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MEETING THE NEEDS OF CHILDREN AND  
YOUNG PEOPLE NEWLY ARRIVED IN SCOTLAND

A SENSE OF BELONGING

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YOUNG PEOPLE NEWLY ARRIVED IN SCOTLAND

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## Foreword

Over the years, HM Inspectorate of Education has maintained its focus on equality, diversity and inclusion in education across a number of national reports. These reports cover a range of issues relating to the achievement of success for every single learner.

In *Improving Scottish Education* (2009), we said that:

*Improving the poor outcomes of some learners remains a central challenge for all establishments and services which support children, young people and their families, and adult learners, particularly those facing significant disadvantage.*

*Priorities are:*

- *identifying and tackling barriers to learning before they become entrenched;*
- *finding new ways to meet the needs of the increasingly diverse population of learners, including newcomers to Scotland for whom English is an additional language; and*
- *personalising learning and support to take account of individual needs, choices and circumstances while relentlessly reinforcing high expectations.*

Some of our recent work has focused on children and families who have recently arrived in Scotland. We have looked at the success with which schools and authorities have welcomed and supported these new arrivals. The evidence we have collected shows that there is good practice, particularly in authorities which have had extensive experience of welcoming new families. They have used this experience to develop effective approaches to meeting the needs of newly-arrived children. However, in several parts of the country, many schools are now, for the first time, facing the significant challenge of addressing the needs of newly-arrived children. English as an additional language services are at the front line in helping new arrivals to settle and to become successful learners. In the past few

years, the increase in numbers of newly-arrived learners and the unpredictability of the patterns of change in bilingual communities are bringing extensive demands on specialist staff. Schools show commitment to ensuring that all children and young people are supported in overcoming potential barriers to learning. However, our findings show that many class teachers do not feel confident in knowing how best to respond to newly-arrived children's diverse learning needs. Few authorities have formal approaches and guidance for schools on how best to welcome new arrivals and help them to become quickly accustomed to their new educational setting.

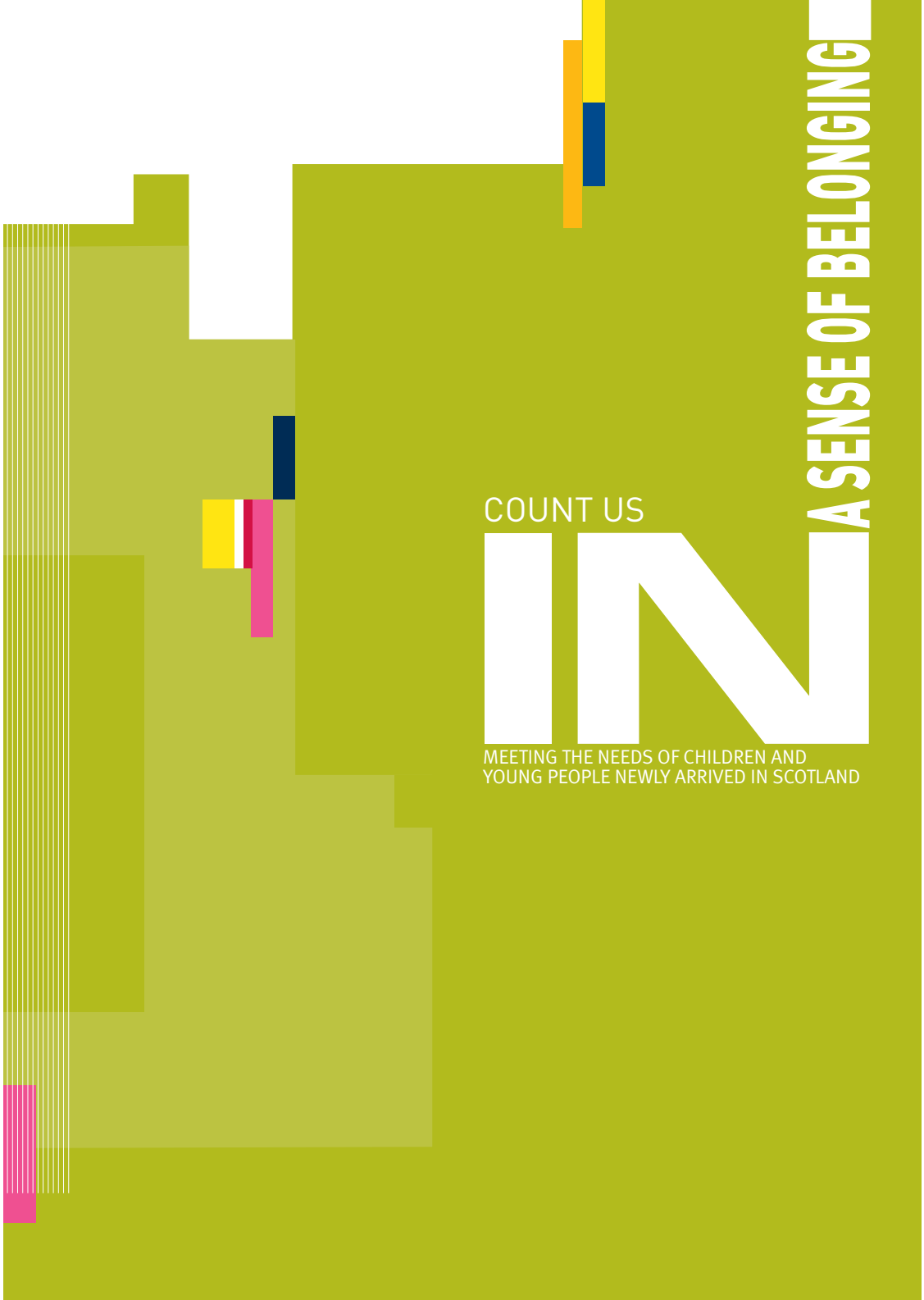
The messages in the report show that the same weaknesses exist in supporting the achievements of new arrivals with English as an additional language as have been present for at least the past 10 years. The increasing numbers of children and young people arriving from outwith the UK mean that more children and staff in Scottish schools are experiencing those weaknesses in support at first hand. The report shows the strengths that can be built on. It points to what needs to be improved. It also highlights the good practice that we found and encourages you to reflect on the steps to take to improve young people's experiences.

I hope that you find this report helpful in bringing about improvements to the educational experiences of newly-arrived children and young people.

**Graham Donaldson**  
HM Senior Chief Inspector







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MEETING THE NEEDS OF CHILDREN AND  
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## 1. Introduction

The HMIE study into the educational experiences of 'New Scots' looked at the impact of the numbers of newly-arrived children and young people from migrant families on education services. The task involved a survey of all 32 local authorities and direct fieldwork with 12 local authorities. The fieldwork involved interviews with education officers, visits to a sample of schools and discussions with staff, children and parents.

We carried out the programme of professional engagement with education authorities and schools in the period from March to June 2008. We explored key issues in addressing the needs of migrant children and young people. The specific objectives of the task included gathering information on:

- the strategies and approaches being used;
- the views of staff on the challenges and barriers to meeting needs; and
- emerging good practice in meeting the needs of immigrant children and young people.

