Name of School: Christ Church CEP Academy, Folkestone

P4C Leader(s): Maeve Renard

Date of Gold Award Visit: 25th May 2021

Award Reviewer: Jen Simpson, Assistant National Training Manager

Date of completed review: 17th June 2021

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| **Summary overview** | |
| Christ Church Academy is an excellent P4C Gold Level school which has worked hard over the past few years, especially during a pandemic, to develop and embed P4C practice across the school for the benefit of their young people and wider community. It is evident that P4C is now a fundamental part of the school ensuring sustainability of the practice in the longer term.  The school has benefitted from the high quality leadership of P4C from both the previous and current P4C Leads; providing thoughtful support, focussed CPD and guidance on progressing P4C practice. The P4C Lead has ensured that P4C thinking and practice continued during the pandemic within a variety of formats and also at the forefront of the minds of staff at school.  Your young people are positive advocates and role models for P4C; able to express their thoughts about P4C at school with passion, eloquence and thoughtfulness. | |
| **Pupils** – How well are they doing P4C? | Young people across the school have many opportunities to engage in philosophical enquiry and P4C activities which develop their skills and conceptual understanding. There were numerous examples of high quality philosophical questions and, in the younger year groups, questions with developing philosophical potential. Pupils reflect and review their progress against the 4C’s in various ways as appropriate to age and experience.  It was wonderful to hear the young people talk about P4C and watch them take part in enquiries which they clearly enjoy and are eager to both share their thoughts and listen to those of others. |
| **Teachers** – How well are they developing their P4C skills? | Teachers facilitate well and understand the key aspects of a successful community of enquiry, adapting as necessary for age or experience. They have been restricted during the pandemic and recognise the impact of losing the circle on the community of enquiry but have endeavoured to make the most of the P4C during these restrictions. Observed facilitation demonstrated modelling of philosophical language, pushing for depth and questioning.  The school has linked P4C into some subjects across the curriculum exploring big concepts such as equality, justice and revenge. Some exemplary work is being developed within art linked to the National Galleries and it will be interesting to see the implementation and impact of this work. Age groups will repeat or revisit concepts as they move up the school to push deeper and explore them further as their P4C skills and confidence develop. A great range of stimuli are available to all facilitators both curriculum linked and for pure philosophical content. |
| **School** – How well is P4C supported across the school? | Positive and knowledgeable support from Senior Leadership and Governors which have enabled the P4C Lead to put effective CPD and support in place to ensure development and progress of P4C across school. P4C has a high profile and is threaded through the whole school vision and approach to teaching and learning in school.  There is a good level of training across the school and continued CPD for current and new staff to maintain and progress P4C practice in the longer term.  The monitoring of P4C practice has halted during the pandemic though staff still discuss their practice and share resources and ideas. Plans are in place for careful and considered monitoring of progress against the 4C’s in place across the school to support both pupils and teachers.  The impact of P4C on pupils is observable and inspiring; especially in terms of safeguarding and the increase in confidence and bravery of pupils to discuss challenging issues with adults. |
| **Overall recommendations for future development** | Once restrictions allow, ensure enquires return to a circle with facilitators sitting with the groups to avoid a teacher/pupil dynamic during a community of enquiry.  Encourage pupils to build on or challenge opinions within dialogue to avoid simple opinion giving; this could be modelling or challenge from facilitators or signalling via hand signals or cards.  Encourage more pupil autonomy within P4C practice, ensuring they set and revise their own ground rules, review and respond to their own enquiries and possibly consider ambassadors to support facilitators across school (once restrictions allow).  P4C Lead to continue to develop effective peer monitoring to support ongoing development of facilitation skills – link to the award criteria statements if helpful and will ensure the rigour in P4C practice.  Involve non-teaching staff in P4C to maximise opportunities at lunchtimes or before/after school.  Consider staff accessing ongoing CPD such as P4C in Practice workshops particularly useful for developing practice in EYFS or facilitation.  Continue to encourage facilitators to plan in cycles of enquiries with specific enquiry reviews to support pupils understanding of concepts or practice P4C skills such as questioning or 4C’s thinking. Attendance on the L2A courses will be very helpful for this work and the L2B course should be considered for the next academic year also.  When we are able to visit the school next year it would also be beneficial to see how pupils P4C skills progress from EYFS up to Yr6; what are the building blocks at the early stages that then support full philosophical dialogue and thinking in upper KS2? |