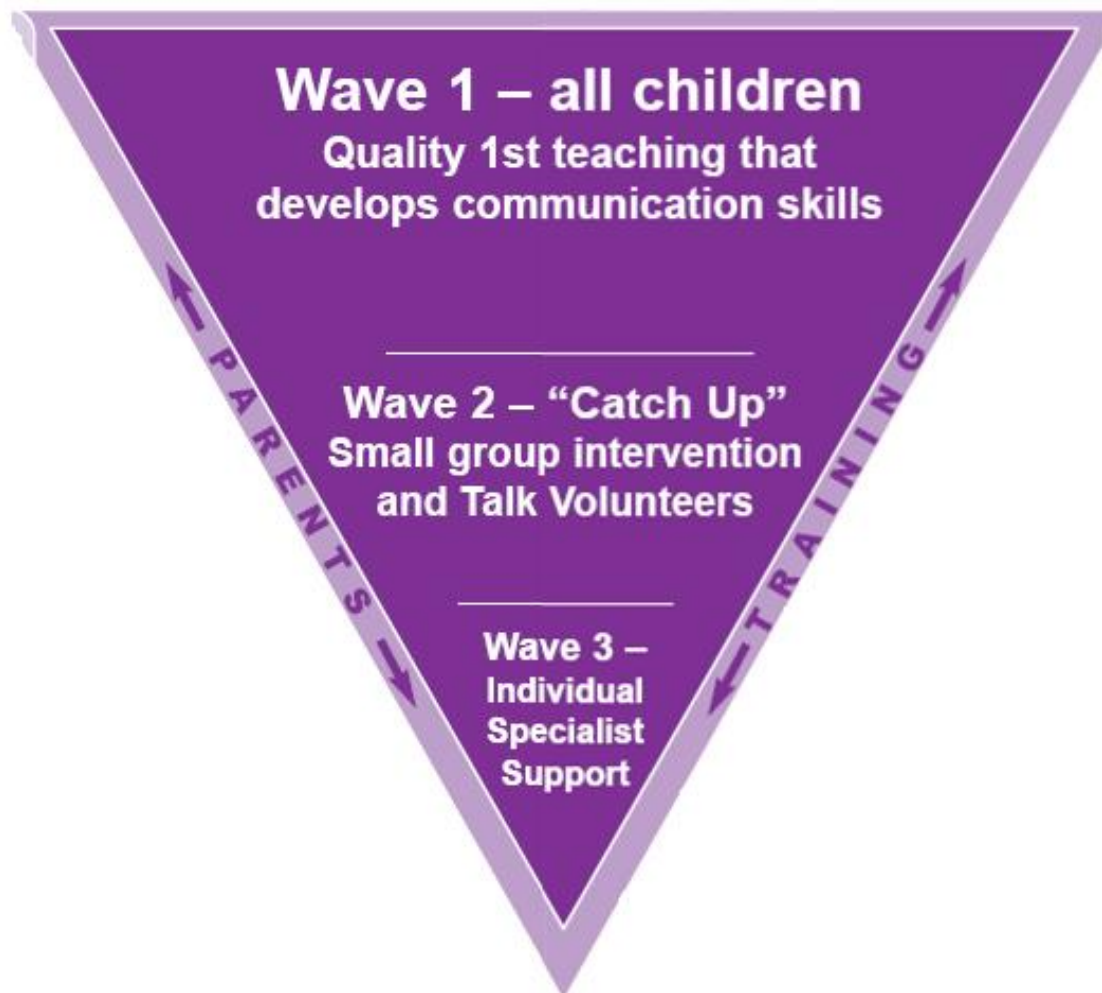




School Name: Porter Croft CE Primary

ESCAL Communication Friendly Schools Audit



ESCAL Communication Friendly Schools Audit

Aim: All Sheffield schools to be Communication Friendly!

A communication friendly school

- Encourages all forms of communication, developing children's language skills and ensuring social, emotional and academic progress.
- Provides opportunities for building speech language and communication skills from the Foundation Stage by providing a supportive environment and ensuring adults are aware of children's language levels.
- Works closely with parents/carers so that they can support language development and communication at home.
- Continues to promote opportunities for speaking, listening and communication across a broad and creative curriculum through Key Stage 1 and 2 enabling children to become articulate and confident.