The information gathered, along with evidence from general inspection visits to pre-school centres, primary and secondary schools, forms the basis of this report. The report comments on the strengths of the Scottish education system in welcoming newly-arrived children and young people and in supporting their achievements. It also shows what needs to continue to improve.

### Context

Over recent years, and particularly since 2004, the numbers of immigrants coming into the country has risen considerably. In the last century, Scotland had a steady flow of people emigrating to other parts of the world. The numbers of those leaving far exceeded those coming into the country. Recent levels of migration show that this situation has been reversed with the level of net migration reaching the highest in Scottish history. In the period 2001-2006, 80,000 more people entered

Scotland than the numbers who left. Current statistics indicate that increasing numbers of migrants from A8 countries<sup>1</sup> are not settling long-term in Scotland and are returning to their home countries. Access to frequent and cheaper means of travel is contributing to shifting patterns of migration. Transient populations are a feature of modern society.

Most of those entering from Commonwealth countries and A8 countries do so for economic incentives and the higher standard of living that these bring. Others coming to Scotland do so as refugees or asylum-seekers. Whatever the reasons, there are multiple and cumulative stresses around the migration experience. These stresses arise from the difficulties in managing the transition to a new country. There may be feelings of isolation or insecurity and trauma due to prior experiences. Children and young people from immigrant and refugee families are entitled to education in the UK. They come with a range of specific needs. The Race Relations (Amendment) Act 2000 places a duty on local education authorities and schools to promote good race relations in schools and ensure that they do not discriminate. The Education (Additional Support for Learning) (Scotland) Act 2004 emphasises the key role schools that schools have in maximising the potential of bilingual learners. It provides bilingual learners with an entitlement of additional support, should they require it, to ensure that they make good progress in learning. Scottish education has a long and proud history of being welcoming and inclusive. However, the past four years have brought fresh challenges in responding to unpredicted numbers of children and young people from a variety of backgrounds and cultures arriving in Scottish schools.<sup>2</sup> Every local authority in Scotland is faced with the challenge of meeting the needs of newly-arrived young people and their families. We found that the scale of the challenge, and the readiness to meet it, varies significantly across local authorities and schools.

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<sup>1</sup> A8 countries are those in Eastern Europe that joined the European Union in 2004

<sup>2</sup> See *Joint inspection of services for children of asylum seekers in the Glasgow City Council area*, HM Inspectorate of Education, June 2007



### Who are the new arrivals?

For the purposes of this report, we are using the term 'new arrivals' to refer to children and families who have arrived in school as a result of international migration. International migrants include refugees, asylum seekers and economic migrants from outwith the United Kingdom.

### What does this report do?

This report comments on what Scottish schools are doing well to support newly-arrived young people and their families. It provides examples of some of the things which school leaders, school staff and professional partners are doing to help newly-arrived children and young people feel welcome, increase in confidence and fulfil their potential. It also indicates areas where schools and education authorities need to improve to meet the differing learning and support needs of all learners. Also included are some questions to stimulate reflection on what is currently happening in your school.

### Who is this report for?

This report is for all school leaders, and pastoral care, support and teaching staff in pre-school centres, primary and secondary schools.

It is also for people who work in partnership with the school to support newly-arrived young people and their families. These people include education officers, community learning and development staff, staff from English as an additional language/ bilingual support services, psychological services and youth work services, as well as voluntary providers, community and

faith groups and other educational establishments.



## 2. How well do newly-arrived children and young people learn and achieve?

### Teaching, learning and meeting the needs of all

#### Strengths

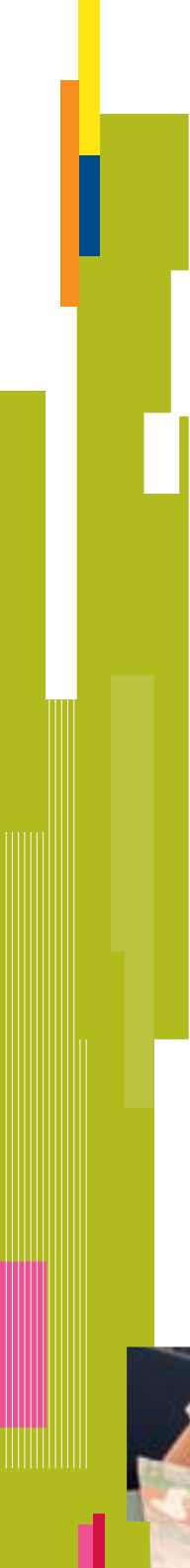
- Staff from English as an additional language (EAL) and bilingual services provide valuable support for learning and specialist advice to class teachers.
- Schools are making effective use of dual language resources to help learners to access the curriculum.
- The majority of education authorities are using suitable approaches to staged intervention to indicate the appropriate level of support that children need.

#### Aspects for improvement

- Using appropriate assessment approaches to identify and respond effectively to individual needs.
- Taking better account of children's prior knowledge and experience as well as their language proficiency.
- Ensuring that learning activities provide appropriate support and challenge to enable all learners to maximise their progress.
- Making better use of children and young people's first language to enable them to understand and take part more fully in activities.

Almost all schools are involving newly-arrived children in mainstream classes from the start. However, few are using assessments effectively to identify the language development of children and young people in relation to the five stages of English development.<sup>3</sup> Many schools are finding it difficult to get interpreting support to assist at enrolment meetings. As a

<sup>3</sup> New to English; becoming familiar with English; becoming confident as a user of English; a competent user of English in most social and learning contexts; and a fluent learner of English



result, staff are not always collecting important information on the children's prior learning to enable them to provide teaching and learning approaches that are well paced or well matched to their needs. Assessment materials are rarely available in children's first languages. This presents a significant challenge to teachers in identifying the current levels of performance of children and young people and areas where they may need support. Young people's limited experience of English makes it difficult for them to demonstrate their knowledge and understanding in areas of the curriculum. Some children and young people feel that insufficient account is taken of their prior achievements. In some schools, we found that newly-arrived young people were placed in the lowest-attaining groups and classes. This sometimes led to low expectations of their achievement and lack of challenge in their work.

One authority has developed its own assessment materials and has translations in the main home languages. A number of schools are using these materials effectively to gather and use assessment information with the aim of putting in place strategies to raise the achievements of bilingual children and to target EAL support carefully.

Staff in almost all schools are relying upon the support of specialist teachers from EAL services for the initial and ongoing assessment of children's needs. Staff from EAL services play a key role in assessing, planning and providing direct support to meet the needs of newly-arrived children and young people. In some authorities, the level of EAL support is not always sufficient to address the needs of the increasing numbers of newly-arrived children. In the best examples of schools visited,



senior managers ensured that staff were well informed about the different bilingual learners in the school and about their own individual and collective responsibility for meeting the needs of children and young people. Staff in these schools work collaboratively with staff from EAL services to plan how best to support children with their language acquisition and to access the curriculum. They are making effective use of the roles of EAL specialists and seek advice on appropriate strategies and tasks. In these cases, teachers clearly see themselves as the first and main support to newly-arrived children and young people. Overall, class teachers are not always confident about how to enable new arrivals to access the curriculum and develop English as an additional language. They need more guidance on how best to support children to acquire English and develop English language skills.

