

Proportion of Gaelic	Assemblies		Pupil council		Signs and notices	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	73	92	87	100	13	31
A quarter to a half	9	4	4		33	23
A half to three quarters	13	4	7		46	46
Three quarters to all	4		2		9	

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 45-46; secondary: 25-26.

Table A2.3.7**Gaelic use in communication with parents about an individual Gaelic-medium pupil,
primary and secondary**

Proportion of Gaelic	Written		Meeting	
	Primary	Secondary	Primary	Secondary
Up to a quarter	67	71	57	54
A quarter to a half	13	11	14	8
A half to three quarters	15	14	16	27
Three quarters to all	4	4	14	12

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 46, 44; secondary: 28, 26.

Table A2.3.8**Gaelic use in communication with parents at school events,
primary and secondary**

Proportion of Gaelic	Involving only parents of Gaelic-medium pupils		Involving parents of both Gaelic-medium and English-medium pupils	
	Primary	Secondary	Primary	Secondary
Up to a quarter	52	63	67	77
A quarter to a half	11	4	7	9
A half to three quarters	25	17	24	14
Three quarters to all	11	17	2	

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 44, 45; secondary: 24, 22.

Table A2.3.9**Gaelic use in written information to parents, primary and secondary**

Proportion of Gaelic	Only to parents of Gaelic-medium pupils		To parents of both Gaelic-medium and English-medium pupils	
	Primary	Secondary	Primary	Secondary
Up to a quarter	71	68	76	87
A quarter to a half	11	12	11	4
A half to three quarters	16	20	11	9
Three quarters to all	2		2	

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 45; secondary: 25, 23.

Table A2.3.10**Gaelic use in school when outwith the classroom where only Gaelic-medium pupils are involved, primary and secondary**

Proportion of Gaelic	Pupil to pupil		Pupil to adult		Adult to pupil		Adult to adult	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	26	63	11	27	11	27	11	36
A quarter to a half	22	25	11	20	4	13	4	14
A half to three quarters	7	6	14	13	7	20	15	21
Three quarters to all	44	6	64	40	79	40	70	29

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 27-28; secondary: 14-16.

Table A2.3.11**Gaelic use in playground where only Gaelic-medium pupils are involved, primary and secondary**

Proportion of Gaelic	Pupil to pupil		Pupil to adult		Adult to pupil		Adult to adult	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	52	71	31	36	22	36	22	46
A quarter to a half	19	14	12	21	7	14	4	15
A half to three quarters		7	12	7	15	7	11	15
Three quarters to all	30	7	46	36	56	43	63	23

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 26-27; secondary: 13-14.

Table A2.3.12**Gaelic use in school when outwith the classroom where both Gaelic-medium and English-medium pupils are involved, primary and secondary**

Proportion of Gaelic	Pupil to pupil		Pupil to adult		Adult to pupil		Adult to adult	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	59	88	36	74	28	67	36	75
A quarter to a half	20	4	25	9	24	13	23	13
A half to three quarters	9	8	18	13	17	13	21	13
Three quarters to all	13		21	4	30	8	21	

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 44-46; secondary: 23-24.

Table A2.3.13**Gaelic use in playground where both Gaelic-medium and English-medium pupils are involved, primary and secondary**

Proportion of Gaelic	Pupil to pupil		Pupil to adult		Adult to pupil		Adult to adult	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Up to a quarter	62	96	44	78	40	74	43	78
A quarter to a half	27	4	16	9	19	13	18	13
A half to three quarters	9		22	9	19	4	14	9
Three quarters to all	2		18	4	23	9	25	

Table percentages of schools in columns. Number of schools on which these calculations are based: primary: 43-45; secondary: 23.

Appendix 3: Questionnaires (in Gaelic and in English)

Appendix 3.1 Pre-school

Language Use in Gaelic-Medium Early Years Education in Scotland

The questionnaire gathers information about the patterns of Gaelic and English language use in Gaelic-medium early years settings. Please respond on the basis of an estimate of your setting's normal experience. Only one questionnaire should be returned per early-years setting.

School name: _____

1. Hours of attendance

How many hours each week do children typically spend in the Gaelic-medium nursery?

	Hours per week
Early Year 1 (Age 3)	
Early Year 2 (Age 4)	

2. Language models: overall description

In the table below, please give an estimate, for each early years' stage, of the overall percentage of teaching in the Gaelic-medium stream that is conducted through the medium of Gaelic.

Stage	Percentage of teaching time in Gaelic in the Gaelic-medium stream
Early Year 1 (Age 3)	
Early Year 2 (Age 4)	

3. Language models: curricular areas

Please give an estimate, for each curricular area, of the proportion of teaching in that area that is conducted through the medium of Gaelic. There is one table for each early years' stage in the Gaelic-medium stream. If the answers for the second stage are the same as in the previous stage, please tick the box at the top of the table for that stage and leave the rest of the table blank.

