

School name: Filton Avenue Primary School

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Accreditation Report

	In your school...
1. Vision	<p>Oracy is valued as an integral part of how the school provides an effective education. School leaders can clearly articulate the role of oracy in school improvement to date, with a focus on developing agency and raising aspirations for students through finding their voice. This vision has now been taken up by the Trust.</p> <p>There is clear evidence of significant investment (in staff time and CPD) in oracy, with a large team drawn from across the school: an Oracy Lead (SLT), seven Oracy Champions, 5 Teaching Assistants in an Oracy Learning hub and 26 student Oracy Champions (who underwent a rigorous interview process from 100s of applications!). A wide range of stakeholders can articulate how oracy is integral to the school's ethos and this can be seen in the delegated leadership of oracy, for instance Teaching Assistants set up 'chatty corner' in the playground. A wide range of students are able to explain why oracy is important to them and students' oracy is regularly shared with home via Class Dojo.</p>
2. Culture	<p>There are high points for oracy planned across the curriculum, in the form of showcase events for inquiry topics. These act as a focal point as all students work towards their oracy outcome and families or other audiences are involved in hearing about students' learning. There are also a number of planned contexts for talk such as author talks and trust-wide competitions and events e.g. for poetry and speech-making and the trust's Great Oracy Exhibition. 'Talking Tuesdays', oracy tokens for praise and 'Speaker of the Week' certificates put oracy on the agenda weekly. All of these combine to position oracy as central to school life.</p> <p>Oracy is nurtured through everyday interactions, such as at the 'Chatty Corner' and over lunchtimes, with a wide range of students taking part and the school has adopted 'emotional scripts' to resolve playground disagreements. Student leadership for oracy and other areas of school life is strong, with Oracy Champions taking part in learning walks for oracy. The school also holds a 'takeover day' where roles are reversed and students run the school, with specific teaching about how to adapt their talk for this.</p> <p>Students are able to articulate how their voices are valued: "I like oracy because you know everyone is listening". "I like oracy as you get to hear other people's perspectives and it helps you have more ideas." Scaffolds such as sentence stems are planned to enable an inclusive approach.</p>
3. Curriculum	<p>Oracy is embedded throughout the curriculum, in the school's 'hidden' and 'explicit' curriculum. A progression of skills map links oracy skills to subject teaching, with each inquiry culminating in a real world outcome. As a result, students benefit from learning about and engaging in a wide range of contexts for talk. Examples of these seen included: stop motion animations; presentations on plants; fairtrade speeches; performing in a play. Students were able to reflect on the oracy skills they developed through these projects and could talk about previous showcases they were part of and their pride and achievement in having been part of them. Significantly, recently all students took part in speech-making this year.</p> <p>Working walls, talk tactics and sentence stems ensure oracy is taught explicitly, with a planned progression in sentence stems used as children move through the school. This starts early with a focus in EYFS. Students are encouraged to stand up to speak when making extended contributions in lessons which enables all students to practice speaking in a more 'high stakes' way while in a safe space. As a result, students are confident speakers and their peers are accustomed to turning to listen to each other. Termly oracy assemblies explore specific skills from the Oracy Framework (which are recorded and shared with families via Class Dojo).</p>
4. Learning	<p>Oracy is embedded in subject curricula and subject leaders are accountable for the quality of talk within their subject (e.g. this is part of 'Climate Reviews' for subjects). There is a developed approach to CPD for oracy through a coaching model and the oracy CPD offer enables teacher choice and creativity.</p> <p>As a result, there is high quality oracy teaching in classrooms across the school and this includes teachers who are early in their careers. In day-to-day teaching, teachers exploit opportunities for oracy e.g. using oracy tokens to praise specific strands from the Oracy Framework, and routines for oracy are well embedded.</p>
5. Impact	<p>Senior and Middle Leaders hold themselves to account for the effectiveness of the school's oracy provision and make informed decisions to improve oracy across the school. This includes proactively seeking information from student Oracy Champions who take part in learning walks for subject evaluations.</p> <p>The impact of oracy on teaching and learning formed a large part of the school's recent Ofsted inspection where it received significant praise.</p> <p>Students are regularly given opportunities to reflect against and use the Oracy Framework. As a result, they are able to talk about the skills they need for different context. In one lesson visited, year 6 students gave each other specific, kind and helpful feedback on their speeches which showed a deep understanding of the Oracy Framework.</p>