Throughout this document we appreciate the needs of our children who use sign or other communication systems to communicate, and value all forms of communication used in Sheffield schools.






This audit is designed to help schools evaluate their practice. Schools may wish to apply for external verification through ESCAL and receive a Communication Friendly School Quality Mark.

This Quality Mark is endorsed by the National Champion for Communication.

For details see -

www.sheffield.gov.uk/escal

Section 1: Leadership and Management

Criteria	R 	A 	G 	Evidence*	Comments	Next Steps
<ul style="list-style-type: none"> The school has a coherent whole school approach to the development of speech, language and communication skills. This includes monitoring, evaluation and identifying next steps. 			√	Communication plans. Pie Corbett across KS.	Close links with LSS and SPL to develop language skills for SEN – strategies used for EAL pupils. Talk across the curriculum strategies embedded throughout the school.	Pie Corbett storytelling and in non fiction for KS2. Language assessment to be implemented by TA's in early year using an 'early language screen'.
<ul style="list-style-type: none"> Speech and language is incorporated into school systems for setting targets and monitoring progress. 			√	communication plans for targets. IEP reviews	Pupil progress meetings to discuss and monitor progress. Targets set for SPL monitored in SEN review meetings.	Early years to be screened and tracked, to be rolled over into y1. Targets for SPLC also set for year groups (non –negotiables) to be monitored.
<ul style="list-style-type: none"> The school has an identified communication lead. 			√	Laura Robson		
<ul style="list-style-type: none"> Speaking and listening is incorporated into curriculum planning. 			√	strategies highlighted on planning	PDM attended by all staff on 'talk across the curriculum' strategies, which are now embedded throughout school. Pie Corbett training on oral storytelling has also been attended by staff and has been delivered to the whole school during a PDM.	continue lesson observations and planning monitoring. debating club to be established with links to Silverdale for the year 6.
<ul style="list-style-type: none"> There is an identified budget and resources to support the development of speech, language and communication. 		√		SEN budget purchased equipment.	speech bubbles, microphones, and a tool box of resources have been purchased and made, now available in all classrooms	resources and continuously being introduced via recommendations from learning support, SPL and the Autism support team.
<ul style="list-style-type: none"> The school tracks children's progress in speaking, listening and communicating, using the ESCAL tracker if appropriate. Staff are able to identify and support children at risk of developmental delay. 		√		Early language screen program RAP	children are tracked throughout early years. Sheffield Achievement survey is also used as a tool for tracking progress.	the screening program is being rolled in EY and for Y1 pupils.
<ul style="list-style-type: none"> The school has a planned Speech and Language CPD programme that impacts on all staff and which might include in-school coaching. 			√	PDM	National strategies IDP on SLCN has been delivered to the whole staff. All staff have undergone FFT training.	TA staff to attend narrative programme training to implement in school. language screening to be monitored.
<ul style="list-style-type: none"> Governors are aware of the school's practice with regard to speech, language and communication development. 			√	Governors minutes.	regular feedback to Governors during Curriculum and Inclusion meetings.	

Leadership and Management: Evidence of Impact

Ofsted 2009, SIAS report, SIP review report




One of the few schools above floor standard in all three areas in Sheffield for 2011.

5 year trend % children achieving Level 4+




	2007	2008	2009	2010 (TA)	2011
English	41.4	52.4	64.1	73.3	78.9
Maths	31.0	57.1	70.0	83.3	89.5
English and Maths	27.6	33.3	59.6	70.0	78.9
Science	51.7	71.4	84.0	83.3	-

***Possible sources of evidence:** School Improvement Plan, Raising Attainment Plans, Action Plans, SEF, Ofsted outcomes, on entry assessment and Foundation Stage Profile results, end of KS1 and 2 data, internal tracking data, ESCAL speech and language tracker, outcomes from intervention programmes, formal and informal lesson observations, planning scrutiny, learning walks, pupils' work including oral presentations, discussion with Pupils, Parents Key teaching and non teaching staff, coordinators, SENCO, governors, IEPs, reports to governors, CPD records, overview of performance management objectives etc.