Stage: Early Year 1

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

Stage: Early Year 2	If the percentages are the same as for EY1, please tick this box and leave the table blank <input type="checkbox"/>						
	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

4. Language use

(a) How many pupils are there in total in the Gaelic-medium stream in Early Year 1? ___

(b) How many of the Early Years 1 pupils in the Gaelic-medium stream use Gaelic at home? _____

5. (a) What is the proportion of Gaelic and English that is normally used in communication with parents?

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Communication with parents of Gaelic-medium pupils about an individual child	Written							
	Meeting with teacher on parents' evening							
At events	Only to parents of Gaelic-medium pupils							
	To parents of Gaelic-medium and English-medium pupils							
Written information to parents	Only to parents of Gaelic-medium pupils							
	To parents of Gaelic-medium and English-medium pupils							

(b) What language(s) are normally used in communication in the following school domains involving both Gaelic-medium and English-medium pupils?

(Please leave blank any row in the table where there is no such domain in the school involving both Gaelic-medium and English-medium pupils.)

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Signs and notices around the school								
Communal areas of the early years setting (e.g. corridors)	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							
Playground	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							

(c) What language(s) are normally used in communication in the following school domains involving only Gaelic-medium pupils? (Please leave blank any row in the table where there is no such domain in the school involving only Gaelic-medium pupils.)

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Signs and notices around the school								
Communal areas of the early years setting (e.g. corridors, lunch room)	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							
Playground	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							

(d) What opportunities do Gaelic-medium pupils have for Gaelic use in trips and in extra-curricular activities?

Domain	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of time in the activity that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Singing							
Other musical activities							
Drama							
In-school events such as ceilidhs							
Wrap-around care (e.g. after-school club, breakfast club)							
School trips							
Other (please specify):							

Cleachdadh Cànan ann am Foghlam nan Tràth-bhliadhnachan tro Mheadhan na Gàidhlig ann an Alba

Tha an ceisteachan seo a' cruinneachadh fiosrachadh mu phàtrain cleachdadh cànan sa Ghàidhlig agus sa Bheurla ann an suidheachaidhean nan tràth-bhliadhnachan tro mheadhan na Gàidhlig. Thoir tuairmsean seachad stèidhichte air cleachdadh àbhaisteach an t-suidheachaidh agad fhèin. Cha bu chòir ach aon cheisteachan a thilleadh airson gach suidheachadh tràth-bhliadhnachan.

Ainm sgoile: _____

1. Uairean frithealaidh

Gu h-àbhaisteach, cia mhead uair a thìde gach seachdain a bhios a' chlann a' cur seachad san sgoil-àraich Ghàidhlig?

	Uairean san t-seachdain
Tràth-bhliadhna 1 (Aois 3)	
Tràth-bhliadhna 2 (Aois 4)	

2. Modailean cànan: tuairisgeul san fharsaingeachd

Sa chlàr gu h-ìseal, thoir tuairmse, airson gach ìre de na tràth-bhliadhnachan, den cheudad iomlan de theagasg san t-sruth FMG a thathar a' dèanamh tro mheadhan na Gàidhlig.

Ìre	Ceudad de dh'ùine-teagaisg sa Ghàidhlig san t-sruth FMG
Tràth-bhliadhna 1 (Aois 3)	
Tràth-bhliadhna 2 (Aois 4)	

3. Modailean cànan: raointean curraicealaim

Thoir tuairmse, airson gach raon den Churraicealam airson Sàr-mhathais, den cheudad de theagasg a thathar a' dèanamh tro mheadhan na Gàidhlig. Tha aon chlàr ann airson gach ìre de na tràth-bhliadhnachan san t-sruth Ghàidhlig. Ma tha ceudadan na dàrna ìre an aon rud ris an ìre roimhe, cuir strìochag dhan bhogsa aig mullach a' chlàir airson na h-ìre sin, agus fàg an còrr dhan a' chlàr bàn.

Ìre: Tràth-bhliadhna 1

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg san raon a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

Ma tha na ceudadan mar a bha iad ann an TB1, cuir strìochag dhan bhogsa seo

Ìre: Tràth-bhliadhna 2

agus fàg an clàr bàn.



	Gàidhlig an-còmhnaidh	Gàidhlig chàmhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla chàmhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceadad den ùine-teagaisg san raon a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

4. Cleachdadh cànan

(a) Cia mheud sgoilear a th' anns an t-sruth FMG ann an Tràth-bhliadhna 1, uile-gu-lèir? ____

(b) Cia mheud de na sgoilearan Tràth-bhliadhna 1 san t-sruth FMG a bhios a' cleachdadh na Gàidhlig san dachaigh? ____

5. (a) Dè a' cho-roinn de Ghàidhlig agus de Bheurla a thathar a' cleachdadh gu h-àbhaisteach ann an conaltradh le pàrantan?

