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| SAPERE P4C Gold Award Renewal Visit: Armathwaite primary School, Cumbria**Date of visit**: Tuesday 25th June 2019**Reviewer:** Jen Simpson, SAPERE Assistant National Training Manager**P4C leaders**: Helen Gill |  |
| **Summary overview**:Armathwaite Primary is a small village primary school serving the areas of Armathwaite and Ainstable in the beautiful Eden valley with approx. 62 pupils supported by 4 teachers and three teaching assistants. P4C has been part of the schools educational approach for a number of years having gained Gold Level in 2015, this being the Renewal of the Gold Level. It is evident that P4C continues to have a substantial influence on all of those involved in teaching at school from the approach to teaching to the relationships between adults and children and significantly the emphasis on pupil co-agency and their understanding of the community of the school.Observations and discussions with the main P4C teachers and pupils from each year group during the visit revealed numerous areas of strength, and confirmed the continued high level of P4C practice and how the school continues to embed P4C within its values, ethos and approach to teaching and learning across the school.I am delighted to recommend that Armathwaite Primary School be awarded the SAPERE Gold status for a further three years in recognition of the outstanding commitment and continued development of P4C across school.Congratulations to the P4C leader, Head, pupils, teachers and other members of the school community who have worked hard to achieve this. It was a great pleasure to visit the school and to spend time with inspiring passionate, caring and committed people making such a profound, positive contribution to the lives of all associated. |

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| **Summary of strengths from observation and talking to pupils and teachers during the Gold award visit****What was observed/undertaken –** Whole school learning assembly (involving mini-enquiries); enquiry (to question airing) with yr5/6; enquiry (from question selection) with Yr2/3/4. Meeting with Headteacher and P4C Lead followed by learning walk with selection of pupils from Y4/5/6.**1. PUPILS – How well are they doing P4C?****Strengths:*** *Pupils from Years 2, 3, 4, 5 and 6 were observed engaging in various stages of P4C enquiry. All pupils were clearly very familiar with the process of P4C with some sophistication in developing philosophical questions.*
* *From the whole school assembly to the smaller class group’s pupils could engage in community of enquiry and discuss concepts with some clarity and focus on making clarification and providing reasons.*
* *The whole school learning assembly involved older pupils supporting and leading the mini-enquiries with younger pupils revealing a good level of autonomy and understanding of how to engage dialogue and participation.*
* *Older children were observed asking and responding to philosophical questions, exploring philosophical concepts, developing arguments, supporting others with the enquiry and airing of questions as well as questioning one another and to seek clarifications and explanations.*
* *A group of children spent an extended time talking with me, taking me on a learning walk where they were able to explain their experience of P4C in more detail. Especially powerful for the pupils was their ‘agreements’ rather than ground rules – pupils were very keen to explain the impact of the whole school community outlining their ‘agreements’ which make the school work better and that they get to make those decisions and more likely to adhere to them. They also emphasised the regular review of these during whole school assembly time. The pupils also explained that they have always worked ‘like this’ at Armathwaite and can’t imagine any other way of ‘being together’; the older pupils heading to secondary school talked about taking some of their P4C skills with them such as being able to challenge, think critically and take time to listen to others as important for moving onto the next stage of education.*
* *Plan, do, review is an integral part of the teaching approach in school and pupils could clearly describe their P4C review sessions and the impact of those.*

**2. TEACHERS – How well are they developing their P4C skills?****Strengths:** * *As the main P4C practitioner trained to L2B the P4C leader and Head teacher demonstrate a high level of understanding of P4C principles, expertise in practice and appreciation of the transformational nature of P4C in terms of teaching and learning.*
* *P4C is planned as discrete sessions as well as embedded with general teaching practice and whole school approach.*
* *The 4C model is ever-present throughout the school and appears in curriculum planning as well as within the relationships between adults and children.*
* *The P4C lead and Head Teacher spent an extended time in conversation with me. They presented a high level of motivation, appreciation and expertise in P4C as well its place within transformational education as a whole. The school are working towards Gold level RRSA and have utilised P4C to support this work which compliments the ethos of the UNCRC.*

**SCHOOL – How well is P4C supported across the school?****Strengths:*** *The school continues its long term vision for P4C which has become part of the ethos, values and the teaching and learning as a whole.*
* *The Head and staff wholly support and recognise the vision and the value of P4C in helping pupils to better articulate their opinions, think independently and discuss big issues in life. They recognise and understand the impact that developing these skills can have on pupil’s education and life opportunities as a whole.*
* *Many opportunities are provided for children to engage in philosophical questioning around the school, at all levels*.
* Parents are informed about P4C and it is recognised that more could be done in this area once the focus on RRSA is completed. Inviting parents and carers into school for RRSA has been successful and this may potentially be replicated for P4C.

**Recommendations for future development:** * *Continue to ensure the sustainability of P4C through training; refresher training for staff possibly focus on questioning to support staff in pushing for depth and reasoning or developing practice of Level 1 trained staff onto L2A.*
* *Continue to develop a programme to engage parents/carers in P4C both within the school community and at home.*
* *Consider deeper reflections on facilitation as part of peer observation/professional development which could involve pupils also to further engage and develop their autonomy and understanding of P4C.*
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