Section 2: Wave 1 Provision – Social Ethos




Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> The school provides a welcoming environment where every adult understands their role in listening to children and promoting communication. 			√	Performance assemblies. informal observations. Pie Corbett assemblies EDL performance	Parental feedback and visitor feedback is always very positive about the welcoming atmosphere in school. (Ofsted comments). parental workshops in numeracy, to develop strategies of learning at home.	learning walk by SLT to ensure communication activities are high on the agenda still for every class. more parental workshops to be delivered in reading and phonics and numeracy.
<ul style="list-style-type: none"> Classroom environments and adult / child interactions enable children to make choices, take risks and develop self-esteem. 			√	lesson observations classroom rules good work assemblies SEAL lessons	Learning walls, areas in classrooms to encourage independent choices. good work assemblies on Fridays promote self-esteem. Science week encourages communication and risk taking through the TASC wheel approach.	continue to monitor classroom environments. Continue to encourage pupils to take risks and make choices using G&T strategies.
<ul style="list-style-type: none"> Children are encouraged to communicate freely and productively with each other. 			√	No pens day Talk for learning strategies	We took part in the 'no pens day' to explore ways in which to communicate to each other. school council	continue to facilitate school council
<ul style="list-style-type: none"> Mother tongue is valued and used where appropriate. 		√		language club 'Good to be me' day including parental involvement	Language of the month has been implemented in previous years. There now exists a language club. we also have a good to be me day, whereby cultures and languages were celebrated.	school information booklets to e made available in different languages.
<ul style="list-style-type: none"> There are planned opportunities to develop speech and language, communication and social interaction across the school day including at playtimes, lunchtimes and in the extended day. 			√	positive play activities at play / lunch times extended school day provision.	Extended provision provide children with different activities in which social communication is promoted. This is also encouraged through a range of different after school clubs. Positive playground supervision initiative has been implemented, and supervisors now lead various activities which encourage social, communication and interaction at play.	continue to develop play activities. continue to provide an extended day curriculum.

Wave 1 Provision – Teaching and Learning

Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> There is a recognition that all learning, as well as social and emotional development, starts with talk and being able to communicate. 			√	talk frames planning	curriculum planning reflects this. The adoption of the 'talk across the curriculum' strategies play a major role in learning as well as the Pie Corbett strategies. Social groups for SEN pupils.	embed Pie Corbett in KS2. observations / drop ins monitor social groups and their impact
<ul style="list-style-type: none"> Time is prioritised for talk. In addition we appreciate the needs of children who use signs or other communication systems to communicate. 			√	makaton used in EY communication in print VAK planning visual timetable in every class	numeracy and literacy oral lesson starters are planned throughout the school. talk across the curriculum strategies in place, communication in print training delivered 2.11.2011	ensure communication in print resources are being implemented.
<ul style="list-style-type: none"> There is a whole school approach to teaching listening skills and vocabulary. 			√	learning walls	learning walls and communication in print symbols encourage vocabulary development. 'Magpie ideas' encouraged in lessons.	develop listening skills through use of P4C
<ul style="list-style-type: none"> Principles underpinning quality first teaching of talk are understood by all staff e.g. creating time to talk and listen, modelling and refining language, creating confidence and self esteem, valuing mother tongue. 			√	planning-highlighting talk activities Pie Corbett modelling assemblies	talk across the curriculum strategies. assemblies, celebrations of other languages (EDL performance, language club performance) interventions for SPL model language for children	continue to promote and perform language pieces in assemblies. staff to continue to model language monitor SPL interventions
<ul style="list-style-type: none"> Teachers include differentiated speaking and listening objectives in their curriculum planning. 		√		resources being used	recording resources are used for pupils with language difficulties (speech bubbles / easispeak microphones)	objectives need to be core clearly defined.
<ul style="list-style-type: none"> Staff in all Key Stages use a range of strategies to develop talk. These include the use of talk buddies, think-pair-share, group interaction techniques, oral story telling, talk frames, story maps, "wait time" in questioning, role play, puppets, drama techniques etc – see appendix. 			√	lesson observation sheets drama club	these various methods were discussed in the IDP on SLCN and resources were given out. also ideas have been developed through the PDM on talk across the curriculum and in G&T, EAL PDM's. MFL use puppets and lots of talk ideas.	monitor planning to include these strategies. lesson observations