		Gàidhlig an-còmhnaidh	Gàidhlig chàmhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla chàmhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceadad den chànan sna conaltraidhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Conaltradh le pàrantan sgoilearan FMG mu leanabh fa leth	Sgrìobhte							
	Coinneamh le tidsear air feasgar phàrantan							
Aig tachartasan	A-mhàin ri pàrantan sgoilearan FMG							
	Ri pàrantan sgoilearan FMG agus FMB							
Fiosrachadh sgrìobhte do phàrantan	A-mhàin ri pàrantan sgoilearan FMG							
	Ri pàrantan sgoilearan FMG agus FMB							

(b) Dè an/na cànan(an) as àbhaist a bhith air an cleachdadh ann an conaltradh sna h-àrainnean sgoile a leanas a' gabhail a-steach an dà chuid sgoilearan FMG agus FMB?

(Fàg bàn sreath sam bith sa chlàr a bhuineas ri àrainn nach eil san sgoil agus a' gabhail a-steach sgoilearan FMG agus FMB).

		Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltraidhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Soidhnichean is brathan timcheall na sgoile								
Àrainnean coitcheann nan tràth-bhliadhnachan (m.e. trannaichean)	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							
Raon-cluiche	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							

(c) Dè an/na cànan(an) as àbhaist a bhith air an cleachdadh ann an conaltradh sna h-àrainnean sgoile a leanas a' gabhail a-steach sgoilearan FMG a-mhàin?

(Fàg bàn sreath sam bith sa chlàr a bhuineas ri àrainn nach eil san sgoil agus a' gabhail a-steach sgoilearan FMG a-mhàin).

		Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltraidhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Soidhnichean is brathan timcheall na sgoile								
Àrainnean coitcheann nan tràth-bhliadhnachan (m.e. trannaichean, seòmar-bidh)	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							
Raon-cluiche	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							

(d) Dè na cothroman a th' aig sgoilearan FMG gus a' Ghàidhlig a chleachdadh air turasan agus ann an tachartasan taobh a-muigh a' churraicealaim?

Àrainn	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine san tachartas a tha sa Ghàidhlig	100% Gàidhlig	75%- 99% Gàidhlig	51%- 74% Gàidhlig	50% Gàidhlig	25%- 49% Gàidhlig	1%- 24% Gàidhlig	0% Gàidhlig
Seinn							
Cleasan ciùil eile							
Dràma							
Tachartasan san sgoil, m.e. cèilidhean							
Cùram ro is às dèidh sgoile (m.e. club às dèidh sgoile, club bracaist)							
Turasan sgoile							
Eile (innis dè):							

Appendix 3.2 Primary School

Language Use in Gaelic-Medium Primary Education in Scotland

The questionnaire gathers information about the patterns of Gaelic and English language use in primary schools which provide Gaelic-medium education. Please respond on the basis of an estimate of your school's normal experience. Only one questionnaire should be returned per school.

School name: _____

1. Language models: overall description

In the table below, please give an estimate, for each school stage, of the overall percentage of teaching in the Gaelic-medium stream that is conducted through the medium of Gaelic.

Stage	For Gaelic-medium pupils, percentage of total teaching time in that stage that is in Gaelic
P1	
P2	
P3	
P4	
P5	
P6	
P7	

2. Language models: curricular areas

Please give an estimate, for each curricular area, of the proportion of teaching in that area that is conducted through the medium of Gaelic. There is one table for each primary school stage in the Gaelic-medium stream. If the answers for one stage are the same as in the previous stage, please tick the box at the top of the table for that stage and leave the rest of the table blank.

Stage: Primary 1

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the curricular area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

Stage: Primary 2

If the percentages are the same as for P1, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the curricular area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

Stage: Primary3

If the percentages are the same as for P2, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the curricular area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

Stage: Primary 4

If the percentages are the same as for P3, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the curricular area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

Stage: Primary 5

If the percentages are the same as for P4, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the curricular area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

Stage: Primary 6 If the percentages are the same as for P5, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the curricular area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

Stage: Primary 7 If the percentages are the same as for P6, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the curricular area that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Literacy and Gaelic							
Literacy and English							
Numeracy and Mathematics							
Health and Well-being							
Expressive Arts							
Social Studies							
Sciences							
Technologies							
Cross-curricular activities							
Other (please specify)							

3. Language use

- (a) How many pupils are there in total in the Gaelic-medium stream in Primary 1? _____
- (b) How many of the P1 pupils in the Gaelic-medium stream use Gaelic at home? _____
- (c) What is the proportion of Gaelic and English that is normally used in communication with parents?

