

## The 'Language and Communication Friendly' Validation Report

Establishment:	<b>St Angela's Primary School</b>
Head of Establishment/Lead Practitioner:	Aidan Kerlin (HT), Lorna Isaac (DHT), Laura Cassidy (Class teacher; Implementation Team Member)
Accreditors:	Jason Hassard (educational psychologist), Michelle Watt (peer DHT, Parkview Primary), Liz O'Connell (speech & language therapist), David Johnstone (speech & language therapist)

FEEDBACK	COMMENTS
Indicator One: A physical environment that enhances and promotes opportunities for speech language and communication for all pupils	<p>The entire building has a calm and welcoming atmosphere. This was commented on as particularly commendable given its open-plan layout and proneness to noise. The emphasis on universal supports has created good consistency across the school.</p> <p>Classroom environments have been made more consistent through use of checklists; supportive features such as calm corners and reading nooks were present across all learning environments in the school. Learning areas were labelled consistently.</p> <p>Young people have had a meaningful role in shaping the physical environment in St Angela's; the Junior Leadership Team have had ownership over their family room, and children's work is celebrated through wall displays.</p> <p>Classrooms, corridors and shared areas were orderly and consistently labelled with developmentally appropriate Widgit symbols &amp; written words. Clutter was kept minimal and the available space in the school was used very effectively. Resources were stored at children's eye level where possible.</p> <p>Efforts to adapt the physical environment meant that children understood their roles and expectations of them, particularly at transition times. This was achieved through use of carpet spot</p>

	<p>visual supports, Taskboards, clearly displayed learning intentions.</p> <p>Wall displays in shared areas which incorporated children's families and their accomplishments outside school have complemented the school's efforts to encourage community engagement and celebrate children's wider achievements.</p> <p>There is a clear commitment to ensuring the physical environment is of a high quality and effective for all learners. This is supported through LCFE implementation leads sharing environmental checklists with staff and through simultaneous use of the primary CIRCLE resource.</p>
<p><b>Indicator Two: Adult talk that encourages and promotes participation from all learners.</b></p>	<p>A clear strength of practice within St Angela's.</p> <p>Staff honoured all forms of communication and gave opportunity for children to respond in nonverbal methods if required (thumbs up/down for understanding, individual whiteboard work, head nods/shaking).</p> <p>Various classroom management strategies were used effectively by class teachers, across classes, to support consistent expectations of children (Macaroni Cheese, everybody freeze!; song signifiers for transitions; hands on head to indicate readiness, etc); these were kept consistent across stages.</p> <p>Adults were seen regularly getting down to children's levels, particularly in lower school, and adapting their tone and volume depending on situation.</p> <p>Children's contributions were validated and valued at all stages; wait time was used effectively to allow pupil expression, and adults offered words of affirmation and empowerment.</p> <p>TALK is used creatively across the curriculum and approaches such as <i>Pair &amp; Share</i>, <i>Heart Partners</i> and <i>Rally Robin</i> have helped to prioritise listening and talking. Lovely group/pair work was observed with children sharing their learning with peers and working collaboratively.</p> <p>During pupil focus groups, children were able to name previous TALK practices of focus; this spoke to the extent of implementation across school.</p> <p>Support for Learning workers were attuned to individual YPs' needs and were observed embodying same approaches as teachers, often checking for understanding when working with individuals or small groups.</p>

<p>Indicator Three: Adult interaction styles that are responsive to individual pupils needs</p>	<p>During focus groups, staff were able to share how they adapt adult talk to various developmental stages on account of having reflected on their own TALK practices.</p> <p>Staff showed a flexibility to lead &amp; set expectations, or follow children's leads as required; a good distribution of adult-led, adult-mediated and child-led learning was observed.</p> <p>The adults in school understand emotional regulation as being a fundamental part of communication and all learning; children were encouraged to self-rate wellbeing and indicate need for an emotional check in daily.</p> <p>Staff showed flexibility in how they were using their skilled practitioners most effectively, evidenced in their reflective approach to providing input from their EAL staff member.</p> <p>Supportive strategies such as <i>Group Talk</i> ensured adults checked in with every child individually, encouraging widespread participation where possible.</p> <p>Adults had supported a culture where children using supports individually, such as calm corners or sensory toys to support engagement, was clearly encouraged and normalised.</p>
<p>Indicator Four: The use of supportive learning strategies to develop language and communication skills</p>	<p>Learning strategies which encouraged child talk in pairs, groups and with adults were well-embedded and used regularly. These included <i>Heart Partners</i>, <i>Group Talk</i>, <i>Rally Robin</i>.</p> <p>St Angela's have embedded discussion around emotions and wellbeing throughout their curriculum, encouraging children's emotional literacy development. They are implementing PATHS on a whole-school level. Children were able to name &amp; valued the emotional check-in which was a part of everyday practice in the school.</p> <p>Multimodal learning was used, in numeracy and science particularly, to support consolidation of new learning.</p> <p>Within reading corners and nooks across the school, supportive strategies encouraged children to engage with literacy content and express opinions (opportunity to provide book reviews, and voting for their favourites from a choice).</p> <p>Several lessons permitted children to share their output of group work with their classmates. Children could then ask questions of their peers to enhance learning and participation across the whole class.</p> <p>Song and rhyme were used effectively in lower primary classes to promote engagement effectively.</p>