<ul style="list-style-type: none"> In Foundation Stage, adults scaffold children's language and use strategies such as re-reading favourite stories, making time for rhyme and song frequently supported by actions, linking spoken language with written language, accepting non-verbal communication as well as verbal, ensuring all children including the least verbal have turns at expressing themselves. 		√	EY planning / EYFS tracker observations parents Pie Corbett assembly	Pie Corbett embedded with parents. Parents attending a Pie Corbett assembly/ workshop	continue to monitor. ensure the EY and Y1 teachers have planning time together to develop strategies across the year groups
<ul style="list-style-type: none"> As children develop through Key Stage 1 and Key Stage 2, talk is used creatively across a broad curriculum, e.g. through the use of IT, Philosophy for Children, SEAL, Talk for Learning, the ESCAL Soapbox. 		√	SEAL lessons assemblies year group performances	talk is planned into various different subjects and is used as a tool for learning across the curriculum. Class assemblies are now in place to encourage creative talk. performances are planned throughout the year to encourage talk and confidence.	to buy ESCAL soapbox develop P4C lessons
<ul style="list-style-type: none"> Practitioners' subject knowledge is developed through CPD and the use of the ESCAL Speech and Language Tracker. 		√	IDP training various PDM's	all staff have attended SLCN IDP, some TA have attended extra SLC courses.	TA's implementing the early language screening program and this will be tracked throughout the year. develop the use of the ESCAL SPL tracker
<ul style="list-style-type: none"> The quality of talk is a focus in evaluating teaching and learning eg through lesson observations. 		√	lesson observations Performa drop in performance TA observation Performa	lesson observations by SLT. SPL interventions are also monitored.	continue to monitor and observe.

Wave 1 Provision – Learning Environment (Classrooms, Wider School and Outdoor)




Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> The school environment supports communication through: <ul style="list-style-type: none"> a range of visual cues about location, equipment, timetables e.g. through the use of Communicate in Print. These visual support systems are matched to children's needs e.g real objects, photographs, drawings and symbols are chosen as appropriate to children's developmental stage. collaborative learning and pupil groupings which support talk. displays, resources and routines which scaffold talk. 			√	visual timetables displays talk posters word walls vocab mats display questions and photographs in place role playing areas	visual timetables in place, rebus symbols used. Communication in print training now completed and is beginning to be used. displays reflect different learning environments with actual objects as well as symbols and words. posters in classes show talk strategies. vocabulary walls and mats and used in classes to support learning. curriculum areas are evident in classes along with role playing areas. peer assessment and collaborative learning groups support talk in lessons.	develop communication in print resources. staff to share ideas in PDM
<ul style="list-style-type: none"> Staff and children are able to use signing systems (such as Makaton, Signalong, BSL) where needed. 		√		Makaton used in EY Y1 ECAT Pie Corbett storytelling actions	signing and makaton embedded in KS1. Stories with actions and signs used in KS1	Pie Corbett to be embedded in KS2.
<ul style="list-style-type: none"> The indoor and outdoor environment supports talk and communication across the curriculum. 		√		gardening area outdoor classroom buddy bus stop in playground	positive play strategies by lunchtime supervisors. gardening and growing club develops talk outside the classroom.	continue to develop the outside area.
<ul style="list-style-type: none"> The environment celebrates children's achievement and the high profile given to talk through the use of photos, videos, easi-speak microphones, podcasting, performance, assemblies, the ESCAL soapbox. 			√	computer screen displays-photos videos of performances assemblies	computer screen in entrance hall celebrates achievement. photos on displays show various events and performances. newsletters reflect achievement, parents are invited to assemblies and performances throughout the year.	show video footage to parents of performances. continue to celebrate achievements in the newsletters.