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Communication with parents of Gaelic-medium pupils about an individual child	Written							
	Meeting with teacher on parents' evening							
At school events	Only to parents of Gaelic-medium pupils							
	To parents of Gaelic-medium and English-medium pupils							
Written information to parents	Only to parents of Gaelic-medium pupils							
	To parents of Gaelic-medium and English-medium pupils							

(d) What language(s) are normally used in communication in the following school domains involving both Gaelic-medium and English-medium pupils?

(Please leave blank any row in the table where there is no such domain in the school involving both Gaelic-medium and English-medium pupils.)

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
School assemblies								
Pupil council								
Signs and notices around the school								
Communal areas of the school (e.g. corridors)	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							
Playground	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							

(e) What language(s) are normally used in communication in the following school domains involving only Gaelic-medium pupils? (Please leave blank any row in the table where there is no such domain in the school involving only Gaelic-medium pupils.)

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
School assemblies								
Pupil council								
Signs and notices around the school								
Communal areas of the school (e.g. corridors, lunch hall)	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							
Playground	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							

(f) What opportunities do Gaelic-medium pupils have for Gaelic use in trips and in extra-curricular activities?

Domain	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of time in the activity that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Choir							
Musical tuition							
Drama							
In-school events such as ceilidhs							
Wrap-around provision (e.g. after-school club, breakfast club)							
Shinty							
Football							
Netball/Basketball							
School day-trips							
Residential excursions							
Other (please specify):							

Cleachdadh Cànan ann am Foghlam Bun-sgoile tro Mheadhan na Gàidhlig ann an Alba

Tha an ceisteachan seo a' cruinneachadh fiosrachadh mu phàtrain cleachdadh cànan sa Ghàidhlig agus sa Bheurla ann am bun-sgoiltean le foghlam tro mheadhan na Gàidhlig. Thoir tuairmsean seachad stèidhichte air cleachdadh àbhaisteach na sgoile agad fhèin. Cha bu chòir ach aon cheisteachan a thilleadh airson gach sgoil.

Ainm sgoile: _____

1. Modailean cànan: tuairisgeul san fharsaingeachd

Sa chlàr gu h-ìseal, thoir tuairmse, airson gach ìre sgoile, den cheudad iomlan de theagasg san t-sruth FMG a thathar a' dèanamh tro mheadhan na Gàidhlig.

Ìre	Airson sgoilearan FMG, an ceudad den ùine-teagaisg iomlan a tha sa Ghàidhlig
BS 1	
BS 2	
BS 3	
BS 4	
BS 5	
BS 6	
BS 7	

2. Modailean cànan: raointean curraicealaim

Thoir tuairmse, airson gach raon den churraicealam, den cho-roinn de theagasg a thathar a' dèanamh tro mheadhan na Gàidhlig. Tha clàr ann airson gach ìre bun-sgoile san t-sruth FMG. Ma tha na freagairtean airson aon ìre an aon rud ris an ìre roimhe, cuir strìochag dhan bhogsa aig mullach a' chlàir airson na h-ìre sin, agus fàg an còrr dhan a' chlàr bàn.

Ìre: Bun-sgoil 1

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionann	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg san raon churraicealaim a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

Ìre: Bun-sgoil 2

Ma tha na ceudadan mar a bha iad ann an BS1, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg san raon churraicealaim a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

Ìre: Bun-sgoil 3

Ma tha na ceudadan mar a bha iad ann an BS2, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg san raon churraicealaim a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

Ìre: Bun-sgoil 4

Ma tha na ceudadan mar a bha iad ann an BS3, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla cionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceadad den ùine-teagaisg san raon churraicealaim a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

Ìre: Bun-sgoil 5

Ma tha na ceudadan mar a bha iad ann an BS4, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla cionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceadad den ùine-teagaisg san raon churraicealaim a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

Ìre: Bun-sgoil 6

Ma tha na ceudadan mar a bha iad ann an BS5, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg san raon churraicealaim a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

Ìre: Bun-sgoil 7

Ma tha na ceudadan mar a bha iad ann an BS6, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg san raon churraicealaim a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Litearras agus Gàidhlig							
Litearras agus Beurla							
Àireamhas agus Matamataig							
Slàinte is Mathas							
Ealain Fhaireachdail							
Eòlas Sòisealta							
Saidheansan							
Teicneòlasan							
Cleasan tar-churraicealaim							
Eile (innis dè)							

3. Cleachdadh cànan

- (a) Cia mheud sgoilear a th' anns an t-sruth FMG ann an BS1, uile-gu-lèir? _____
- (b) Cia mheud de na sgoilearan BS1 san t-sruth FMG a bhios a' cleachdadh na Gàidhlig san dachaigh? _____
- (c) Dè a' cho-roinn de Ghàidhlig agus de Bheurla a thathar a' cleachdadh gu h-àbhaisteach ann an conaltradh le pàrantan?

		Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltraidhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Conaltradh le pàrantan sgoilearan FMG mu leanabh fa leth	Sgrìobhte							
	Coinneamh le tidsear air feasgar phàrantan							
Aig tachartasan	A-mhàin ri pàrantan sgoilearan FMG							
	Ri pàrantan sgoilearan FMG agus FMB							
Fiosrachadh sgrìobhte do phàrantan	A-mhàin ri pàrantan sgoilearan FMG							
	Ri pàrantan sgoilearan FMG agus FMB							

(d) Dè an/na cànan(an) as àbhaist a bhith air an cleachdadh ann an conaltradh sna h-àrainnean sgoile a leanas a' gabhail a-steach an dà chuid sgoilearan FMG agus FMB?

(Fàg bàn sreath sam bith sa chlàr a bhuineas ri àrainn nach eil san sgoil agus a' gabhail a-steach sgoilearan FMG agus FMB).

		Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltraidhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Coitheanalan Sgoile								
Comhairle nan Sgoilearan								
Soidhnichean is brathan timcheall na sgoile								
Àrainnean coitcheann nan na sgoile (m.e. tranntsaichean)	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							
Raon-cluiche	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							

(e) Dè an/na cànan(an) as àbhaist a bhith air an cleachdadh ann an conaltradh sna h-àrainnean sgoile a leanas a' gabhail a-steach sgoilearan FMG a-mhàin?

(Fàg bàn sreath sam bith sa chlàr a bhuineas ri àrainn nach eil san sgoil agus a' gabhail a-steach sgoilearan FMG a-mhàin).

		Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltraidhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Coitheanalan Sgoile								
Comhairle nan Sgoilearan								
Soidhnichean is brathan timcheall na sgoile								
Àrainnean coitcheann nan na sgoile (m.e. trannsaichean)	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							
Raon-cluiche	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							

(f) Dè na cothroman a th' aig sgoilearan FMG gus a' Ghàidhlig a chleachdadh air turasan-sgoile agus ann an tachartasan taobh a-muigh a' churraicealaim?

Àrainn	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad de dh'ùine san tachartas a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Còisir							
Oideachadh Ciùil							
Dràma							
Tachartasan san sgoil, m.e. cèilidhean							
Cùram ro is às dèidh sgoile (m.e. club às dèidh sgoile, club bracaist)							
Camanachd							
Ball-coise							
Ball-lìn/Ball-basgaid							
Turasan-latha Sgoile							
Turasan Còmhnaidheach							
Eile (innis dè):							

Appendix 3.3 Secondary School

Gaelic Language Use in Secondary Schools in Scotland

The questionnaire gathers information about the patterns of Gaelic and English language use in secondary schools which provide Gàidhlig as a subject for fluent speakers. Please respond on the basis of an estimate of your school's normal experience. Only one questionnaire should be returned per school.

School name: _____

1. Language models: overall description of S1 and S2

In the table below, please give an estimate, for each school stage, of the overall percentage of teaching in the Gaelic-medium stream that is conducted through the medium of Gaelic.

Stage	For Gaelic-medium pupils, percentage of total teaching time in that stage that is in Gaelic
S1	
S2	

2. Language models: individual secondary subjects

Please give an estimate, for each secondary subject, of the proportion of teaching in that subject (for Gaelic-medium pupils) that is conducted through the medium of Gaelic. There is one table for each school stage S1 to S6. If the answers for one stage are the same as in the previous stage, please tick the box at the top of the table for that stage and leave the rest of the table blank.

Stage: S1	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the subject that is in Gaelic	100% Gaelic	75% - 99% Gaelic	51% - 74% Gaelic	50% Gaelic	25% - 49% Gaelic	1% - 24% Gaelic	0% Gaelic
Gaelic (fluent speakers)							
History							
Geography							
Modern Studies							
Home Economics							
Biology							
Chemistry							
Physics							
Religious and Moral Education							
Mathematics							
Personal and Social Education							
English							
Modern Foreign Language							
Craft, Design and Technology							
Music							
ICT							
Physical Education							
Other (please specify)							

Stage: S2 **If the percentages are the same as for S1, please tick this box and leave the table blank.**

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the subject that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Gaelic (fluent speakers)							
History							
Geography							
Modern Studies							
Home Economics							
Biology							
Chemistry							
Physics							
Religious and Moral Education							
Mathematics							
Personal and Social Education							
English							
Modern Foreign Language							
Craft, Design and Technology							
Music							
ICT							
Physical Education							
Other (please specify)							

Stage: S3 **If the percentages are the same as for S2, please tick this box and leave the table blank.**

