

Gold Award Feedback Form

Name of School: Sherwood School

P4C Leader(s): Jodie Wells

Date of Gold Award Visit: 12th June 2024

Award Reviewer: Sara Liptai

Date of completed review: 17th June 2024

Summary overview	
Pupils – How well are they doing P4C?	The pupils appear to be fully committed to the ‘internal goods’ of P4C. The nine P4C Ambassadors (Years 2-6) spoke of intending to be models of the P4C attitude, including modelling the 4Cs to others; encouraging their classmates in enquiries; modelling good listening and the peaceful resolution of disagreements; using critical thinking to make better practical decision. In the four observed class enquiries the pupils displayed several aspects of 4Cs thinking.
Teachers – How well are they developing their P4C skills?	All teachers and TAs have had training; regular ‘top-ups’ have been arranged for new staff over the life of the project. The P4C Lead supports her colleagues and gathers much of the evidence of the effectiveness. P4C is planned as part of the regular curriculum: a great deal of it takes place within subject areas as concept clarification, concept stretchers and planned or ad hoc mini-enquiries. All sessions observed (Y4, 6, 1 and Nursery) were appropriately philosophical. My only discomfort arose in the Nursery session, where I felt the topic - ‘Rules’, and its handling - was a bit too abstract, therefore difficult, for the children, but I accepted the assurance that most Nursery sessions deal with more age-appropriate material. Four teachers volunteered to talk to me about their P4C experiences. They were full of enthusiasm for the process and its outcomes, mentioning the pupils’ growing ability to reason; children’s developing collaborative attitudes; the pupils’ success in interacting with each other without <i>ad hominem</i> remarks; the cross-curricular benefits of P4C in all learning situations; the beneficial effect on Y6 pupils in preparing them to move into secondary education. The teachers appreciate the child-led nature of P4C.
School – How well is P4C supported across the school?	This school is in an area of significant deprivation, and Covid had a great impact, just like in most other underprivileged communities, leading to isolation, language development issues and other learning deficits. Yet, despite the ravages of Covid, the school has maintained its focus on P4C, thanks to the unstinting support of the HT & SLT. The HT is not only a firm advocate of P4C, but also ensures that the environment is favourable for P4C to be integrated into the everyday life of the school. The pupils are calm, friendly, mature and well-behaved.

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	<p>Sherwood is also a gold level Rights Respecting School; P4C has been a good, and much used, tool in embedding the Rights Respecting agenda.</p> <p>The exceptionally effective synergy between the HT and the SAPERE Trainer has been an important factor in maintaining and developing P4C through Covid and beyond, including the systematic embedding of P4C techniques in all subjects of the curriculum.</p> <p>The parents are kept informed of P4C development. Seven parents volunteered to tell me how P4C has helped their children become more assertively curious and questioning, more understanding and tolerant of other people’s different needs and points of view, on occasion even helping parents modify their own less tolerant attitudes.</p>
<p>Overall recommendations for future development</p>	<p>The school’s GfG journey started in February 2020, a month before the first lockdown. To have been able to maintain the momentum of P4C development over and since the lockdowns is an outstanding, possibly exceptional, achievement. P4C is an integral part of teaching and learning, as well as the relationships between pupils and between pupils and teaching staff at Sherwood. I hope that the Gold Award, which I believe Sherwood richly deserves, will help persuade other schools to give P4C a try.</p> <p>At Sherwood there are already plans for spreading the word about P4C by inviting representatives from local schools to observe P4C sessions.</p> <p>More P4C sessions with parents would be useful, especially with the help of parent-advocates, like the parents who came to speak to me.</p> <p>Enquiries in mixed groups – children and adults together – could further disseminate P4C to the local community.</p> <p>KS2 P4C Ambassadors, perhaps in pairs, could start facilitating short sessions – eg a choosing and justifying activity or a concept-stretcher – with younger children.</p> <p>Maintaining the momentum after the completion of the Going for Gold process is usually not easy; but I have every confidence that the HT and the SLT will succeed in keeping P4C at the forefront of school life at Sherwood.</p>