Wave 1: Evidence of Impact




lesson feedback / observations (increase in lessons graded good or better up to 89%)

planning
RAPs
school environment
pupil feedback
IEP's
CPD records

Section 3: Wave 2 Provision




Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> The school provides catch up interventions for children with delayed language or other communication needs e.g. group interventions, Talk Partners, Talk Volunteers. 			√	provision map communication targets	group and 1-1 interventions are in place for SPL activities. These are monitored and reviewed half termly.	continue to measure the impact and revise targets set.
<ul style="list-style-type: none"> The school monitors the impact of interventions and the progress of children falling behind e.g. through the use of the ESCAL Speech and Language Tracker. 			√	SA+ review minutes SPPT	pupil progress review meetings/ SA+ reviews and reviews with outside agencies assess the impact and progress of these children.	continue to monitor
<ul style="list-style-type: none"> The school considers the purchase of additional speech and language therapy support to develop staff expertise as well as providing support for children. 			√	SPL CPD	school works closely with SPL service to train and support staff. TA's attend external training courses in SPL and implement this work.	continue to evaluate the effectiveness of SPL interventions and ensure that they are still meeting the needs of our pupils.

Wave 3 Provision

Criteria	R 	A 	G 	Evidence	Comments	Next Steps
<ul style="list-style-type: none"> The school provides follow up support for children with Speech and Language Impairment who are receiving therapy. 			√	provision map	TA are timetabled in with support for SPL programs and use the communication plans to target support.	continue to monitor and discuss provision with the SPL services.
<ul style="list-style-type: none"> Teachers are given time to meet with the speech and language therapist supporting children in their class. 		√		drop ins by the SPL therapist	teachers and TA's do get the chance to discuss pupils progress and provision and all reports are shared. If this is not possible the SENCO meets with the SPL therapist and relates the information to staff.	ensure time is available as and when needed for staff to meet.
<ul style="list-style-type: none"> Children's therapy targets form part of the school systems for class based personal targets, and inform teachers' planning. 		√		IEP SA+ review	these targets are used on the IEP's. These IEP's are copied for the class teacher and are used as a working document for the TA who is supporting that child. Planning is differentiated for the child.	these IEP's are reviewed by the class teacher and TA during SA+ review meetings. SPL targets are now part of the non negotiable targets each class teacher has displayed.
<ul style="list-style-type: none"> The school has identified one or more teaching assistants to become expert in speech, language and communication and enabled them to access a high level of training: these TAs have time allocated to support therapy programmes planned by specialists. 			√	CPD program	This is Stella Tynan, Sara Trigg and more recently Carole Bliston and Antia Lau. They have attended external training on SPL strategies and further planning is booked. They have also	Carole and Anita are currently carrying out the early years screening program.

					worked closely in school alongside the SPL therapist in order to implement the recommendations.	
<ul style="list-style-type: none"> Where children are receiving therapy, the approach used is one of 'team around the child'-therapist, teacher, TA and parents working together to support the child 			√	SA+ review meetings SPL therapist meetings	The therapist invites the child, parent and TA to all of the sessions she runs in school. Everyone is then invited to the SA+ review meeting which is held half termly.	continue to work closely with all the people mentioned and involve parents at all times. paperwork is also copied and sent to parents.
<p>Wave 2 and 3: Evidence of Impact SPPT individual progress data IEP's provision map PPR notes</p> <p>Raise on line 2011 English value added above national in key groups. EAL 102.1 (Porter Croft) vs 100.6 (National) SA 104.2 (Porter Croft) vs 99.5 (National) SA+ 100.8 (Porter Croft) vs 98.8 (National)</p>						