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the subject that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Gaelic (fluent speakers)							
History							
Geography							
Modern Studies							
Home Economics							
Biology							
Chemistry							
Physics							
Religious and Moral Education							
Mathematics							
Personal and Social Education							
English							
Modern Foreign Language							
Craft, Design and Technology							
Music							
ICT							
Physical Education							
Other (please specify)							

Stage: S4 If the percentages are the same as for S3, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the subject that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Gaelic (fluent speakers)							
History							
Geography							
Modern Studies							
Home Economics							
Biology							
Chemistry							
Physics							
Religious and Moral Education							
Mathematics							
Personal and Social Education							
English							
Modern Foreign Language							
Craft, Design and Technology							
Music							
ICT							
Physical Education							
Other (please specify)							

Stage: S5 If the percentages are the same as for S4, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the subject that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Gaelic (fluent speakers)							
History							
Geography							
Modern Studies							
Home Economics							
Biology							
Chemistry							
Physics							
Religious and Moral Education							
Mathematics							
Personal and Social Education							
English							
Modern Foreign Language							
Craft, Design and Technology							
Music							
ICT							
Physical Education							
Other (please specify)							

Stage: S6 If the percentages are the same as for S5, please tick this box and leave the table blank.

	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of teaching time in the subject that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Gaelic (fluent speakers)							
History							
Geography							
Modern Studies							
Home Economics							
Biology							
Chemistry							
Physics							
Religious and Moral Education							
Mathematics							
Personal and Social Education							
English							
Modern Foreign Language							
Craft, Design and Technology							
Music							
ICT							
Physical Education							
Other (please specify)							

3. Language use

- (a) How many pupils are there in total in the Gaelic-medium stream in Secondary 1? _____
- (b) How many of the S1 pupils in the Gaelic-medium stream use Gaelic at home? _____
- (c) What is the proportion of Gaelic and English that is normally used in communication with parents?

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Communication with parents of Gaelic-medium pupils about an individual child	Written							
	Meeting with teacher on parents' evening							
At school events	Only to parents of Gaelic-medium pupils							
	To parents of Gaelic-medium and English-medium pupils							
Written information to parents	Only to parents of Gaelic-medium pupils							
	To parents of Gaelic-medium and English-medium pupils							

(d) What language(s) are normally used in communication in the following school domains involving both Gaelic-medium and English-medium pupils?

(Please leave blank any row in the table where there is no such domain in the school involving both Gaelic-medium and English-medium pupils.)

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Registration class								
School assemblies								
Pupil council								
Signs and notices around the school								
Communal areas of the school (e.g. corridors)	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							
Playground	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							

(e) What language(s) are normally used in communication in the following school domains involving only Gaelic-medium pupils?

(Please leave blank any row in the table where there is no such domain in the school involving only Gaelic-medium pupils.)

		Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of the language in such communications that is in Gaelic		100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Registration class								
School assemblies								
Pupil council								
Signs and notices around the school								
Communal areas of the school (e.g. corridors, lunch hall)	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							
Playground	Pupils to pupils							
	Pupils to adults							
	Adults to pupils							
	Adults to adults							

(f) What opportunities do Gaelic-medium pupils have for Gaelic use in trips and in extra-curricular activities?

Domain	Always in Gaelic	Mainly in Gaelic	In Gaelic more than English	Equally in Gaelic and English	In English more than Gaelic	Mainly in English	Always in English
Percentage of time in the activity that is in Gaelic	100% Gaelic	75%-99% Gaelic	51%-74% Gaelic	50% Gaelic	25%-49% Gaelic	1%-24% Gaelic	0% Gaelic
Choir							
Musical tuition							
Drama							
In-school events such as ceilidhs							
Shinty							
Football							
Netball/Basketball							
School day-trips							
Residential excursions							
Other (please specify):							

Cleachdadh na Gàidhlig ann an Àrd-sgoiltean ann an Alba

Tha an ceisteachan seo a' cruinneachadh fiosrachadh mu phàtrain cleachdadh cànan sa Ghàidhlig agus sa Bheurla ann an àrd-sgoiltean a tha a' toirt seachad na Gàidhlig mar chuspair do luchd-labhairt fileanta. Thoir tuairmsean seachad stèidhichte air cleachdadh àbhaisteach na sgoile agad fhèin. Cha bu chòir ach aon cheisteachan a thilleadh airson gach sgoil.

Ainm sgoile: _____

1. Modailean cànan: tuairisgeul san fharsaingeachd air ÀS1 agus ÀS2

Sa chlàr gu h-ìseal, thoir tuairmse, airson gach ìre sgoile, den cheudad iomlan de theagasg san t-sruth FMG a thathar a' dèanamh tro mheadhan na Gàidhlig.