Bilingual staff who share children's languages are using children's abilities in their home language to help them transfer skills and knowledge from their first language to English. However, few schools have trained bilingual staff. Some schools have parent helpers or contacts in the community who are helping children and young people develop and maintain their home language and use it as a tool for learning. Overall, however, schools do not give enough attention to encouraging children and young people to use their first language, particularly when the cognitive challenge is high and they are still developing proficiency in English. Learners are able to understand and participate more fully in tasks and activities when they can use their first language as a tool for learning. Young people at the senior stages find study in some subjects particularly challenging because of the language of the subject, especially the terminology. In one school, young people were finding it very helpful to have opportunities to discuss ideas and solutions in their first language with peers before reporting on their findings. In a number of schools, teachers encourage children to make effective use of bilingual dictionaries, dual language books and talking or photo dictionaries to support their learning.



In two of the authorities visited, newly-arrived young people at the secondary stages have access to additional support through beginners' classes. A few secondary schools are providing young people with relevant programmes in English for speakers of other language (ESOL). In one of those authorities, some young people can have their achievements in their main home language recognised through GCSE and Scottish Qualifications Authority awards.

Education authorities are making effective use of the framework provided by The Education (Additional Support for Learning) (Scotland) Act 2004 to guide the provision of additional support for bilingual learners. Nevertheless, EAL/bilingual services are severely stretched. Staff are concerned about the ability to balance the needs of established bilingual learners with those of newly-arrived learners.

When asked what would make their experience of school better, newly-arrived children said that they would like more support to develop their English language skills. Young people at secondary school also wanted opportunities to maintain their first language. They would like more subject-specific translated material as they find it very difficult to understand some of the more technical language using general dictionaries. Some feel that their language and culture are not sufficiently recognised and that the curriculum does not take enough account of their cultural background.

### **Improving education for newly-arrived children and young people**

*All children and young people in Scotland have an entitlement to a curriculum which will support them in developing their values and beliefs and enable them to:*

- *achieve the highest possible levels of literacy and numeracy and cognitive skills;*
- *develop skills for life and skills for work;*

- › *develop knowledge and understanding of society, the world and Scotland's place in it; and*
- › *experience challenge and success.*

*so that they can develop well-informed views and act responsibly. They should be encouraged to adopt an active and healthy lifestyle and be equipped with the skills needed for planning their future lives and careers.*

### **Building the Curriculum 3**

*Staff plan future outcomes, both curricular and relating to personal development, after reflecting on children's previous learning. They involve young people, parents and other partners in planning future learning.*

### **The Journey to Excellence Part 2, Page 42**

#### **Issues to consider**



- › How can you use initial assessments more effectively to find out about children's levels of English and their levels of achievement across the curriculum, and to plan effectively for their language development and progress in all aspects of learning?
- › To what extent do you provide children and young people with a suitable level of cognitive challenge?
- › Are you giving children and young people regular opportunities to use their first language as a tool for learning?
- › Is the curriculum culturally sensitive and is it giving children and young people opportunities to discuss issues of identity and ethnicity?
- › How effectively are specialist EAL/bilingual staff deployed to enable new arrivals to access the curriculum and develop English?

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**School:** Cuthbertson Primary School, Glasgow City Council

**Focus:** Supporting the achievements of new arrivals

### **Description of practice**

A significant number of newly-arrived children attend Cuthbertson Primary School. The school has developed clear and effective approaches to welcoming new arrivals and to meeting their needs. The headteacher is directly involved in making newly-arrived children and their families feel welcome in school from the first point of contact. The school collects a range of information, including family context, previous schooling, religion and health issues. It also ensures that information relating to their child's learning is given to parents at the initial discussions. The headteacher and principal teacher support staff in using the information to plan an appropriate programme to enable the child to settle and progress quickly. Careful consideration is given as to how best to support the child. Staff give good attention to assessing children's level of English and their levels of achievement across the curriculum. Children are placed in classes appropriate to their chronological age and into groups with suitably high cognitive challenge. Approaches to planning help staff to identify the best strategies to use to help children access the curriculum and develop their English language skills. Effective timetabling by the headteacher ensures that additional support is well targeted to the different needs of learners. The school is very sensitive to children's previous experience. It takes full account of children's social, cultural, linguistic and academic backgrounds. Staff are aware that newly-arrived children will have a range of emotional, social, physical and intellectual needs. For example, there is a nurture group for those who may not have been in school before and who may need additional help in being away from their parents for the first time.

Staff provide learning activities that build on children's previous knowledge, understanding and experiences. They give good attention to modelling language and ensure that learning activities involved planned opportunities for speaking and listening. They also make effective use of children's first languages to promote learning. At P1/P2, children count in several languages during interactive mathematics sessions. Children at P4/P5 decided that they wanted to learn more about the sea as part of their environmental studies. This has given them successful opportunities to work with others to ask questions and share information. Staff make effective use of visual support and Information and Communications Technology (ICT) to promote children's achievements and English language acquisition. At P2/P3, children have created big books about themselves and their families. The programme involves children using MP3 players and cameras, and includes paired-reading activities.

**The school is successful in:**

- › welcoming newly-arrived children and their families;
- › developing effective approaches to learning and teaching; and
- › promoting children's participation.

**Outcomes**

- › Children settle quickly and are making good progress in becoming confident individuals.
- › Children are enjoying learning and they are progressing well from their prior levels of achievement.



**School:** Edinburgh EAL Service and St Augustine's High School, Edinburgh

**Focus:** Supporting the achievements of new arrivals

### **Description of Practice**

Staff from the school and Edinburgh's EAL service provide considerable individual support to newly-arrived young people. The EAL service is always involved in enrolments to ensure that all relevant information on young people's background and previous experiences is gathered. The specialist staff then work closely with staff from the support for learning department to assess young people's levels of attainment and achievement. The EAL service advises teaching staff on helpful strategies for meeting young people's learning needs. Young people attend ESOL classes to improve their proficiency and gain a qualification in English. The classes are run in conjunction with the EAL service and Stevenson College and offer three levels of qualification. Newly-arrived young people are encouraged to attend a homework club. They are motivated in their learning and want to do well. They participate well in the many extra-curricular groups organised by the school and are extending their wider achievements in, for example, football, rugby, dance and violin.



### The school is successful in:

- › making effective use of initial assessments to plan suitable programmes of support for newly-arrived young people; and
- › using a range of strategies to motivate and support young people in becoming successful learners.

### Outcomes

- › Newly-arrived young people are progressing well from their previous levels of attainment.
- › Newly-arrived young people are confident and contribute to the life of the school.