Section 4: Involvements of Parents/Carers

Criteria	R 	A 	G 	Evidence	Comment	Next Steps
<ul style="list-style-type: none"> The school environment warmly welcomes parents/carers and visitors and helps them feel at ease. 			√	Ofsted feedback at parents forum	Parent workshop and attendance at assemblies and performance have ensured that parents feel at ease and welcome in school.	continue to promote parental involvement and more parent workshops.
<ul style="list-style-type: none"> Parents/carers have a clear understanding of the school's systematic approach to speech, language and communication development, and their opinions are listened to and acted upon. 		√		SA+ reviews parents forum	Parents with children with specific SPL interventions and needs are very aware of all the approaches school adopts. other parents are becoming more aware due to the parental workshops. The parents forum provides an opportunity for parents to voice their opinions and to be listened to. Pie Corbett assembly.	reading, phonics and more numeracy workshops to be organised having listened to parents at the parent forum.
<ul style="list-style-type: none"> Parents/carers are supported in developing their child's speaking and listening skills as a result of parent/carer workshops, Family Learning, the loan of Family Chatterbags, talk homework etc. 		√		workshops family learning courses	workshops have been provided for parents in numeracy and Pie Corbett. Reading journals with reading/talking strategies for parents to use at home with their child have been sent home.	More workshops need developing. Reading workshop will help promote speaking and listening ideas for parents. talk homework story sacks to go home
<ul style="list-style-type: none"> At wave 2 and 3, the school provides regular opportunities for parents/carers to review their child's progress and support next steps. 			√	SA+ reviews IEP's	SA+ review meetings half termly. Statement reviews yearly. structured conversations facilitated by the SENCO. IEP's are reviewed and new targets are set by everyone involved with the child's learning.	Move towards structured conversations for AFA to be facilitated by the class teacher, not the SENCO as happens at the moment. All staff to be trained on structured conversations in Spring 2012.
<p>Parental Involvement: Evidence of Impact parents parent forum feedback SA+ reviews workshop materials</p>						

Appendix – Wave 1 Provision: Teaching and Learning

Talk: Quality First Teaching – 10 Key Principles

1. Create time to talk
2. Listen Well
3. Engage children in one to one conversation and in group talk
4. Model language and teach appropriate register
5. Practise, refine and improve vocabulary
6. Develop speaking and listening across a broad curriculum
7. Make talk positive, create confidence and self esteem
8. Provide an audience
9. Value mother tongue
10. Make communication fun!

Communicating by other methods such as sign – 10 key Principles

1. Create time to communicate
2. Concentrate
3. Engage children in one to one and group conversation
4. Model the language or gesture
5. Practice, refine and improve vocabulary
6. Develop signing skills across a broad curriculum
7. Make communication positive
8. Provide an audience
9. Value the use of British Sign Language
10. Make communication fun!

Strategies to Develop Talk Across the Curriculum

Support the development of ground rules for talk and communication by exploring the following questions and establishing shared understandings. Visual prompts can be used to remind children of agreed ground rules:

- What is a good listener?
- What is good communicator?
- How do I work with a partner?
- How do I work with a group?

Create a classroom environment that encourages children to talk and communicate.

This may include:

- Emotional environment
 - High challenge and low stress
 - SEAL
 - Philosophy for children
- Physical environment
 - Furniture arrangements
 - Acoustics
 - Lighting and temperature
 - Regular breaks
 - High quality resources, including visual cues such as props, symbols, photos, timetables, labels, story maps, talk frames, displays that support learning
- Behavioural environment
 - Positive and consistent
- Social environment
 - Meaningful interaction between peers and between adults and children

Promote talk and communication strategies across the curriculum.

This may include:

- Talk partners, think-pair-share, jigsaw, snowballing, envoys
- Oral story telling/talk for writing
- Use of puppets and props
- Guided talk
- Providing 'wait time' or 'thinking time' when asking questions
- Listening strategies e.g. barrier games, babble gabble, word tennis, draw a story, telephone conversations
- Drama techniques e.g. hot seating, role play, conscience alley, expert interview, freeze frame, thought tracking
- ESCAL soap box.

With thanks to:

- Jean Gross and the Communication Trust
- Inclusion and Learning Services, Sheffield
- Speech and Language Service, Sheffield
- Sheffield service for Deaf and Hearing Impaired
- The National Deaf Children's Society for North East, Yorkshire and the Humber

Reference:

- Talk across the Curriculum-An activity reference guide for 'speaking and listening'-Education Bradford.