Ìre	Airson sgoilearan FMG, an ceudad den ùine-teagaisg iomlan a tha sa Ghàidhlig
ÀS1	
ÀS2	

2. Modailean cànan: cuspairean fa leth san àrd-sgoil

Thoir tuairmse, airson gach cuspair àrd-sgoile, den cho-roinn de theagasg sa chuspair sin (airson sgoilearan FMG) a thathar a' dèanamh tro mheadhan na Gàidhlig. Tha clàr ann airson gach ìre àrd-sgoile ÀS1 gu ÀS6. Ma tha na freagairtean airson aon ìre an aon rud ris an ìre roimhe, cuir strìochag dhan bhogsa aig mullach a' chlàir airson na h-ìre sin, agus fàg an còrr dhan a' chlàr bàn.

Ìre: Àrd-sgoil 1	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg sa chuspair a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Gàidhlig (luchd-labhairt fileanta)							
Eachdraidh							
Cruinn-eòlas							
Nuadh-eòlas							
Eaconamas Dachaigh							
Bith-eòlas							
Ceimigeachd							
Fiosaigs							
Foghlam Creideimh is Moralta							
Matamataig							
Foghlam Pearsanta is Sòisealta							
Beurla							
Nuadh-chànan Cèin							
Làimh-chiùird, Dealbhadh & Teicneòlas							
Ceòl							
Teicneòlas Conaltradh Fiosrachaidh							
Foghlam Corporra							
Eile (innis dè)							

Ìre: ÀS2 Ma tha na ceudadan mar a bha iad ann an ÀS1, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig chàmhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla chàmhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceadad den ùine-teagaisg sa chuspair sin a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Gàidhlig (luchd-labhairt fileanta)							
Eachdraidh							
Cruinn-eòlas							
Nuadh-eòlas							
Eaconamas Dachaigh							
Bith-eòlas							
Ceimigeachd							
Fiosaigs							
Foghlam Creideimh is Moralta							
Matamataig							
Foghlam Pearsanta is Sòisealta							
Beurla							
Nuadh-chànan Cèin							
Làimh-chiùird, Dealbhadh & Teicneòlas							
Ceòl							
Teicneòlas Conaltradh Fiosrachaidh							
Foghlam Corporra							
Eile (innis dè)							

Ìre: ÀS3 Ma tha na ceudadan mar a bha iad ann an ÀS2, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig chàmhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla chàmhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceadad den ùine-teagaisg sa chuspair sin a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Gàidhlig (luchd-labhairt fileanta)							
Eachdraidh							
Cruinn-eòlas							
Nuadh-eòlas							
Eaconamas Dachaigh							
Bith-eòlas							
Ceimigeachd							
Fiosaigs							
Foghlam Creideimh is Moralta							
Matamataig							
Foghlam Pearsanta is Sòisealta							
Beurla							
Nuadh-chànan Cèin							
Làimh-chiùird, Dealbhadh & Teicneòlas							
Ceòl							
Teicneòlas Conaltradh Fiosrachaidh							
Foghlam Corporra							
Eile (innis dè)							

Ìre: ÀS4

Ma tha na ceudadan mar a bha iad ann an ÀS3, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg sa chuspair a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Gàidhlig (luchd-labhairt fileanta)							
Eachdraidh							
Cruinn-eòlas							
Nuadh-eòlas							
Eaconamas Dachaigh							
Bith-eòlas							
Ceimigeachd							
Fiosaigs							
Foghlam Creideimh is Moralta							
Matamataig							
Foghlam Pearsanta is Sòisealta							
Beurla							
Nuadh-chànan Cèin							
Làimh-chiùird, Dealbhadh & Teicneòlas							
Ceòl							
Teicneòlas Conaltradh Fiosrachaidh							
Foghlam Corporra							
Eile (innis dè)							

Ìre: ÀS5

Ma tha na ceudadan mar a bha iad ann an ÀS4, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg sa chuspair a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Gàidhlig (luchd-labhairt fileanta)							
Eachdraidh							
Cruinn-eòlas							
Nuadh-eòlas							
Eaconamas Dachaigh							
Bith-eòlas							
Ceimigeachd							
Fiosaigs							
Foghlam Creideimh is Moralta							
Matamataig							
Foghlam Pearsanta is Sòisealta							
Beurla							
Nuadh-chànan Cèin							
Làimh-chiùird, Dealbhadh & Teicneòlas							
Ceòl							
Teicneòlas Conaltradh Fiosrachaidh							
Foghlam Corporra							
Eile (innis dè)							

Ìre: ÀS6

Ma tha na ceudadan mar a bha iad ann an ÀS5, cuir strìochag dhan bhogsa seo agus fàg an clàr bàn.

	Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den ùine-teagaisg sa chuspair a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Gàidhlig (luchd-labhairt fileanta)							
Eachdraidh							
Cruinn-eòlas							
Nuadh-eòlas							
Eaconamas Dachaigh							
Bith-eòlas							
Ceimigeachd							
Fiosaigs							
Foghlam Creideimh is Moralta							
Matamataig							
Foghlam Pearsanta is Sòisealta							
Beurla							
Nuadh-chànan Cèin							
Làimh-chiùird, Dealbhadh & Teicneòlas							
Ceòl							
Teicneòlas Conaltradh Fiosrachaidh							
Foghlam Corporra							
Eile (innis dè)							

3. Cleachdadh cànan

- (a) Cia mheud sgoilear a th' anns an t-sruth FMG ann an AS1, uile-gu-lèir? _____
- (b) Cia mheud de na sgoilearan AS1 san t-sruth FMG a bhios a' cleachdadh na Gàidhlig san dachaigh? _____
- (c) Dè a' cho-roinn de Ghàidhlig agus de Bheurla a thathar a' cleachdadh gu h-àbhaisteach ann an conaltradh le pàrantan?

		Gàidhlig an-còmhnaidh	Gàidhlig cha mhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla cha mhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltraidhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Conaltradh le pàrantan sgoilearan FMG mu leanabh fa leth	Sgrìobhte							
	Coinneamh le tidsear air feasgar phàrantan							
Aig tachartasan	A-mhàin ri pàrantan sgoilearan FMG							
	Ri pàrantan sgoilearan FMG agus FMB							
Fiosrachadh sgrìobhte do phàrantan	A-mhàin ri pàrantan sgoilearan FMG							
	Ri pàrantan sgoilearan FMG agus FMB							

(c) Dè an/na cànan(an) as àbhaist a bhith air an cleachdadh ann an conaltradh sna h-àrainnean sgoile a leanas a' gabhail a-steach an dà chuid sgoilearan FMG agus FMB?

(Fàg bàn sreath sam bith sa chlàr a bhuineas ri àrainn nach eil san sgoil agus a' gabhail a-steach sgoilearan FMG agus FMB).

		Gàidhlig an-còmhnaidh	Gàidhlig chàmhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla chàmhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltradhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%- 99% Gàidhlig	51%- 74% Gàidhlig	50% Gàidhlig	25%- 49% Gàidhlig	1%- 24% Gàidhlig	0% Gàidhlig
Clas Clàrachaidh								
Coitheanalan Sgoile								
Comhairle nan Sgoilearan								
Soidhnichean is brathan timcheall na sgoile								
Àrainnean coitcheann nan na sgoile (m.e. trannaichean)	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							
Raon-cluiche	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							

(d) Dè an/na cànan(an) as àbhaist a bhith air an cleachdadh ann an conaltradh sna h-àrainnean sgoile a leanas a' gabhail a-steach sgoilearan FMG a-mhàin?

(Fàg bàn sreath sam bith sa chlàr a bhuineas ri àrainn nach eil san sgoil agus a' gabhail a-steach sgoilearan FMG a-mhàin).

		Gàidhlig an-còmhnaidh	Gàidhlig chàmhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla chàmhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad den chànan sna conaltradhean sin a tha sa Ghàidhlig		100% Gàidhlig	75%- 99% Gàidhlig	51%- 74% Gàidhlig	50% Gàidhlig	25%- 49% Gàidhlig	1%- 24% Gàidhlig	0% Gàidhlig
Clas Clàrachaidh								
Coitheanalan Sgoile								
Comhairle nan Sgoilearan								
Soidhnichean is brathan timcheall na sgoile								
Àrainnean coitcheann nan na sgoile (m.e. trannaichean)	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							
Raon-cluiche	Sgoilearan ri sgoilearan							
	Sgoilearan ri inbhich							
	Inbhich ri sgoilearan							
	Inbhich ri inbhich							

(e) Dè na cothroman a th' aig sgoilearan FMG gus a' Ghàidhlig a chleachdadh air turasan-sgoile agus ann an tachartasan taobh a-muigh a' churraicealaim?

Àrainn	Gàidhlig an-còmhnaidh	Gàidhlig chàmhòr an-còmhnaidh	Gàidhlig barrachd air Beurla	Gàidhlig is Beurla co-ionnan	Beurla barrachd air Gàidhlig	Beurla chàmhòr an-còmhnaidh	Beurla an-còmhnaidh
Ceudad de dh'ùine san tachartas a tha sa Ghàidhlig	100% Gàidhlig	75%-99% Gàidhlig	51%-74% Gàidhlig	50% Gàidhlig	25%-49% Gàidhlig	1%-24% Gàidhlig	0% Gàidhlig
Còisir							
Oideachadh Ciùil							
Dràma							
Tachartasan san sgoil, m.e. cèilidhean							
Camanachd							
Ball-coise							
Ball-lin/Ball-basgaid							
Turasan-latha Sgoile							
Turasan Còmhnaidheach							
Eile (innis dè):							