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**Service:** Aberdeenshire EAL Service

**Focus:** Supporting the achievements of new arrivals

**Description of practice**

Aberdeenshire EAL Service has developed a set of materials to assist staff in schools to identify and assess children and young people's learning needs and plan appropriate support. The package supports schools in accessing interpreting assistance for the admissions interview and helps staff know what key information to gather. An initial assessment document for language competence guides staff to consider how children are able to use English in social contexts and in learning experiences. There is a helpful checklist for staff in early years establishments to help them observe the progress of pre-school children in acquiring English. A language profile assists teachers in monitoring the progress of children and young people across listening, talking, reading and writing, in line with the five stages of English development. Children and young people themselves complete a language profile, providing information about the language they use to speak to different people and the language they use when participating in social situations, for example, watching films, listening to music or helping at home. Joint planning documents and those for reviews of learners' progress act as useful prompts to guide staff in enabling newly-arrived children and young people access the curriculum and develop English.



### The service is successful in:

- providing guidance for staff on appropriate assessments for newly-arrived children and young people; and
- supporting staff in schools identify which bilingual children and young people require additional support for learning because they are learning through EAL.

### Outcomes

- Schools gather information on the language and literacy backgrounds of newly-arrived children and young people from a variety of sources.
- Schools have helpful materials to help them monitor the language development of bilingual learners.





### 3. How well do staff work with others to support the learning of children and young people?

#### Strengths

- Partnership working between EAL services and schools.
- Using trained interpreters for school admissions interviews and other key meetings with school staff.

#### Areas for improvement

- Developing partnerships with newly-arrived parents and actively promoting their involvement in their children's learning.
- Building links with community groups and other relevant agencies.
- Promoting family learning projects.

Education authorities provide appropriate translating and interpreting services to help schools engage with parents. The majority of authorities provide key information leaflets in the main home languages. A small number of authorities facilitate parent forums for Polish and Chinese speakers.

Some schools have formed positive partnerships with newly-arrived parents and are helping them to be involved in their children's learning. They have made parents feel welcome in school and involve them directly in using their skills to contribute to the work of the school. For example, parents take part in multicultural events and extend the school community's understanding and appreciation of different cultures and traditions. A few schools have special welcome events for parents and actively encourage them to make regular use of an allocated parents' room to meet with each other. There is scope for schools to be more proactive in involving parents in their children's learning and in the life of the school.

Schools make effective use of authority information leaflets and interpreting services to communicate and engage with parents. However, it is sometimes difficult for schools to access the services and to sustain the costs involved. A few are using bilingual support assistants effectively to help facilitate engagement with parents. HMIE found that, contrary to advice in *Learning in 2 (+) Languages* (Learning and Teaching Scotland 2005), a few schools are using settled newly-arrived young people, parent helpers or family members to help out by translating discussions. Staff are not always aware that using family members, friends or other pupils may compromise the child's right to confidentiality. Where possible, EAL/Bilingual Services provide staff to interpret at school meetings with parents.

Parents appreciate having someone to talk to them in their home language about their children's education and to have key school documents translated into their language. Only a few schools had school information booklets available in any language other than English. Translations are not always of a sufficiently high quality. They may be inaccurate and convey the wrong tone. There are situations where children have to translate documents for their parents, including school reports on their progress. Overall, newly-arrived parents are not well informed about the Scottish education system. This is a barrier to parents being involved in their children's learning. Schools are not always aware or sensitive to other barriers that may be hampering parental participation. Such barriers may include having come from an education system that does not expect parents to be involved, or past experiences in their own country that may make them wary of contact with authority and schools.

Schools recognise the importance of gathering parents' views but difficulties in accessing interpreting and translating services are hampering attempts to gather and respond to the views of all parents. Where possible, EAL staff work directly with parents and learners to facilitate home-school links and involve them meaningfully in giving views on their learning experiences and making choices about their education.





A few authorities are providing valuable opportunities for adult and family learning through community learning and development activities. In some authority areas, colleges have formed effective partnerships with schools and are providing English language courses for parents and families. Two authorities have specific projects such as 'Play-a-long-Maths' and home reading initiatives to actively involve parents in their children's learning.

EAL services are key partners in supporting newly-arrived children and young people. They make a significant contribution to enabling them to access the curriculum and to develop English. All of the schools visited said that the biggest challenge lay in trying to meet the needs of newly-arrived learners without sufficient specialist input from EAL/bilingual services. The majority of schools reported that they had experienced a reduction in levels of support due to the increasing demands upon already limited services.

There were a few examples of establishments from all sectors working well together to ensure that children and families received effective support at important transition stages. In one secondary school, the school's EAL specialist teacher visits newly-arrived children at P5 through to P7 to build relationships and support children's achievements.

A few authorities have developed positive links with key community groups. They support cultural events and community language schools to enable children to maintain and develop their home culture, language and religion. Community learning and development activities provide the main vehicle for facilitating positive and supportive interactions with community and faith groups in some authorities. A third of education authorities who responded to the survey are not currently interacting with community and faith groups. Some denominational schools have established positive links with the Polish community. However, the majority of schools have limited or no interactions with cultural or faith groups in the community.

## Improving education for newly-arrived children and young people

*Supporting children and young people in their learning involves a range of people – parents and carers, nursery teachers and nurses, primary teachers, secondary teachers, support staff, college staff, psychological services, Skills Development Scotland, volunteers and workers from voluntary organisations and local authority youth work provision. It is important to work in partnership to ‘Get it Right for Every Child’.*

### ***Building the Curriculum 3***

*Staff take active steps to encourage parents to engage with the school and, in particular, to reach out to those who may need help to overcome barriers of various kinds. They discuss a range of issues with parents, for example, arrangements for learning, individual aspirations and expectations, learning targets and approaches to learning. Staff maintain particularly close contact during settling-in and vulnerable periods.*

### ***The Journey to Excellence, Part 2, Page 72***

#### Issues to consider



- How are you helping newly-arrived parents to understand the Scottish education system, its curriculum, methodology and pastoral care, and the key role of parents working in partnership with schools?
- How effective is your strategy for communicating with newly-arrived parents and carers and making them feel welcome?
- Are staff aware of the barriers that may be preventing newly-arrived parents from becoming involved in their child’s education and in the life of the school?
- How are you developing active links with the wider minority ethnic and bilingual communities?



**School:** St Columba's Primary School, Fife

**Focus:** Working with parents, other agencies and the community

**Description of practice**

The school places a strong focus on engaging with parents as partners in their children's learning. In partnership with Elmwood College, it set up a family learning group for children and parents, whose first language was not English. The group provided a social network for migrant families and supported them in learning and understanding English. All families with English as a second language were invited to join in with a range of activities geared to support families to learn together and share experiences. The group met on Thursday afternoons for an hour after school. The group was staffed by an English Language tutor from Elmwood College and a school class support assistant. The headteacher and other teaching staff from the school dropped into the group's activities from time to time to build relationships and establish positive links.

Each session was very informal and relaxed with refreshments and snacks available. A range of child/family-centred themes were covered with the tutor and class support assistant intervening sensitively in activities to provide prompts for discussions and further activities. Children and parents were encouraged to share learning experiences, such as pieces of work or new games. Staff engaged with parents about general topics and provided advice and explanations on, for instance, letters home from school and how to access local services. There was usually a set piece of targeted language learning based on a theme with supplementary activities designed to reinforce the language introduced during that session. This practice encouraged both children and parents to engage with the target language in a meaningful context.

