



The P4C Journey at Haselworth Primary

Case Study on the Impact of Philosophy for Children



Philosophy for Children has been delivered in the UK since 1992 and is a proven enquiry based pedagogy where children take the lead and the teaching style is facilitative. Academic research has shown that there are numerous benefits of the P4C approach including;

- improved educational attainment through enhanced thinking and reasoning skills across the curriculum;
- substantial gains in oral skills, literacy and numeracy, particularly with less able children;
- children becoming more articulate and confident speakers and listeners;
- children learning how to challenge and question, within the rules of respectful dialogue;
- teachers being re-motivated with new skills in facilitation and open-ended questioning.

Haselworth Profile

Haselworth School in Gosport, Hampshire is a smaller than average primary school classed as the 11th most deprived school in Hampshire. 54% of the children are Pupil Premium and 24% of pupils have SEND. Both of these figures are more than double the national average. The school also has 26% mobility and 5.6% of children are in local authority care. Just three years ago, the school was told by Ofsted that it required improvement but it is now producing results that surpass expectations.

Importance of P4C

Emma Steele, the Headteacher introduced P4C to the school in 2014 whilst working as Deputy. Since becoming Headteacher 18 months ago, she has continued to promote P4C as part of the whole school ethos and in all areas of the curriculum. Most of the staff have been trained to SAPERE Level 1 and the P4C Leader, Sian Hosmer, has recently completed her Level 2 training. The staff and children are passionate about Philosophy for Children. It is apparent in the way that the children talk, in the way that they resolve conflicts with each other and in the way that it deepens their understanding of other subjects.

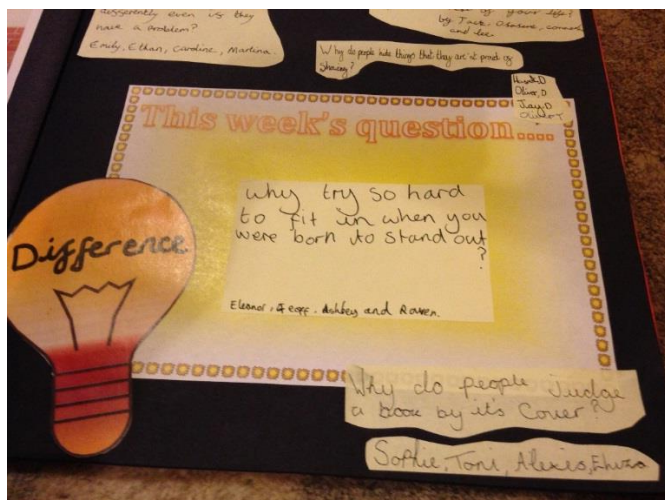
Haselworth has been taking an active role in SAPERE's International Community of Enquiry and recently hosted two teachers from Shanghai to share best practice. In July 2015 it achieved the SAPERE Bronze award and is now working towards the Silver award.

'By embedding P4C across our whole school community we are ensuring that everybody has the tools they need to be deep thinking, articulate, balanced citizens of the future.' **Aimie Williams, Chair of Governors**

Why P4C?

Children's Philosophical Questions

- Why try so hard to fit in when you were born to stand out?
- Should we always care for people?
- What is the purpose of faith?
- Can self-belief be taken away from you?
- Is hope always there for you?



Impact of P4C on Learning

Haselworth will always have its challenges but P4C is playing an important role in the school ethos. It is now the third best school in the country for progress and amongst the top 10 per cent nationally for disadvantaged children in reading and writing. In reading for example, 35% of KS2 achieved reading at greater depth compared with 19% nationally. In KS1, 33% achieved reading at greater depth compared with 24% nationally. The depth of thinking in P4C enquiries is ideal in preparing children to think about alternative points of view and justifying their views.

Impact of P4C on Behaviour

Incidents of bad behaviour have reduced and the number of exclusions have fallen dramatically since its introduction.

- 2013-14: 12 exclusions.
- 2014-15: 9 exclusions.
- 2015-16: 3 exclusions.
- 2016-17: 0 exclusions to date

We have had three successful managed moves where the behaviour of the children has improved significantly. There are many examples of where the children have used 'I disagree because...' and 'We need to think of the consequences.'

Quotes from staff and children

'P4C is more than effective questioning by the facilitator, it is children questioning their core concepts and helping them shape the adult they will be. Effective conversations are as important as effective questions.' Emma Steele Headteacher

'P4C gives the children the language to explore the key issues around human interactions and familiar concepts such as loneliness, responsibility, fear. P4C enables them both to share experiences and generalise to a wide range of situations. It helps develop skills such as listening, collaborating and disagreeing. I feel it is the most effective route for teaching emotional literacy.' Julie Millard, Y3/4 Class teacher.

'P4C is a time when you can express your opinions about a topic in your own way and there is no right or wrong answer'. Jay, age 11.

'P4C is a good way of seeing the best in yourself and others.' Tyler, age 11.

'In P4C we ask questions. We agree and disagree with each other.' Hugh, age 5.

'We talk about caring for people, loving each other and our family.' Jack, age 5.