	<p>A Language of the Month theme had been well-implemented, helping to celebrate the backgrounds of school's high EAL population.</p> <p>Forums such as the Junior Leadership Team and other committees of various focus supported participants to work together, consult, provide opinions and shape aspects of their school experience.</p> <p>Some classes empowered children to make choices about their preferred learning strategy, for example a multiplication lesson. Mistakes were used as learning opportunities and destigmatised by staff throughout the school.</p>
Indicator Five: The establishment can demonstrate a strong commitment to staff training and development to meet the speech, language and communication needs of all pupils.	<p>Strong commitment and structured approach to implementation of LCFE; effective facilitation by Head and Depute and distributive leadership approach (with class teacher taking key role) leading to collective responsibility across staff team.</p> <p>Evidence of collaboration with GDSS, GEPS, SLT throughout implementation process of several years. West Partnership forum had also been a source for collaboration on use of CIRCLE framework.</p> <p>LCFE had been progressed alongside other endeavours including achievement of Rights Respecting Schools' Gold award, and recognised as complementing this award. Other initiatives implemented alongside LCFE included PAThS, Primary CIRCLE resource and Pedagogy Pioneers.</p> <p>Consideration has been given to induction of new staff to ensure they are LCFE informed and there is a clear recognition that for LCFE to be sustained, it needs to continue to be part of improvement planning. This was being addressed through both specific content in new staff induction and ongoing efforts to ensure consistency of high-quality practice in the wider staff team.</p> <p>A culture of commitment to LCFE as an ongoing process was apparent from all staff members; autonomy in application of school approaches was encouraged among teachers and the implementation team had identified future areas of focus re. communication beyond the point of validation.</p>
<p><b>To be awarded full status, an establishment must achieve three out five indicators and 2 (developing) in the remaining indicators. Indicator Two must be achieved for Language and Communication Friendly status to be awarded.</b></p>	

**Areas of strength:**

1. There was an abundance of opportunities for children to engage in discussion and feedback. *Pair & Share, Heart Partners, Rally Robin* and paired work all facilitated this and were present across all stages observed. Children clearly expressed that they felt their voices were listened to and valued.
2. Relationships with families and wider community were noted as a clear strength, which was evident in how well the staff in St Angela's knew their children and their unique needs. While universal adaptations met many of children's needs, the use of individualised resources e.g. sensory toys was normalised and destigmatised.
3. Consistent, high quality adult talk that was conducive to good communication development. Teachers' and support staffs' approaches meant that classrooms were calm and orderly, and children's engagement with their learning was universally high.

**Areas for development:**

1. As can be expected, with high-quality practice at a universal level some children still require support via individualised means. Adults may consider using individualised visual supports or multimodal learning resources (Numicon, video aids, tactile resources) more regularly to support overlearning for this group, and having these more accessible if required.
2. Much work had gone into making the physical environments consistent, appealing and rich for stimulating communication. However it was recognised that a more purposeful, less busy approach to displays might benefit shared areas. St Angela's may consider extending their high-quality labelling of the physical environment to their outdoor spaces in Trim Trail, Sensory Garden as appropriate.
3. Further parental engagement in the LCFE process would continue to support their learners' communication development, potentially via SALTIRE group or Seesaw as discussed during validation visit.

**General Comments:**

St Angela's Primary were welcoming and delighted to share their own and their children's hard work. Through strong leadership in implementation, the school has a clear commitment to supporting their children's language and communication skills. The quality of adults' interactions, their physical environment and relationships between the school and its families all stood out as clear strengths. It was a pleasure to celebrate the success of all their efforts toward LCFE.

**This establishment has achieved full accreditation.**

**SIGNATURE OF ACCREDITOR:**

**DATE: 13<sup>th</sup> June 2025**

*Jason Hassard* (Educational Psychologist)

## Follow-up validations

<b>Link EP/SLT supporting follow-up validation:</b> <b>Date:</b>  <b>LCFE accreditation maintained: Yes/No</b>  <b>Comments:</b>
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