Great care was taken to ensure that the group's activities were not simply an extension of classroom lessons and the focus was very clearly on family learning which was relaxed and enjoyable.

**The school was successful in:**

- › strengthening the relationship between school and parents, with a greater mutual understanding of needs;
- › improving communications and contacts between the school and parents;
- › providing a peer support network for parents and families; and
- › valuing and celebrating cultural diversity in the school community.

**Outcomes**

- › Improved participation of migrant children in the wider activities of the school.
- › Improved use and understanding of English language in day-to-day activities by both children and their parents.
- › Increased engagement of migrant families in the community.
- › Effective partnership working between the school and the college.





**School:** Edinburgh EAL Service and St John Vianney Primary School

**Focus:** Working with parents, other agencies and the community

**Description of practice**

Staff from Edinburgh EAL services supported the school in carrying out consultations with newly-arrived and bilingual parents. They recorded the discussions and parents' views. The information was then used to inform school and EAL services policy and practice. Parents agreed that they would like to have a stronger profile in the school and the school has successfully encouraged and promoted their involvement. A member of staff has a role as coordinator for children from migrant families. The school involves parents directly in celebrating their culture. Keralan parents have talked at assembly about their most important festival called Onam. Filipino parents have organised an assembly where they presented their culture in dance and costume. The Polish custom of egg painting is a school activity. Parents join in celebrations of Scottish culture by participating in Burns Day activities. In the entrance hall of the school there is a world map identifying the original countries of all the children. This helps all parents and children feel valued and welcomed, and fosters respect. Newly-arrived children and parents have formed strong friendship groups across and within the various nationalities. The school has been welcomed into the Keralan community. Four members of staff attended end of year celebrations as their honoured guests. The school successfully encourages parents from migrant families to serve on the Parent Council. Parents are very keen to attend parents' evenings, provided they are given ample warning to enable them to arrange their work

commitments accordingly. They feel that their children are happy at school and that they are given good support at transition to secondary school. Because of their satisfaction with the school they recommend it to new families coming into the neighbourhood. The children themselves feel they belong to the school and they enjoy taking part in the extra-curricular activities provided.

#### **The school is successful in:**

- › welcoming newly-arrived families to the school;
- › involving parents in their children's education; and
- › demonstrating that the school actively values the cultural, linguistic and religious backgrounds of all its parents.

#### **Outcomes**

- › Newly-arrived parents are represented on the Parent Council.
- › Parents are partners in their children's learning.
- › The school has established a positive reputation in the local and wider community.





## 4. Are staff, children and young people actively involved in improving the school community?

### Aspects for improvement

- › Ensuring effective approaches are being used to evaluate the impact of learning and teaching on the achievements of newly-arrived children and young people.
- › Having in place arrangements for monitoring the English language development of bilingual children.
- › Actively engaging children and young people in giving their views on how to improve learning and teaching and approaches to meeting their needs.

Schools are committed to improving the learning experiences of newly-arrived children and young people. However, approaches for evaluating learners' successes and achievements do not focus sufficiently on the impact of learning and teaching on the achievements of newly-arrived children and young people. Few schools have procedures in place for monitoring the English language development of bilingual children. In many schools, staff from EAL services support class teachers in devising individualised educational programmes and in setting up profiles and other forms of record keeping to track progress. Staff need to analyse tracking information and attainment data more rigorously to evaluate progress and identify areas for improvement.

EAL/bilingual services are key partners in providing appropriate learning experiences to ensure positive outcomes for newly-arrived children and young people. In a number of schools, senior managers do not consistently evaluate the quality and subsequent impact of the additional support provided by the specialist services. Schools do not always have appropriate arrangements in place to help class teachers and those from EAL/bilingual services evaluate the effectiveness of their collaborative work.

There are some good examples of schools gathering the views of newly-arrived children and young people. This has enabled staff to get a better understanding of the challenges facing young people and how to improve their experiences. In one authority, staff from EAL services have supported schools in giving newly-arrived young people a voice. EAL teachers visited the schools and involved young people in focused discussions on their educational experiences and how they could be improved. The teachers then produced a report on young people's views and provided school staff with helpful advice on how to take action to improve provision. This initiative was also designed to encourage schools to gather and respond to young people's views on a regular basis. Information from visits made as part of this task and the general inspection programme, show that there are few schools who actively and regularly involve children and young people in making suggestions for school improvements.

### **Improving education for newly-arrived children and young people**

*Leaders create activities and systems which signal to every child his or her worth as a learner and as a person, enabling all to experience success. They emphasise the capacity of young people to support each other. They set high expectations and lead by example. Leaders give high priority to the pupil voice within a context of rights and responsibilities. They promote equality of opportunity and encourage the celebration of diversity.*

***The Journey to Excellence, Part 2, Page 60***

*Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.*

***Building the Curriculum 3***



### Issues to consider



- How can you use analyses of attainment data by ethnicity to help you in rigorously monitoring the progress of newly-arrived children?
- What processes do you have in place to monitor the English language development of bilingual learners?
- How does your school consult new arrivals about the effectiveness of their school experiences?

**School:** Edinburgh EAL Service and Craigroyston High School

**Focus:** Listening and acting on the views of newly-arrived young people

#### Description of practice:

Staff from Edinburgh EAL services and the Multi-Cultural Family Base (MCFB) carried out a number of consultations with groups of newly-arrived children and young people in Edinburgh schools. The main aims of the initiative were to:

- give newly-arrived young people an opportunity to discuss positively their cultural lives and experiences;
- identify common issues and needs in terms of achievement, inclusion, transition and youth provision; and
- report on outcomes to schools, other agencies and the Neighbourhood and Integrated Children's Service Planning.



Consultations took place over the course of several weeks and young people chose the issues they wanted to discuss. Issues included: school differences; early experiences in Scotland; language; leisure; and family and home life. Each school received a summary report of the group work that included possible action points arising from the young people's views. The school took very good account of the feedback to:

- ensure that staff are encouraging the use of home languages, for educational as well as social and cultural reasons;
- improve approaches to homework and provide a homework club for newly-arrived young people; and
- increase sporting and leisure opportunities by forming a basketball team.

#### **The school was successful in:**

- listening and taking account of newly-arrived young people's views.

#### **Outcomes**

- Young people are satisfied that their views are taken into account and are motivated to learn.

26/27

COUNT US IN  
a sense of belonging



## 5. Do schools have high expectations of all children and young people?

### Strengths

- › The quality of pastoral care for newly-arrived children and young people.
- › The culture of inclusion and recognition of cultural diversity in most schools.
- › Peer support and buddying approaches being used to help newly-arrived learners feel secure and welcomed.

### Aspects for improvement

- › Valuing and promoting linguistic diversity.
- › Ensuring that newly-arrived children and young people see themselves, their languages, culture and identity reflected in the classroom, wider school and through the curriculum.