Areas of Excellence

VISION

There is a clear vision for oracy set by the school's leadership. It is notable that this is shared widely and led through delegated leadership which enables a range of people - adults and children - from across the school to shape the school's approach to oracy. The relationship between whole-school development and oracy development is well-understood by the school's leadership who are able to articulate clear plans for future improvement.

CULTURE

Oracy is infused into all aspects of school life, both in the everyday (playground, lunchtimes, praise, conflict resolution) and at key moments throughout the year (exhibitions, competitions and events). The school's approach stands out for how all encompassing and universal it is: it is a central part of school life and every student encounters oracy at multiple points every day. As a result students feel their voice is celebrated and valued.

CURRICULUM

Oracy is a key component of the school's curriculum. The thought and detailed planning which enables the school to deliver both an 'explicit' and 'hidden' curriculum for oracy is impressive. The school's curriculum ensures that as students move through the school, they are provided new challenges and opportunities for oracy (in a range of contexts) which build on previous learning. The progression of skills map defines a clear pathway for students to make progress across all four strands of the Oracy Framework. It is an ambitious document that sets high expectations for students, and has been thoughtfully developed with the school's context and curriculum in mind. The focus given to explicit oracy teaching enables students to succeed in the wide-ranging oracy tasks they encounter as they move through the school and this creates a lasting impression on them. The use of Class Dojo enables these learning experiences to be shared between teachers, year groups and with families.

LEARNING

A shared understanding of oracy has been developed through a sustained commitment to oracy as part of teachers' professional development. There are consistent approaches to oracy teaching and learning across the school and we observed oracy being deployed skillfully and deliberately to elevate learning, in a way that was fully integrated to the lessons' design & purpose (and not as a 'bolt on'). This is supported by delegated leadership of oracy through subject leads who are responsible for the quality of oracy teaching in their subjects.

IMPACT

There is a strong commitment to creating opportunities for students to reflect on and receive meaningful feedback on their oracy, with talk tokens given for contributions and praise relating to the four strands of the oracy framework. Notably, by reaching year 6 students have a deep understanding of oracy skills, as was evidenced by the specific and helpful feedback they were able to give peers about their speeches.

Leaders hold themselves to account for the quality of oracy across the school, from Ofsted, through subject leadership, to student voice. As a result they have a strong understanding of current practice and are continually looking to further improve.

Recommendations

CULTURE

The school has a clear commitment to diversity and there is a wide variety of home languages spoken by students. This presents an opportunity to more explicitly celebrate linguistic diversity. For example, school staff could be supported to explore research-informed, asset-based approaches to learning English as an additional language; the school could explore ways in which students & adults at home can use the variety and richness of language they have knowledge of to support students' oracy. This will enable the school to continue to deliver an inclusive approach to oracy education for all students.

LEARNING

As oracy teaching continues to be part of the school's core CPD offer, the school should continue to build on their highly effective choice-based approach to oracy CPD, considering how this may need to be differentiated for existing or new members of staff. How can the most skilled teachers be stretched (e.g. teachers may wish to further explore the hallmarks of talk in different subject areas: beyond subject-specific vocabulary and sentence structures, what types of talk can be used to support students' thinking and learning in different subject disciplines)? How can teachers who have found it harder to adopt oracy be supported to continue to develop their practice? How might subject leaders' understanding of oracy be developed? This would ensure practice is consistently high quality in classrooms across the school.