

Voice 21 Oracy Centre of Excellence 2026 Report for Janvrin School



School strengths

The leadership of oracy at Janvrin School has been strong and consistent throughout the whole journey. The oracy team has set a steady pace for implementation and kept documentation to map and reflect on progress and impact. This has ensured that implementation is thoughtfully planned and executed to embed and sustain practice. Staff have been fully supported through each step of the process and given plenty of space to reflect. The needs of different stakeholders have been identified and addressed using a variety of methods. This can be seen in the specific elements designed to explore linguistic diversity within the school and beyond, reflecting the school community.

Recommendations

Curriculum design, at any level, takes time. Strategic planning, delivery, and evaluation are all important stages to make room for, especially when supporting the progression of general and subject-specific oracy skills. Building on what is in place and continuing to map oracy across the curriculum will ensure that oracy becomes a true 'golden thread' and provide plenty of opportunities to revisit and build skills and knowledge. Part of the evaluation stage will include capturing 'oracy moments' which help tell each student's oracy story. Where parts of the curriculum have been tested, consider how skills and knowledge are appraised. How are students being supported to be self-reflective? What support or training do staff need to feel more confident when assessing oracy?

Area of excellence

The Janvrin team has been consistent and deliberate when it comes to building a culture of oracy. Strategic plans have been executed well to support all members of the school community to engage with the oracy project. A range of different techniques have been employed to raise the profile and status of oracy and school systems, and have been redesigned to have a greater focus on speaking and listening skills. Flipped parents' evenings are just one example of this, redrafted to put student voice at the centre, providing a truly authentic audience for talk.



School Benchmark 1: Has an ambitious vision for oracy

The whole school community has a good understanding of the needs of students, the importance of oracy and how it weaves through and supports the school's core values. The oracy team has systematically planned and delivered a series of different 'oracy touch points' for parents and carers so they can play an active role in delivering the vision for oracy.

School Benchmark 2: Builds a culture of oracy

Staff have identified many opportunities for feedback on oracy skills and regularly celebrate via 'in the moment' comments and via weekly assemblies. Parents and carers are invited to attend a flipped parent session, led by their child, reflecting on the learning and challenges faced, providing an authentic opportunity to develop their storytelling voice.

School Benchmark 3: Has a sustained and wide-ranging curriculum for oracy

The oracy team has worked systematically, at each level, to ensure all opportunities to develop skills have been identified. Long, medium, and short-term plans show that staff are planning high-quality moments for talk using a variety of strategies. Specific outcomes have been designed to address themes linked to linguistic diversity and celebrating one's own voice.

School Benchmark 4: Recognises oracy as central to learning

Since the start of the oracy project, the oracy team has designed training and support for colleagues that reflect the stage of implementation. Regular moments for reflection are provided across a school year alongside the opportunity to dig deeper into different oracy topics via research projects. Subject leaders are developing a strong understanding of disciplinary oracy.

School Benchmark 5: Is accountable for the impact of oracy

Different stakeholders talk positively about the impact of the oracy project. The school lead has monitored using a variety of tools such as listening walks and surveys, which informed implementation steps year on year. When needed, strategies and resources have been adapted to better support students.

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For questions about this review, contact Hannah Higginson at Voice 21.