Most schools have developed a positive climate of equality and fairness. Staff are caring and supportive. They are not always fully aware of children's difficulties in managing the transition to a new country or school, such as feelings of insecurity, isolation and differences in schooling.

Staff expectations of newly-arrived children and young people are variable. Some schools are placing newly-arrived children and young people into lower-achieving classes on the basis of



their limited proficiency in English. Most newly-arrived children and young people, especially those at secondary school, feel that teachers do not have sufficiently high expectations of their achievements. They feel that their potential is being underestimated as a result of their lack of proficiency in the English language. Some Polish children in particular spoke about the lack of challenge in learning, especially in mathematics.

Children and young people feel that one of the hardest things about starting school is feeling helpless when spoken to in English. Staff in schools who speak children's home languages are playing an important role in helping children feel secure. Some schools need to develop positive approaches to recognising and valuing children's home languages. In one school, young people felt marginalised at being prevented from using their home language and being made to sit apart at lunchtimes from other children who spoke their home language.

A few schools have established clear and well-considered practices that involve admissions and induction arrangements to help children settle quickly and to have a sense of belonging. However, most education authorities and schools do not have clearly-stated policies for welcoming newly-arrived children and their families. A majority of schools are making effective use of 'buddying' systems to help pupils settle in. Some schools match new pupils with a buddy who speaks their home language and this is helping children and young people feel welcomed and valued. Three authorities have taken effective steps to address newly-arrived children's feelings of isolation. They have set up arrangements to enable newly-arrived young people to meet with others from across the authority to socialise and share experiences.

In a number of schools, staff make good use of dual language materials to help children feel comfortable and that their home language is valued. Only a few schools have bilingual/multilingual signage around the building to make parents and children feel welcome.



Most authorities have no specific arrangements for promoting the participation of newly-arrived children and young people in the wider life of the school. A number of schools are developing their own approaches. They are successfully encouraging children and young people to take part in activities such as language clubs, music festivals, after-school clubs and multicultural events. This is helping to extend their wider achievements and to promote diversity throughout the school community.

The children and young people HMIE interviewed felt welcome and safe in school. A few had experienced unfriendly behaviour by groups of other pupils. However, they felt that the school had dealt effectively with these incidents.

### **Improving education for newly-arrived children and young people**

*The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school. All members of staff should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person's wellbeing.*

#### ***Building the Curriculum 3***

*Every child knows whom they can approach with a problem and that they can be assured of effective support. Staff know each learner well. When a factor hindering learning has been identified, key members of staff become responsible for ensuring positive outcomes for individual learners and for working with parents and other agencies. Record keeping is of a very high quality. Young people and parents are actively involved in planning future support where required.*

## Issues to consider



- › How do you facilitate and recognise the contribution that newly-arrived children and young people make to enriching the school's ethos and culture?
- › What arrangements are in place to help staff be aware of, and sensitive to the potential difficulties newly-arrived children and their families may be experiencing?
- › Are expectations of newly-arrived children and young people high enough and based on their cognitive ability and not solely on their proficiency in English?
- › What arrangements do you have in place to reduce the isolation that some newly-arrived children and families may be experiencing?





**School:** St David's High School and Newbattle College,  
Midlothian

**Focus:** Welcoming and valuing diversity

### **Description of practice**

The school ensures that diversity in the school and wider community is valued. It has taken positive steps to welcome newly-arrived young people and their families. The school arranged a parents' evening for Polish parents. It considered the English language proficiency of parents and arranged for an interpreter to ensure the clearest exchange of information. Following the success of the evening, the school helped to set up a support group for parents, linked to the chaplaincy.

Working with Newbattle Abbey College, staff provided an opportunity for pupils at S5/S6 to make a Welcome to St David's DVD aimed at Polish young people and their families. Polish pupils translated the DVD initially for children at the P7 stage who were moving on to the secondary school. The DVD was very well received by parents and mini versions of the DVD were then produced to support transitions from S2 to S3 and from S4 to S5.

The school and college have established a strong partnership. Newbattle Abbey College provides online ESOL courses which can be accessed in school, college or from home. These courses are for family learning. Families come along to the school at evening events to sign up for the course. They also have a demonstration by tutors from college on how to use the resources.

To celebrate the launch of the first online ESOL course, the school and college held a Celebration of Family Learning event at Newbattle Abbey. Young people, parents and staff attended a mass, and enjoyed traditional Polish food and an evening of Scottish and Polish music and dance.

### The school is successful in:

- › working with others to promote equality of opportunity for all;
- › strengthening the school sense of community and promoting family achievements;
- › providing a support network for parents and families; and
- › welcoming and celebrating diversity.

### Outcomes

- › Young people and parents participate well in the life of the school.
- › Young people have positive relationships across the school community and feel valued and respected.
- › Young people and families have a sense of achievement.

32/33

COUNT US IN  
a sense of belonging







**School:** Balwearie High School, Fife

**Focus:** Having clear approaches to welcoming new arrivals

### **Description of practice**

The school demonstrates a very strong commitment to providing a positive and inclusive ethos which welcomes newly-arrived young people and their parents into the school community. There is complete integration of bilingual pupils into mainstream school life and work, while at the same time acknowledging and respecting pupils' first language and culture. There are sensitive and very clear enrolment procedures for new pupils. Effective use is made of interpreters and the school ensures that young people and parents are provided with the appropriate information and understand it. Interpreters are used at induction and also at parents' evenings to ensure effective two-way communication. Information is provided to young people and parents in their first language, as required. Sixth year bilingual pupils have developed a leaflet to welcome and guide newly-arrived pupils to the school.

The school has initiated a range of strategies to support the induction of pupils into the school. For example, sixth year volunteer students work with small groups of bilingual learners. Each new bilingual pupil is allocated a 'buddy' to help them find their way about the school community and to support them. A very successful '*Getting to Know Your School*' evening is arranged for newly-arrived young people and their parents. The school ensures that transition



arrangements are put in place early to support young people with English as an additional language on entry to the secondary school. The school has organised network meetings of newly-arrived pupils to the Kirkcaldy area, with other newly-arrived young people from the four Kirkcaldy schools meeting on an informal basis to share experiences and develop peer support. The school has effective support from the Fife EAL services. It has given very good attention to building capacity among school staff to deliver more effective provision for newly-arrived learners.

#### **The school is successful in:**

- promoting a welcoming and inclusive culture and ethos;
- making effective use of the expertise and skills of interpreters and the EAL service;
- building capacity within the school staff and using peer support to better meet the needs of newly-arrived young people; and
- ensuring that newly-arrived young people and their families are well informed and communicated with and have a real sense of being integrated within the school community.

#### **Outcomes**

- Newly-arrived young people and their parents identify with, and have pride in belonging to the school and its community.
- The self-esteem and confidence of newly-arrived young people has been raised and they are involved in a range of activities out-of-school hours.
- Young people are making good progress in using English socially and in curricular activities.



