



How Ibstock Place School is using **Cambridge Insight** as part of a holistic approach to measuring the effect of oracy across the curriculum

About the school

Ibstock Place School is a co-educational day school for children aged 4-18. It has been using Cambridge Insight baseline assessments since 2001, primarily for its lower secondary students in a two-pronged approach:

1. To understand predicted outcomes, trends and analysing the value-added over time
2. To help identify learning needs, such as special educational needs (SEN)

Find out more about its experiences of using data holistically in this case study.

Embedding oracy across the curriculum

Ibstock Place School recently implemented 'Oracy and Debating' lessons for Year 7 and Year 8 students, alongside an embedded oracy scheme of work for every subject for Years 7-13. This scheme of work is modelled using the **Oracy Skills Framework** developed by **Voice 21** and **Oracy Cambridge**. Part of the University of Cambridge, Oracy Cambridge aims to promote oracy in schools, led by Director Neil Mercer, Emeritus Professor of Education and Associate Fellow of the British Psychological Society.

Ibstock's use of Cambridge Insight data is part of a holistic approach to understanding students' communication strengths and learning profiles, enabling the school to design lessons that target both confidence and skill development.



The inclusion of oracy is particularly relevant given the secondary oracy, reading and writing framework announced in the **Government response to the Curriculum and Assessment Review**:

We will therefore publish a combined secondary oracy, reading and writing framework that brings together guidance on these topics, to support teachers to connect and use all three in their teaching and to embed literacy and oracy across the entire curriculum as part of a whole school strategy.

Chris Wolsey, Headteacher, has already seen the value of embedding oracy into their programmes of study. "It's not enough to simply utter warm words about the importance of oracy," said Chris. "If students, parents and teachers are really to take this part of our provision seriously, then it needs to be properly integrated into our programmes of study, and at a really fundamental level. Writing oracy into our schemes of work helps us to do this, and to ensure that our students experience it right across the curriculum – and sometimes in some unexpected places."



Triangulating insights: Student surveys, ESB results and Cambridge Insight data

At the end of each year, Year 7 and Year 8 students are assessed by the English Speaking Board (ESB) on Speech.

Year 7 students were asked to complete a questionnaire consisting of 11 statements about their oracy lessons. The results of this survey were cross-referenced with their ESB Qualification results and their Cambridge Insight baseline assessment data. This created insights into how a student scored in their assessments compared to how they felt about the oracy lessons.

Key findings

- 65% of students reported that oracy lessons made them more confident public speakers
- Students who achieved higher ESB grades reported greater personal pride in their work
- 79% of respondents agreed that oracy is a valuable life skill
- 73% agreed that oracy should be taught in all schools

Matt Hazell is the Head of Oracy and is Head Coach of Debate England. "Our programme has been transformational in terms of our students' experience. It's given them a voice in an environment which is safe, supportive and structured. The skills which they develop form the cornerstone of an

approach to learning which endures right through to the end of their secondary education, and beyond," said Matt.

By combining Cambridge Insight data with ESB results and survey responses, Ibstock gained a comprehensive understanding of both ability and confidence, supporting targeted teaching and the continuous improvement of the programme.

Ibstock Place School will continue to include oracy as a key part of their curriculum given the overwhelmingly positive response from students, carrying the programme forward with this year's Year 8 cohort.

“ Cambridge Insight's baseline assessments have already opened up some really interesting lines of enquiry for us and as we pursue them further, we'll be better able to design future provision which best serves all of our students' needs. **”**

Rachel Palmer, Deputy Head (Academic)

Get in touch to find out more about Cambridge Insight's baseline assessments.