## 6. Do schools have a clear sense of direction?

### Strengths

- Many schools and education authorities have strengthened their policies in relation to diversity, equality and fairness.
- Education authorities are giving due attention to the Education (Additional Support for Learning) (Scotland) Act 2004 to guide schools on how to address the needs of children with English as an additional language more effectively.
- Education authorities and senior managers in establishments use collaborative working between schools and EAL and bilingual support staff to improve outcomes for newly-arrived children and young people.

### Aspects for improvement

- Education authorities should develop clear approaches to integrating children arriving from outwith the UK.
- Senior managers in schools should work with staff to establish effective admissions and induction arrangements for welcoming newly-arrived children and young people.
- Education authorities and senior managers in schools should take a stronger role in leading improvements in the quality of provision for newly-arrived children and young people.
- Teachers need CPD and the sharing of effective approaches to supporting newly-arrived children and young people with EAL.

Overall, education authorities and schools demonstrate a clear commitment to equality and positive attitudes to diversity. In recent years, many education authorities have strengthened their policies in relation to diversity, equality and fairness in response to legislation, such as the Race Relations (Amendment) Act 2000. The polices are helping to ensure that staff in schools are aware of their collective responsibility to include fully all children and young people in the life of the school and to meet their needs.

In the past few years, education authorities have been faced with the challenge of meeting the needs of increasing numbers of newly-arrived learners. The information from the survey of all authorities indicates that only five of them have specific formal approaches to integrating children arriving from outwith the UK. Staff working within EAL services are given a key role in helping children to settle into school life and access the curriculum. The approaches they use give due attention to children's ethnicity, religion, cultural norms and the language needs of both the child and his/her family. One authority had implemented a successful formal integration policy in relation to the Gateway Protection Programme. In this instance, a multiagency team planned, monitored and delivered appropriate actions to enable children and families who were refugees to settle and thrive in local communities. Education authorities recognise that a more strategic approach is required across council services to meet the needs of newly-arrived children and families more effectively.

Results from the survey also show that most authorities do not yet have formal arrangements in place to guide schools on appropriate induction arrangements for newly-arrived children and young people. Education authorities delegate a significant leadership role to EAL services in helping newly-arrived children and young people become accustomed to school in Scotland and to overcome potential barriers to learning and achievement. They are implementing the Education (Additional Support for Learning) (Scotland) Act 2004 appropriately to support staff in addressing the needs of children with English as an additional language. However, almost all authorities are experiencing unpredictable patterns of change in bilingual communities and the challenge of newly-arrived families being dispersed across their geographical area. This is placing considerable demand on existing resources. Information from the survey of all authorities indicates that all but two authorities have between one and eight FTE specialist teachers, proportionate to the overall school population, to advise teachers and provide specific support to pupils in schools with English as an additional language. Most



also employ a small number of bilingual assistants. These posts are usually part-time, temporary positions. From the information given, bilingual assistants are mainly supporting pupils whose home languages are Urdu/Punjabi, Cantonese and, in a few cases, Polish. The two largest authorities have up to 140 FTE EAL and bilingual support staff. Authorities recognise that there are areas for improvement in relation to staff development and training and the current lack of capacity within mainstream schools to address the needs of bilingual/multilingual learners.

Education authorities have set clear expectations for schools to have suitable recording and monitoring processes in place. A few are using data management systems such as SEEMIS or ScotXed to track attainment effectively. Only two made mention of using the Stages of English Language Acquisition data on SEEMIS. One education authority is developing a new data collection system to highlight the progress of newly-arrived learners. Responses from five authorities indicate that they have no specific arrangements for tracking the progress of newly-arrived children.

There is considerable scope for education authorities to develop more effective strategic approaches to enabling children and young people settle quickly into school in Scotland and make good progress.

In many schools, senior managers have successfully shaped a common vision and agreed values for their school that demonstrate and promote inclusion and diversity. Many headteachers are striving to challenge and support staff to meet the wide range of needs of an increasingly diverse and mobile school population. In the best examples visited by HMIE, headteachers had developed clear approaches to induction, assessment and on-going support for learning and teaching of newly-arrived children and young people. They are taking an active lead in raising the achievements of newly-arrived learners.

Senior managers in all schools value the specialist support provided by colleagues in EAL and bilingual services and encourage staff to work collaboratively with them. We found

that most schools do not have specific admission arrangements for welcoming new arrivals and their families. They rely on EAL services to gather information, provide induction programmes and track and monitor the progress of newly-arrived children. Staff in a number of schools do not feel confident in addressing the language needs of children. They are not always aware of the potential emotional, social and educational difficulties newly-arrived children and their families may be experiencing in moving to a new country. Senior managers need to provide a stronger lead in implementing a whole-school approach to welcoming new arrivals and to ensuring that they have the opportunity to achieve well.

### **Improving education for newly-arrived children and young people**

*Our vision, values and aims set out clear expectations for, and positive attitudes to, diversity. We are strongly committed to equality. We promote equity and celebrate diversity and inclusion and this is reflected in our improvement plan.*

#### **QI 9.1 Vision, values and aims**

*Staff demonstrate through their actions that school improvement and raising standards of achievement are of paramount importance. They promote and ensure equality of opportunity and equal access.*

#### **The Journey to Excellence Part 2 Page 51**





### Issues to consider



- How are you building capacity in schools to support the achievements of newly-arrived children and young people?
- Are all staff sufficiently aware of the challenges that newly-arrived children face in starting school in a new country?
- How effectively are you targeting EAL and bilingual support to address the needs of newly-arrived learners?
- Are you providing well-targeted professional development for staff to help them to address and meet the needs of newly-arrived children and young people effectively?

### School: Hillhead High School, Glasgow City Council

**Focus:** Vision and leadership

#### Description of practice

The headteacher plays a very strong role in promoting positive attitudes and practices to success for all learners, with a clear commitment to equality, inclusion and the celebration of diversity. The school policies on equality, and on learners with English as an additional language, provide staff with advice and strategies for meeting the needs of newly-arrived young people. Specialist EAL teachers within the school have a key role in training all staff to respond to newly-arrived young people's diverse learning needs.

Each year, the school improvement plan has clear priorities for ensuring that newly-arrived young people have equal opportunities for fulfilling their potential. Senior managers and principal teachers promote equality and diversity actively in their departments and include aspects of equality and diversity in departmental improvement plans.

Senior managers give young people from different backgrounds posts of responsibility in the school and encourage them to be effective role models. They

successfully foster positive relationships with parents from a range of ethnic minority backgrounds. They actively encourage them to be involved with the school and be represented on the parent council. Cultural diversity is evident on the school website and in school publications such as the school prospectus, where information is translated into different languages.

Senior managers clearly demonstrate the school's commitment to valuing diversity. They actively seek opportunities to celebrate different cultures. For example, the Indian High Commissioner came to the school to commemorate the life of Gandhi. Religious festivals and cultures are celebrated in a variety of ways. All religious beliefs are respected. For example, Muslim pupils can arrive late on Fridays to enable them to attend morning prayers first. The senior management team has allocated additional staffing to the physical education department to allow single sex classes, in keeping with the religious beliefs of some pupils.

#### **The school is successful in:**

- building the capacity of staff to enable newly-arrived young people to overcome barriers to learning;
- encouraging young people to support each other; and
- promoting an ethos of fairness and equality for all.

#### **Outcomes**

- The school community is well integrated.
- Diversity is embedded in the school's aims, environment, publications and curriculum and is actively supported and celebrated by staff and pupils.
- Young people show respect for people from different cultures and backgrounds.



**School:** Cuthbertson Primary School, Glasgow City Council

**Focus:** Leadership for learning

### **Description of practice**

The headteacher demonstrates a strong commitment to success for all learners. In her two years in post, she has successfully challenged and supported the staff to establish a learning environment that values diversity and helps children overcome potential barriers to learning. In recent years, the school has received a significant number of newly-arrived children and families. The school population is currently made up of 20% monolingual white children, 60% bilingual children from Urdu and Punjabi speaking families and 20% newly-arrived children from Czech, Slovak, Libyan and Malay backgrounds. The headteacher has focused clearly on learning and teaching as the key to school improvement. She has provided a range of staff training, including twilight sessions on meeting the differing needs of bilingual learners. She encourages staff to learn collaboratively and to share and evaluate the successes or otherwise of classroom practice. The headteacher and principal teacher work directly



with staff to model and advise on teaching strategies. Staff confidence is growing and teachers are taking responsibility for meeting the needs of all children.

The headteacher carefully deploys available specialist staff to maximise the impact of using their expertise in providing additional support for children's learning. She encourages staff to plan jointly and also to deliver and plan lessons. The headteacher takes an active lead in ensuring the achievements of newly-arrived children. She meets with class teachers to discuss their plans for each term's learning and teaching and ensures that learning targets are appropriate. She monitors carefully the progress of newly-arrived children.

#### **The school is successful in:**

- › securing a shared commitment and sense of responsibility to meet the needs of all learners; and
- › increasing the confidence and ability of staff to provide high quality learning experiences.

#### **Outcomes**

- › newly-arrived children are making good progress in becoming confident individuals and successful learners.
- › Staff are taking lead roles within, and beyond, the classroom.





### Conclusion: The way ahead

Globalisation and the ensuing demographic changes are bringing new challenges to Scottish education. Migration is a common feature in today's society, as is mobility in school populations. Increasingly, and particularly in the current economic climate, many families move around frequently and children have to deal with multiple transitions to different schools. Schools need to have effective approaches to helping newly-arrived children and young people settle in quickly and make progress in learning. Staff have to develop their understanding of a wider range of diverse backgrounds and needs. A number of education authorities and schools are successfully supporting newly-arrived children and young people to maximise their progress and achieve highly. This good practice should be shared widely and built upon in order to bring about improvements in the following areas.

- Welcoming new arrivals, and approaches to initial and ongoing assessments.
- Providing suitably challenging learning experiences to enable all children and young people to maximise their progress.
- Enabling newly-arrived children and young people to use their first language as a tool for learning.
- Specifically tracking and monitoring the progress and achievements of newly-arrived learners.
- Supporting learning, including establishing effective partnerships with parents.
- Providing well-targeted staff training to support staff meet the needs of newly-arrived children and young people more effectively.

## Appendix 1: Immigration and emigration

The table below shows the figures for immigration and emigration for Scotland for the period 2003-2006.

**Table 1**

Immigration, Emigration and Net-migration Scotland, 2003-2006							
	Immigration			Emigration		Net-migration	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Period:	UK	Abroad	Total (1)+(2)	UK	Abroad	Total (4)+(5)	(3)-(6)
Mid-2003 to mid-2004	61,900	36,300	98,200	46,400	24,600	71,000	+27,200
Mid-2004 to mid-2005	57,300	35,400	92,700	44,800	28,100	72,900	+19,800
Mid-2005 to mid-2006	53,300	42,200	95,500	44,400	29,500	73,900	+21,600

Source: GROS

A significant number of immigrants, around 15%, are British citizens who emigrated abroad and who have now returned 'home'. Information produced by the Office of National Statistics, London suggests that the distribution of non-British immigrants is:

- European Union 30%
- Commonwealth 43%
- Other foreign 27%



Statistics show that around 80% of Commonwealth immigrants come from the Indian subcontinent. Commonwealth immigrants are likely to be committed to staying long-term or permanently.

Since 2004, there has been a steep rise in the numbers of immigrants from the 10 countries that joined the EU on 1 May 2004. The countries are: Cyprus; Malta; Czech Republic; Estonia; Hungary; Latvia; Lithuania; Poland; Slovakia; and Slovenia. The eight Eastern European countries are known as the Accession Eight countries (A8).

A8 nationals can work legally in the UK if they register with the Workers Registration Scheme (WRS). By the end of 2007, Scotland had 62,400 registrations. About two-thirds of applicants were Polish. Only 7% of registered workers stated that they had dependants living with them in the UK. Information from the WRS on the intended length of stay showed that in the period January-December 2007, 59% of those from A8 countries said that they expected to stay less than three months, with only 8% saying that they intended to stay more than two years. Around 25% were uncertain about how long they expected to remain in the country. Apart from the information from WRS, little is known about A8 nationals working in Scotland. Self-employed A8 nationals are not required to register with the WRS and anecdotal evidence suggests that the numbers may be substantial.

## Appendix 2: Admissions

This section provides the findings from the survey of local authorities (LAs) on the approaches used to address the needs of migrant children and young people. Responses were received from 27 of the 32 LAs.

LAs were asked to provide information on the numbers of children and young people from migrant families who had entered education establishments in their authority over the past four years. Nine LAs provided detailed figures showing the year-on-year data for the numbers of children from migrant families who had enrolled in their schools (see table 2 overleaf). Most of the remaining 18 who responded, gave a total figure showing the overall enrolment between 2004 and 2008. However, four LAs did not collect this information and could not provide the requested data.

Twenty-six LAs reported that they had experienced a significant increase in the numbers of pupils from migrant families entering their schools since 2004. A few LAs had increases of 100%, with the majority of new arrivals coming from Polish families. There are now around 80 main home languages of pupils in Scottish schools. Polish, Urdu, Punjabi, Cantonese, Bengali, Farsi, Lithuanian, Russian and Arabic are among the most common.

New migrants were located across the geographical area of each LA. However, most had settled in the major towns or cities. The key factors contributing to the distribution of new arrivals across schools were identified as availability of affordable housing, employment opportunities and the presence of people with the same religious background. The growth in the numbers of Polish families immigrating to Scotland had led to a significant increase in the numbers of children entering denominational schools in some areas.



**Table 2**

<b>Number of children and young people from migrant families who have newly entered education establishments 2005-2008</b>			
	<b>School Year</b>		
<b>Education Authority</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Aberdeen City	237	438	584
Argyll and Bute	102	92	86
Dumfries and Galloway	43	55	79
East Ayrshire	15	40	34
Fife	65	83	158
Glasgow City	869	1156	1221
Moray	213	271	313
Perth and Kinross	47	81	107
South Ayrshire	65	81	86

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### Fieldwork

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